

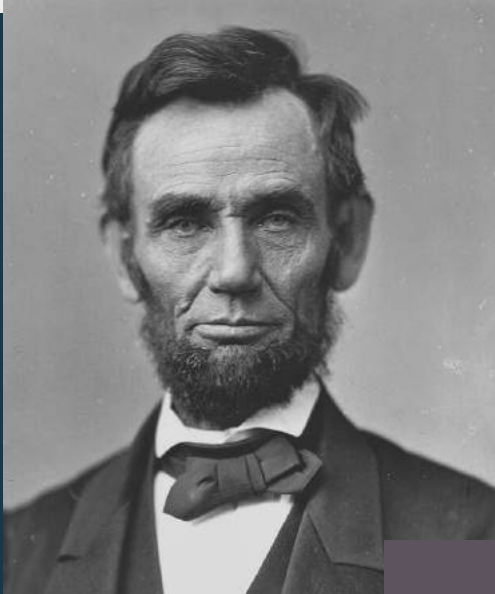
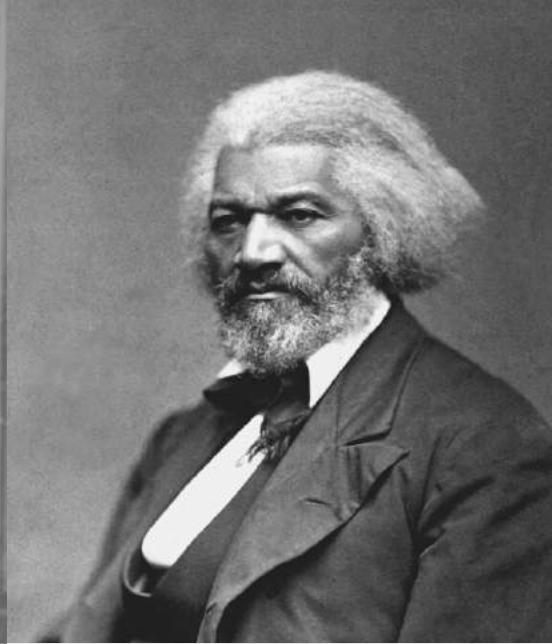
BLOSSOM & ROOT

U.S. HISTORY FOR ELEMENTARY AND MIDDLE GRADES

A River of Voices

THE HISTORY OF THE UNITED STATES

PARENT GUIDE



VOL. 2

FROM THE 1790S TO THE 1890S



www.blossomandroot.com

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Blossom & Root

The History of the United States

A River of Voices

Vol. 2

From the 1790s to the 1890s

A Complete Secular History Unit

A River of Voices: The History of the United States Vol. 2

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A River of Voices

"We are not makers of history. We are made by history." – Dr. Martin Luther King, Jr.

Years ago, I was attempting to lead my daughters through the first United States history unit in our little homeschool, and things weren't going well.

We had a box full of books that had been recommended in various homeschool groups, but none of them told the whole story, and several were downright false.

The crafty project books I was using to pull our unit together were fun, but I felt like they were missing the mark most of the time. Not only that, but it took hours to complete each day's cutting, pasting, and pocket-crafting--none of which really brought the content to life in a meaningful way.

We made it through a unit on Native People, but I was dissatisfied due the lack of Native voices in the books we had, and the tone that suggested that they existed only in the past. The unit on the first colonies was even worse, and we put it aside after only a couple of days.

It was then that I decided to create our own history curriculum--one that looked at the history of the United States through multiple lenses, and allowed us to dive deeper when we wanted to, one with meaningful activities rather than busy work, and one that sparked important conversations about our past--and our future. For my daughters, I wanted history to be not the babbling stream of a single and dominant narrative, but a river of voices.

Is *A River of Voices* the right choice for Your Family?

This curriculum won't be a fit for everyone. As with our science curriculum, it is built upon a framework of flexibility and choice, rather than a prescribed schedule that tells you what to read and do every day of the week. We do have recommendations for planning and scheduling on the next page, but if you need a tightly structured, predetermined day-by-day plan, this may not be a good fit.

Our curriculum avoids the standard "heroes" and "cherry tree" mythology of U.S. history in favor of a more complete narrative. Many history books and videos feature stories of phenomenal individuals who acted heroically to enact change. It's important to remember that, while there were many outstanding individuals who participated in these changes, the power to truly change the course of history has come again and again from *many* people working *together*. And while we believe it is important to celebrate the positive contributions of our leaders, we believe in being open about their mistakes and flaws as well.

Our history curriculum, like everything else we create, is secular. Any references to religion are limited to the occasional quote or contextual tidbit concerning the religious beliefs and motivations of various individuals or societies involved in the lesson at hand.

While we have included projects and activities in many of the lessons, we have tried hard to choose culturally sensitive ones, and ones that enhance and deepen the lesson. And while dates are, of course, important and should be noted on a timeline or in a book of centuries with older learners, we place the emphasis on stories and connections instead. We do not provide tests, but rather encourage deep exploration, curiosity, rabbit trails, and meaningful family conversations about the content as you move through the curriculum. Please read through the beginning of this guide for more information.

Thank you for your support of Blossom and Root. Please feel free to reach out to me at any time--I am always happy to help!

A River of Voices

Options for Scheduling This Curriculum:

Traditional Schedule—Covering the Curriculum in 38 Weeks:

Aim to complete approximately one lesson per week, in order, for a 38-week school year. If you do history once a week, this may mean reading one of the suggested books, completing one of the activity options, and ending with your child answering the prompt in the student notebook. If you do history twice a week or more, you may wish to incorporate multiple books and video links, and more of the optional activities per unit. Please note that not all 38 lessons are included on the Gentle Pathway.

Relaxed Schedule:

Begin at the beginning and spend as much or as little time in each lesson as desired. You can even split this curriculum into five different units that you sprinkle throughout your year, or even over multiple years, unit-study style. This will allow ample time for families that like to incorporate lots of field trips and projects, without added pressure to complete the entire curriculum in a single stretch, from start to finish.

How to Plan Out Each Lesson (The Easy Way):

A few weeks before you begin a lesson, look over it and decide which books or video links you'd like to use and which projects you'd like to do. Highlight them in the teacher's guide here or write them into a separate planner. Refer to the "activities to consider" to note specific supplies you'll need to gather for the activities you'd like to include.

You may wish to bulk-plan the entire year at once, but we highly recommend planning out no more than one part at a time. Don't forget to make note of books you will need. In addition to the spines listed in the book list and in each part's overview, you will find recommended books for individual lessons in each lesson plan, and recommended longer read-alouds to spread over each part in the overview for that part. Please read the beginning of this parent guide for more information on choosing and using books for this curriculum.

Make It Yours

How to Teach This Curriculum



Public domain, via Wikimedia

Commonshttps://upload.wikimedia.org/wikipedia/commons/2/21/Chinese_Railroad_Laborers.jpg

This curriculum is designed to provide support and inspiration to the parent educator. Above all else, please make it *yours*!

Step One: Absorb

Each lesson begins with a lesson foundation, also referred to as the section, "For the Minimalist." This is the root of the lesson, usually made up of readings from spines, optional readings from additional recommended books, and / or prompts to view specific video or website links. If you want to take a minimalist approach to the lesson, or the entire curriculum, you'll stick with the lesson foundation and the notebook prompt. Otherwise, you will build upon this lesson foundation by adding book basket recommendations, additional video links, activities, and the notebook prompt.

Step Two: Explore

The next step is to explore the topic through hands-on activities, projects, video links, and recommended websites. Our curriculum is flexible, providing several options for each lesson so that you may tailor it to your budget, time available, personal preferences, and your child's learning style.

Step Three: Record

The final step is to allow your child to reflect on the lesson and record their experiences. Children who are already eager, confident writers may use the student notebook to employ written narration. Others may wish to draw or color a picture, below which their parent can dictate their oral narration. Still others may prefer to tape or paste in photographs taken of their adventures and activities during that unit--the choice is yours!

Permission to Go Off the Grid

One of the greatest gifts of homeschooling is the ability to follow rabbit trails, and to delve deeper when inspiration calls. We fully encourage this, and promise that the curriculum will be here, waiting for you when you're ready to come back and move on to the next lesson!

Step One: Gathering Perspectives

Setting the stage for discovery

"History is who we are and why we are the way we are."

David McCullough

The Main Goal

You will begin each lesson by introducing the topic to your child through books and / or short videos. **The primary goal of this stage is simply to introduce the topic and inspire curiosity.**

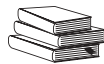
Options for Step One

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit:



Category 1: For the Minimalists (Lesson Foundation)

If you're pressed for time, short on resources, or simply not as excited about a specific unit, stick with Category 1: For the Minimalists / Lesson Foundation to introduce the topic. This category is designed to deliver the foundational information for the lesson.



Category 2: For the Book Basket Folks

This category will provide engaging literature to pick and choose from for your initial introduction. ***You absolutely do not need to provide all of these books, every week.*** This list is meant to provide *options* for families that prefer a literature-based approach to learning. Please also note that longer read-aloud suggestions can be found in the overview for each of the four parts of this curriculum. Longer read-alouds should be spread out over the course of that part.



Category 3: For the Visual Learners

Some children prefer a more visual model for receiving information, and some topics can be difficult to explain without a visual demonstration. Therefore we provide suggested video and / or website links, most of which are hosted on YouTube, to help introduce each topic. There is a separate "clickable links" PDF included with the purchase of the curriculum. This document provides clickable links and can be stored on your phone or the desktop of your computer for quick and easy access to linked content, whether you choose to use a printed or digital form of this parent guide.

Please ALWAYS screen resources ahead of time to be sure they are in line with your family's values and developmental appropriateness for your child. Please only choose materials assigned to the pathway you have chosen for your child.

Tip: Use the Clickable Links PDF included in your files to access the most up-to-date and accurate links!

The Clickable Links PDF is updated far more frequently than the parent guide, and is typically more reliable for accessing links.

Step Two: Explore and Inquire

Choose your own adventure

The Main Goal

The next step for each unit is to explore the topic through hands-on activities. **The primary goal of this stage is to allow your child the opportunity to make discoveries about the topic at hand.**

Mix and Match to Choose Your Own Adventure!

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit. Occasionally, there will be a single activity option, but most of the time, we provide multiple options.

Please feel free to pick and choose which activities to add to your lesson. You are under no pressure to complete any of them at all, and you also have the freedom to take your time and do all of the recommended activities. You can even add your own ideas for activities, or take special field trips to local places of interest that relate to the lesson.

Maps

Many of the lessons include a map prompt in the "activities to consider." Typically, your child will refer to a specific resource or map in one of the spines, or use Google maps or a physical atlas to complete a corresponding map page at the back of the student notebook. Map work can be very beneficial, especially for older learners.

For each lesson,
choose from one
or multiple
activities
to provide rich
and engaging
opportunities for
discovery.

Step Three: Record

Documenting the journey

The presentation of the topic belongs to you, the parent educator. What your child takes from that presentation belongs to them.

The Main Goal

The final step for each unit is to give your child a chance to document their experiences through the student notebook. **The primary goal of this stage is to allow your child to record their thoughts, concerning the topic you investigated together during the previous two steps.** Each lesson includes a prompt for the student notebook, but your child is welcome to record whatever they like, concerning what they've taken away from the lesson.

Options for Step Three

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit:



Oral Narration

For this option, your child will give a brief oral narration of what they have learned. You, the parent, may choose to take dictation of their words into the student notebook. They may wish to draw or color something before or after the oral narration in the student notebook. This can also be done in the form of casual conversations together.



Written Narration

If your child is already confidently writing, and enjoys doing it, they may wish to record their own written narration, with or without a drawing, in their student notebook.



Scrapbooking with the Student Notebook

You may wish to treat the student notebook as a scrapbook instead, allowing your child to tape or glue photographs into it that you (or they) take during your activities together. They may wish to add brochures or postcards from field trips, make drawings or notes in the margins, or have you take dictation.

Timeline / Book of Centuries

If you are working with an older learner (grades 3 and up), we highly recommend adding an entry (or several) to a book of centuries or timeline for each lesson completed. We include a blank "book of centuries" in the purchase of this curriculum that can be printed and bound for each child in your home. Your child can either draw a picture for each entry or use Google search to find an image to print, cut, and paste into their book for their entry (recommended.) We highly recommend having your child make a short notation under each entry (i.e. "September 3, 1783 Treaty of Paris marks end of Revolutionary War")

For each unit, have your child document their experiences using one of these options for the student notebook.

Choosing a Pathway

How to Decide Which Pathway to Use

Three Pathways to Choose From

You have three pathways to choose from when you are planning out the use of this curriculum. Families can even mix and match pathways to meet the needs of different students in their homes. You may use the Gentle Pathway with your kindergartener, while doing the Standard Pathway with your third and sixth graders, and have the sixth grader complete the Advanced Pathway on their own in addition to your work together on the Standard Pathway. Please read the recommendations below carefully to decide which pathway to use with each child.

The Gentle Pathway: Recommended for K - 2 and More Sensitive Learners

History can be a difficult subject to teach to younger children, because it is, by nature, full of distressing and unpleasant events. For this reason, many parents choose to wait until later-elementary to even begin history instruction. However, many parents need or want to start sooner, but on a gentler path. The Gentle Pathway was designed for those students specifically. Our Gentle Pathway avoids some of the more distressing content while maintaining the integrity of the vision of this curriculum. If you have younger learners (K - 2) or very sensitive learners, this will be the pathway for them. Even still, please be sure to screen all content before sharing it with your child, as every family and every child is different. Please note that several lessons are skipped entirely for those on the Gentle Pathway.

The Standard Pathway: The Foundational Pathway for Grades 3 - 8

The Standard Pathway is the foundational pathway for this curriculum, and was designed with Grades 3 - 8 in mind. You may want to screen content, even if your child falls in this age range, as every child and every family is different. (For example, you may find some content to be a bit young for your upper middle schooler or a bit intense for your middle elementary learner. Feel free to adjust as needed.)

The Advanced Pathway: Additional Resources For Older Learners (Grade 7+) and Parents

The Advanced Pathway is an add-on to the Standard Pathway for older learners and parents.

They will still need to complete the Standard Pathway, but will add the extra resources from the Advanced Pathway to their lessons. These resources do not often coordinate with the activities and notebook prompt on the Standard Pathway--they are simply additional resources designed to enhance the curriculum for older learners. Readings from this pathway can be done independently or as read-alouds. **Please screen all resources carefully--not all of them will be appropriate for all learners or all families. This is especially important on the Advanced Pathway!** Even though the Advanced Pathway was designed for older learners (grade 7 and up) some families may wish to complete it with learners below that recommended level, especially if they want to go deeper into U.S. History and engage in more serious conversations together about the events concerned. You are more than welcome to do so, just be sure to screen everything very carefully first. Some of our links include content that is more appropriate for high school grade levels and adults--screening is paramount.

Permission to Go Off-Grid

"Curiosity is the wick in the candle of learning."

William Arthur Ward

It's All About the Journey, NOT the Map!

As you move through the following lessons, you will naturally come across forks in the road where your child wants to stop and dig deeper (e.g. How did prospectors pan for gold?) or follow a rabbit trail that springs up (e.g. Civil War flags or Morse code.)

These side-trails can provide some of the richest learning opportunities there are--curiosity-driven, interest-led investigations--so don't ignore them if you can help it.

Many of us feel nervous about "veering off the path" of a curriculum. The thought of learning gaps and self-imposed deadlines can keep us awake at night. We are here to assure you that it is 100 percent a-okay to follow your child's curiosity. This curriculum will be here when you are ready to come back and continue on.

It is also 100 percent a-okay to hurry through a topic that is not very interesting to you, or skip it entirely. We want this curriculum to be yours, so take the liberty to mold it the way you want it and be sure to indulge in those rabbits trails!

Follow those rabbit trails



Part One: The End of the 18th Century

Contents

Overview of Part One:
The End of the 18th Century

Lesson 1:
Native Peoples of the Plains

Lesson 2:
The First U.S. Census

Rabbit Trail: A Deeper Look at the
Constitution and How Our Government
Works

Lesson 3:
Building the White House

Lesson 4:
The Invention of the Cotton Gin

Lesson 5:
Life at the End of the 18th Century

Rabbit Trail: The Hamiltons

Part Two: The Early 19th Century

Contents

Overview of Part Two:
The Early 19th Century

Lesson 6:
Native Peoples of the Great Basin and
Plateau

Lesson 7:
The Louisiana Purchase

Lesson 8:
The Corps of Discovery

Lesson 9:
Tecumseh

Lesson 10:
The War of 1812

Lesson 11:
Sequoyah

Lesson 12:
The Erie Canal

Lesson 13:
Maria Stewart

Part Three: The Mid-19th Century

Contents

Overview of Part Three:
The Mid-19th Century

Lesson 14:
Native Peoples of the Pacific Coast

Lesson 15:
Forced Removal

Lesson 16:
The Oregon Trail

Lesson 17:
The Mexican West

Lesson 18:
Flight From Ireland

Lesson 19:
The California Gold Rush

Lesson 20:
The First Chinese Immigrants

Lesson 21:
Resistance & the Abolitionist Movement

Lesson 22:
Frederick Douglass

Lesson 23:
Self Liberation

Lesson 24:
The Seneca Falls Convention

Lesson 25:
Communication & Entertainment in the 19th Century

Part Four: The Civil War

Contents

Overview of Part Four:
The Civil War

Lesson 26:
The Tension Grows

Lesson 27:
Soldiers and Leaders

Rabbit Trail: Harriet Tubman

Lesson 28:
Spies

Rabbit Trail: Abraham Lincoln

Lesson 29:
Medical Care

Rabbit Trail: Clara Barton

Lesson 30:
Weapons & Technology

Rabbit Trail: Civilian Clothing & Hair During the War Years

Lesson 31:
Documenting the War

Lesson 32:
Major Moments in the Civil War

Part Five: The Late 19th Century

Contents

Overview of Part Five:
The Late 19th Century

Lesson 33:
Native Peoples of Hawai'i

Lesson 34:
The Railroad Connects the East and the West

Lesson 35:
Reconstruction

Lesson 36:
Wars in the West

Lesson 37:
Industry & Imbalance

Rabbit Trails Mega-List: End of the 19th Century

Lesson 38:
The Courage of the Black Suffragists

Book List: Gentle Pathway

Required Books for the Gentle Pathway: Visual Guide

Required Books for the Gentle Pathway:

The spines required for the Gentle Pathway are listed below. The specific selections to be read from each are listed in the applicable lessons in the curriculum. Please note that the three spines listed below will be used in all levels of *A River of Voices* for the Gentle Pathways.

- *A Kid's Guide to Native American History** by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History*** by Valerie Petrillo
- *A Kid's Guide to Asian American History**** by Valerie Petrillo
- *A Child's Introduction to African American History* by Jabari Asim

Recommended with Adult Discretion, but Not Required (Please always screen first!):

- *Stamped (For Kids): Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds (used in all five parts)

*A Note Regarding *A Kid's Guide to Native American History*: This spine uses the words "Indian" and "Native American" interchangeably. However, Native people use a variety of words for themselves. Terms like "American Indian," "Native American," "Native/Native Peoples," and "Indigenous" are all acceptable terms if you are referring to a collective and not a specific nation. If you are referring to a specific nation, you should use their name for themselves. Use of the term "Indian" by non-Native people is generally not acceptable.

**A Note Regarding *A Kid's Guide to Latino History* by Valerie Petrillo: You may want to address several problematic phrases before reading selections from this book to your student. Please see the end of Lesson 17 for more details.

***A Note Regarding *A Kid's Guide to Asian American History* by Valerie Petrillo : Some of the activities in this book are not recommended. These include (but are not limited to) "Create a Tiger Hat" and "Construct an Evil Spirit Apron," as well as some of the prompts related to Chinese holidays if your family is not of Chinese or Asian heritage. While it's really up to each family to decide for themselves which activities to do, we do not recommend activities which make culturally-significant clothing into costumes or turn sacred objects or items of significant cultural importance into craft projects. We have provided some alternative options to consider within the appropriate lessons.

Book List: Standard Pathway

Required Books for the Standard Pathway:

The specific selections to be read from each are listed in the applicable lessons in the curriculum.

- *A Kid's Guide to Native American History** by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History* by Valerie Petrillo**
- *A Kid's Guide to Asian American History**** by Valerie Petrillo
- *1001 Things Everyone Should Know About African American History* by Jeffrey C. Stewart

Please note that this book is not written for children and does contain some adult content that may be inappropriate for younger learners. For this reason, please **always screen** each section before reading it to your child. If you are working with younger learners, or are uncertain about whether or not this resource is a good fit, please consider using the book by Jabari Asim on the Gentle Pathway instead. That being said, this spine provides a wealth of information. You can always change a word here or there or omit an item while screening, before reading it out loud to your child. We do not recommend handing this one over to your child to be read independently.

*A Note Regarding *A Kid's Guide to Native American History*: This spine uses the words "Indian" and "Native American" interchangeably. However, Native people use a variety of words for themselves. Terms like "American Indian," "Native American," "Native/Native Peoples," and "Indigenous" are all acceptable terms if you are referring to a collective and not a specific nation. If you are referring to a specific nation, you should use their name for themselves. Use of the term "Indian" by non-Native people is generally not acceptable.

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Book List: Standard Pathway

Strongly Recommended but Not Required (Please always screen first!), cont.:

- *Stamped (For Kids): Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds (used in all five parts)
- For Older Learners Only: *Atlas of Indian Nations* by Anton Treuer (used in multiple lessons)
- *Heart and Soul: The Story of America and African Americans* by Kadir Nelson (used in multiple lessons)
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K - 12 Curriculum* by Alison Schmitke, Leilani Sabzalian, and Jeff Edmunson (can be used extensively for Lesson 8, many of the recommended lessons from this book can be found for free on Zinn Education Project's website. We provide links where applicable)
- *Many Thousands Gone: African Americans from Slavery to Freedom* by Virginia Hamilton (Parts 3 and 4)
- *History Smashers: Women's Right to Vote* by Kate Messner (used in Parts 3 and 5)
- *Finish the Fight: The Brave and Revolutionary Women Who Fought For the Right to Vote* by Veronica Chambers and the Staff of the New York Times (used in Parts 3 and 5)
- *Spies in the Civil War for Kids: A History Book* by Daniel Lewer (used in Part 4)
- *Teaching a People's History of Abolition and the Civil War* edited by Adam Sanchez (used in parts 3 - 5, many of the recommended lessons from this book can be found for free on Zinn Education Project's website. We provide links where applicable)
- *History Smashers: The Underground Railroad* by Kate Messner and Gwendolyn Hooks (Lessons 21 - 23)
- *We Want Equal Rights!: How Suffragists Were Influenced by Haudenosaunee Women* by Sally Roesch Wagner (adapted from *Sisters in Spirit*, Lesson 24)

Book List: Standard Pathway

Civil War Spines

At least one of the following can be used for the section on the Civil War. These spines help to tell the story of the war itself, but they are optional. You can choose one, mix and match from several, or use the supplemental books and video links in lieu of them. If you do not feel the need to cover the specific events of the war at this time, feel free to skip this particular element during the Civil War section.

- **Highly Recommended:** *Two Miserable Presidents* by Steve Sheinkin: This selection is easy to read, engaging, and hits the main points without going into an overwhelming amount of detail. Please note that the tone is on the lighter and more playful side, which may not feel appropriate for some families. If you prefer a more reverent spine for the section on the Civil War, this may not be a good fit for you.
- *The Civil War for Kids: A History with 21 Activities* by Janis Herbert. This is a meaty option for middle schoolers and / or upper elementary kids who devour military history focusing on specific battles. It digs quite deeply into the war itself. Please do look at samples on Amazon before choosing this one—it may be a bit much for many learners.
- *DK Eyewitness Books: Civil War* and / or *DK Smithsonian: The Civil War (A Visual Encyclopedia)* These are mostly recommended as a visual references as you move through the Civil War section.

Book List: Advanced Pathway

Required Books for the Advanced Pathway:

The spines required for the Advanced Pathway are listed below. We recommend choosing *at least* one spine from the list, though you are welcome to use more if you like. The specific selections to be read from each are listed in the Overview of each Part in the curriculum. These selections are meant to be read over the course of that Part. Please note that these three spines will be used in all levels of *A River of Voices* for the Advanced Pathway. Please take some time to read previews of each spine before ordering. The Advanced Pathway is not designed with younger or more sensitive learners in mind, therefore these selections will not be appropriate for younger or more sensitive learners.

- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki
- *A Young People's History of the United States* by Howard Zinn
- *An Indigenous Peoples' History of the United States for Young People* by Roxanne Dunbar-Ortiz

Recommended only for Parents or High School Students **at the Discretion of the Parent:**

- *A Queer History of the United States for Young People* by Michael Bronski
- *Escape to Gold Mountain: A Graphic History of the Chinese in North America* by David H.T. Wong
- *The Making of Asian America: A History* by Erika Lee (written for an adult audience, best for older learners and adults as it is quite dense and contains mature content)

Strongly Recommended but Not Required:

- *Atlas of Indian Nations* by Anton Treuer (recommended for older or more advanced learners on the standard pathway)
- *The Black History Book* by DK
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K - 12 Curriculum* by Alison Schmitke, Leilani Sabzalian, and Jeff Edmunson (can be used extensively for Lesson 8, many of the recommended lessons from this book can be found for free on Zinn Education Project's website. We provide links where applicable)
- *Teaching a People's History of Abolition and the Civil War* edited by Adam Sanchez (used in Parts 3 - 5, many of the recommended lessons from this book can be found for free on Zinn Education Project's website. We provide links where applicable)

Please remember that the Advanced Pathway is meant to be used *in conjunction with* the Standard Pathway, so we recommend using ALL of the spines listed in the Standard Pathway as well. You will be following *both* Pathways for this option, not just the Advanced Pathway.

Lesson No. 2: The First U.S. Census

In this lesson, you will learn about the very first U.S. Census, conducted in 1790. You'll explore what the census is, and why it is important. Use the key points below to frame the lesson.

All Pathways:

- The United States Census provides information about the people and economy of the United States. ("Economy" refers to how people make and spend money.)
- The U.S. Census Bureau conducts a census every ten years. The first census was conducted in 1790. The most recent one was conducted in 2020.
- The census is conducted to count every resident in the United States. (A resident is a person who lives somewhere permanently or on a long-term basis.*)
- Everyone is required by law to participate in the census.
- The data collected during the census helps determine how many seats each state will have in the House of Representatives. It also helps to determine how much funding (money) different communities will receive for things like roads, schools, and other important resources.

Vocabulary for this Lesson:

- data: collected factual information, typically represented by numbers
- economy: how people make and spend money
- resident: a person who lives somewhere permanently or on a long-term basis (*Oxford Languages)

Notable People and Events for Timeline or Book of Centuries:

- 1790 – First U.S. Census is conducted
- 2020 – Most recent U.S. Census is conducted

Lesson No. 2: The First U.S. Census

In this lesson, you will learn about the very first U.S. Census, conducted in 1790. You'll explore what the census is, and why it is important.

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

- ☐ Watch this video from Lisa Bernstein: "WE COUNT! A Census Counting Book for Kids (and the Grownups Who Love Them)": <https://youtu.be/IPmGcpsiEXM> OR read the PDF version of the book *We Count! A 2020 Census Counting Book*. You can download it in several languages here: <https://www.wecountkids.org/ebooks>. (Remember--clickable links can be found in the "clickable links" PDF.)

Standard Pathway:

- ☐ Watch this video from the U.S. Census Bureau: "Mission: Census – Virtual Field Trip to the U.S. Census Bureau – Bonus Edition": <https://youtu.be/eYl28MDfzLw>. Bonus: Your student may want to keep a notebook handy to record the vocabulary words covered in the video, as well as their definitions. Hit the pause button whenever you need to, so they can jot them down. Be sure to pause the video before the quiz show at the end if you'd like to do your own quiz show at home (see activity options.) Parents / educators: Please consider your individual child's needs before choosing this video. You can always choose the option from the gentle pathway if it is a better fit for them.

Advanced Pathway:

- ☐ Continue reading your choice of spine(s) for Part One. (Please note that, with the exception of one, all of the Advanced Pathway spines actually pick up in parts 2 or 3. You can use this time to read or review chapters read in Vol. 1 of *A River of Voices*. See the overview for details.) Remember that the advanced pathway is intended to be completed in addition to the standard pathway!

2. For the Book Basket Folks:

Gentle and Standard Pathways:

- *We Count! A 2020 Census Counting Book*
(available as a PDF here: <https://www.wecountkids.org/ebooks>)

Standard Pathway:

- pages 14 – 19 in *The Constitution Decoded: A Guide to the Document That Shapes Our Nation* by Katie Kennedy

Advanced Pathway:

Continue reading your choice of longer read-alouds for Part One.

Lesson No. 2: The First U.S. Census

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Standard and Advanced Pathway:

Highly Recommended: From Stay Tuned, "What's the U.S. CENSUS + Why's It SO IMPORTANT?":

<https://youtu.be/Vn4K3XoywLY>

From Khan Academy, "Constitutional compromises: The Three-Fifths Compromise | US government and civics":

<https://youtu.be/ILAKlbSqccY> (**Screen first**--images of enslavement.)

Advanced Pathway:

Explore some historic issues with the census, using the following articles (with adult discretion):

- https://www.census.gov/history/www/through_the_decades/census_instructions/
- <https://www.archives.gov/research/census/native-americans/1790-1930.html>
- <https://www.pewresearch.org/interactives/what-census-calls-us/>

4. Activities to Consider:

Create a Quiz Show (all pathways):

After viewing the video on the standard pathway, conduct your own "quiz show" with this PDF from the Census Bureau: <https://www.census.gov/content/dam/Census/programs-surveys/sis/resources/2020/vft-quiz.pdf>

Read the Census Act of 1790 (all pathways):

Link: <https://www.census.gov/programs-surveys/sis/resources/historical-documents/act-1790.html>

Read the act out loud with your student.

Advanced Pathway students may also want to complete this related activity:

<https://www.census.gov/programs-surveys/sis/activities/history/first-census.html>

Explore Free Resources on the United States Census Bureau Website (all pathways):

Explore the State Facts for Students interactive map, data, and activities for your state:

<https://www.census.gov/programs-surveys/sis/resources/data-tools/state-facts.html>

Complete the "Play it Safe!" Activity from the U.S. Census Bureau (all pathways):

Link: <https://www.census.gov/programs-surveys/sis/activities/geography/play-it-safe-.html>

5. The Student Notebook:

All Pathways:

Share what you learned about the U.S. Census. Which questions have been generally included on the U.S. Census throughout history? Why is the U.S. Census important?

Advanced Pathway (optional question to consider in addition to questions above):

What are some historic issues with the census?

Students on the Advanced Pathway may wish to record additional illustrations or notes from their readings.

Lesson No. 18: Flight From Ireland

In lesson 18, you'll learn about the Great Famine in Ireland and how it brought many Irish immigrants to the United States. Focus on the following key points.

Gentle Pathway:

- An immigrant is someone who moves to a new country with plans to live there permanently. People immigrate for many different reasons. In the 1800s, most immigrants came to the United States looking for opportunities to work and earn money, to own their own land, or to escape from unfavorable or dangerous conditions.
- The Irish were one group of people that immigrated to the United States in the 1800s. During that time, many Irish people left Ireland because of a terrible famine. A famine is when food becomes very scarce and people cannot find enough food to feed themselves or their families.

Standard and Advanced Pathways:

- Across the Atlantic from the rapidly-expanding United States, Irish men, women, and children were facing a devastating period of poverty and starvation. A blight (fungus) was causing their potato crops to rot in the ground, depriving families of their primary food source. Year after year, for several years in a row, the potato crops failed.
- Ireland itself was not short of food supply. Landlords (many of them English) who owned most of the fertile Irish farmlands exported grain, oats, cattle, pork, and more by the boatload from Ireland to England throughout the entire ordeal. Irish families were starving. They depended on the potatoes they grew for themselves on small plots of poor land, rented from landlords that also owned the richest lands. Potatoes made up most of their diet because they could grow many of these nutritious crops in a small amount of space. Many people could not afford to purchase the expensive foods being grown abundantly in their own country. Furthermore, many starving families were being evicted from their homes by their landlords and found themselves without warmth and shelter as well. Disease began to take hold of the starving, ragged population.
- By the early 1850s, more than a million Irish men, women, and children had died from disease and hunger, and many more emigrated from Ireland to Canada, Australia, England, and the United States in hopes of a better situation for their families. They were crammed into over-crowded ships where disease, hunger, and thirst plagued them throughout their journey. Many people died during the trip, or shortly after arriving.
- The Irish had been immigrating to the United States long before the potato crop failed, but not in the numbers seen during and after the Great Famine, as it came to be called. "Between 1855 and 1900, two million [Irish] emigrated to the United States." (Takaki, 108)

Lesson No. 18: Flight From Ireland

Standard and Advanced Pathways, cont.:

- The Irish were able to find work in the growing United States. The men and boys typically earned their money with manual labor, doing jobs such as digging canals, mining for coal, constructing buildings in the cities, and building the railroads that would eventually stretch all the way to the west coast. The jobs offered to Irishmen were often very dangerous. Women and girls were frequently employed as domestic servants (maids, cooks, nannies, etc.) or in factories. *You'll learn more about railroads, factory workers, and worker's rights in Part Five.*
- During the Great Famine, many people reached out from all corners of the world to help the Irish. The people of the Choctaw Nation, still recovering from their own recent "Trail of Tears," heard the story of the Great Famine and wanted to help. They met together and agreed to pool donations to send to Ireland. The money they sent helped to support families who were desperately in need. It is important to remember that many of these Choctaw families had recently lost almost everything they had as a result of the Indian Removal Act.
- An immigrant is someone who moves to a new country with plans to live there permanently. The Irish were just one group of people that immigrated to the United States. Many people immigrated to the United States from many countries during this same period. People immigrated for many different reasons, but most people came to the United States looking for opportunities to work and earn money, to own their own land, or to escape from unfavorable or dangerous conditions.

Vocabulary for this Lesson:

- immigrant: someone who moves to a new country with plans to live there permanently
- emigrate: to leave one's own country in order to settle permanently in another (Oxford Languages)
- famine: a period when food becomes very scarce and people cannot find enough food to feed themselves or their families.
- export: send goods or services to another country for sale (Oxford Languages)
- evict: to force someone to leave a property

Notable People and Events for Timeline or Book of Centuries:

- 1845 - 1852 - the Great Famine in Ireland

Lesson No. 18: Flight From Ireland

1. For the Minimalists (Lesson Foundation):

All Pathways:

- ☐ Read through the key points on the previous page.
- ☐ Read this article from the Choctaw Nation of Oklahoma:
<https://www.choctawnation.com/about/history/irish-connection/>. For the Gentle Pathway, the parent or educator may wish to pre-read and summarize the article for their student.
- ☐ Explore one (or several) of the recommended books or links.

Advanced Pathway:

- ☐ Continue reading your choice of spine(s) for Part Three.

2. For the Book Basket Folks:

Gentle and Standard Pathways:

- *The Long March* by Marie-Louise Fitzpatrick

Standard and Advanced Pathways:

- *Black Potatoes: The Story of the Great Irish Famine, 1845 - 1850* by Susan Campbell Bartoletti (**Screen first.** This is a long one, best for older learners or families that wish to dive deeper into the famine and the British colonization of Ireland. If you wish to include this excellent deep-dive in your lesson, you may need to break this book up over several days.)
- *Under the Hawthorn Tree (Children of the Famine)* by Marita Conlon-McKenna (**Screen first.** Best for older learners, as it contains a great deal of death and peril. Does also have some incidents of animal violence, threats of spanking/hitting a child, and some religious references. This will not be a good fit for many students on the Standard Pathway, but it does tell the story of the Great Famine through the eyes of a child.)
- *Wildflower Girl* by Marita Conlon-McKenna (**Screen first.** Best for older learners, as it contains a great deal of death and peril. Does also have some incidents of violence against a child and some religious references. This is the sequel to *Under the Hawthorn Tree* and tells the story of an Irish girl's emigration from Ireland several years after the Great Famine.)

Continue reading your choice of longer read-alouds for Part Three.

Lesson No. 18: Flight From Ireland

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Gentle and Standard Pathways, cont.:

<https://www.choctawnation.com/about/history/irish-connection/>

From 5News, "Choctaw-Irish Connection | A friendship built on an act of kindness centuries ago":

<https://youtu.be/nhxxQEzSR7Q> (video has some tech issues)

From CBS Mornings, "Irish repay decades-old debt, help Native American tribe struggling through COVID-19": <https://youtu.be/WlapEAWWDQc>

Standard and Advanced Pathways:

From the Gravel Institute, "How Britain Starved Ireland": https://youtu.be/4nL_RsAjxhg (**screen this one first**, as it does address some disturbing issues that may not be appropriate for every learner on the Standard Pathway.)

Highly recommended: Watch the short film *The Hunger Times* from Tile Media:

<https://vimeo.com/269487696>

Screen first--disturbing images, death, and peril

(You can find an educational materials PDF that corresponds with this film on Ireland's Great Hunger Museum's website: <https://www.ighm.org/school-education-programs.html>)

<https://www.atlasobscura.com/articles/why-did-choctaw-donate-ireland>

From Reconnecting Roots, "How Difficult Was it For Irish Immigrants in America?":

<https://youtu.be/w4hglLzMeKo>. This is a good one for the parent/educator to watch together with their student, and to discuss afterward. In particular, it's good to discuss how the curator, Liam Corry, corrects the host when he compares the experience of the Irish to those of enslaved Africans in the United States. This is a common (and inaccurate) comparison your student is likely to come across in various books or video clips, and the curator does correct the host in this video.

Advanced Pathway:

(Screen first, some language and a great deal of death and peril) A Poem called "When the Hunger Was Upon Us" by Nigel Gray: <https://www.zinnedproject.org/materials/when-the-hunger-was-upon-us/>

From Rebecca Abbott, "Ireland's Great Hunger and the Irish Diaspora":

<https://youtu.be/jMNqaNERDr4>

From Extra Credits:

- "Irish Potato Famine - Isle of Blight - Extra History - #1": <https://youtu.be/gAnT21xGdSk>
- "Irish Potato Famine - The Corn Laws - Extra History - #2": <https://youtu.be/E4Dc0ltgf3I>
- "Irish Potato Famine - Black '47 - Extra History - #3": <https://youtu.be/6DP8INm09nY>
- "Irish Potato Famine - The American Wake - Extra History - #4": <https://youtu.be/csNlKTRJiS0>
- "Irish Potato Famine - The Young and the Old - Extra History - #5": <https://youtu.be/iLiNAwyUFBs>

Lesson No. 18: Flight From Ireland

For Parents / Educators:

<https://www.zinnedproject.org/if-we-knew-our-history/the-real-irish-american-story-not-taught-in-schools/>

4. Activities to Consider:

Go On a Virtual Field Trip (all pathways with adult discretion):

Take a virtual field trip to Ireland's Great Hunger Museum: <https://www.ighm.org/learn.html>.

- Click on the "education" tab to find free lesson plans appropriate for the either the Gentle/ Standard Pathways or the Advanced Pathway.
- Browse their the extensive collection of artwork on the website and discuss some of the artwork that you find together.

Dive Deeper into the True Causes of the Great Famine (Advanced Pathway):

Some Advanced Pathway students may wish to complete the "Hunger on Trial" activity from the Zinn Education Project: <https://www.zinnedproject.org/materials/hunger-on-trial/> . This activity may require participation from other older students and/or adults.

Explore Immigration Stories in Your Own Family (all pathways):

If you have a story of immigration in your family (to the United States or to another country), this would be a great opportunity to discuss or explore it together.

5. The Student Notebook:

All Pathways:

Share what you've learned about the Great Famine and how it lead to the immigration of millions of Irish men, women, and children to the United States.

or

Share what you've learned about the connection between the Irish and the Choctaw Nation.

Rabbit Trail:

Explore the origins of potatoes. Where were they originally cultivated? How and when did they make their way to Europe?

Here is one video to get you started:

From Ted-Ed, "History through the eyes of the potato - Leo Bear-McGuinness":

<https://youtu.be/xROmDsULcLE>

More Links to Explore:

- African American Irish Diaspora Network: <https://www.aaidnet.org/what-we-do>
- Article: <https://www.irishcentral.com/roots/genealogy/black-irish-identities>

Lesson No. 18: Flight From Ireland

Suggested Rabbit Trails for All Pathways:

Music Study: Oh Danny Boy

Listening Selection 1: Violinist, Daniel Hope

Link: <https://www.youtube.com/watch?v=mO7mb8G87WQ>

Listening Selection 2: Choral Scholars of University College Dublin & Desmond Earley

Link: <https://www.youtube.com/watch?v=iCCY5HOxLno> (**screen first**)

Lyrics:

Oh, Danny Boy, the pipes, the pipes are calling
From glen to glen, and down the mountainside,
The summer's gone, and all the roses falling,
It's you, it's you must go, and I must bide.

But come ye back when summer's in the meadow,
Or when the valley's hushed and white with snow,
Tis I'll be here in sunshine or in shadow,
Oh, Danny Boy, oh Danny Boy, I love you so!

But when ye come, and all the flowers are dying,
If I am dead, as dead I well may be,
Ye'll come and find the place where I am lying,
And kneel and say an Ave there for me;
And I shall hear, though soft you tread above me,
And all my grave will warmer, sweeter be,
For you will bend and tell me that you love me,
And I shall sleep in peace until you come to me!
And I shall sleep in peace until you come to me! Come to me!

Frederic Weatherly

Thank you to Chenoa Murphy for this beautiful rabbit trail suggestion!

Learn more about her work and classes:

- @blackclassicalmusicians2 on Instagram
- <https://blackclassicalmusicians.com/>

Lesson No. 31: Documenting the War

In this lesson, you'll explore how the Civil War was documented in photographs, newspaper articles, journal entries, and more. From these explorations of primary sources, you will gain insight into what was happening and how people felt on many sides of the conflict. Focus on the following key points.

All Pathways:

- Remember, a primary source is a first-hand account of an event, a person, a topic, etc. This is a document, an oral account, etc. that was created by someone who witnessed the event/person/topic themselves.
- Some examples of primary sources include photographs, oral histories, journal entries/diaries, letters, newspaper articles, books and memoirs, manuscripts, audio or video recordings, and other objects like maps, receipts, inventory lists, broadsides, advertisements, handbills, speeches, paintings, clothing, etc.
- Primary sources can tell us a lot about historical events like the Civil War. Not only can we gain insight into what happened, but we can learn more about how people felt or what their lives were like during the event.
- Newspapers were important during the Civil War. They kept people around the country (and the world) informed about what was happening. Newspapers from the time make great primary sources, and we can learn a lot from reading articles published on both the Union and Confederate sides.
- A lot of people kept journals and diaries during the war, and these can give us a lot of insight, too. One famous diary was kept by a Confederate supporter named Mary Boykin Chesnut. In her diary, she documented the events of the war from 1861 to 1865, including the reaction of her fellow train passengers at the announcement of Lincoln's election as president of the United States. Her diary provides insight into one Confederate elite's mindset before and during the war.
- Some people published books about their experiences. Susie King Taylor wrote an important book called *Reminiscences of My Life in Camp with the 33rd United States Colored Troops, Late 1st S.C. Volunteers*. It is a memoir of her experiences in a contraband camp during the war and has taught us a lot about what life in the camps was like.
- Letters are another important primary source, and they are abundant. They can teach us about military strategy, the mindset of soldiers and leaders, and about how the general public felt about the war and what they were experiencing.
- Many important novels and poems were written by people who lived through the Civil War and while these are works of fiction, they can still teach us about the mindset and experiences of those that endured the war. Louisa May Alcott, Walt Whitman, Frederick Douglass, Henry Wadsworth Longfellow, Frances Ellen Watkins Harper, and Emily Dickinson are all poets or novelists who lived during the war.

Lesson No. 31: Documenting the War

All Pathways, cont.:

- Music written and/or performed during the Civil War is another important primary source. Music could be used intentionally to rally emotional responses and support from the public, and it could also provide a means of expression for those who endured the hardships of war.
- Photographs are one of the most important primary sources from the Civil War. They captured the faces of soldiers readying themselves to go to war, life in a soldier's camp or a contraband camp, civilian life, and the devastating destruction and loss on and off the battlefields. One photographer, named Mathew Brady, assembled a team to help him document the war as it unfolded and captured many devastating images. It was one of the first photography projects used to record a nation's history.
- Primary sources can tell us a lot, but some are more reliable than others. It's important to remember that primary sources reflect the opinions, beliefs, agendas, and perspectives of individuals and can contain bias, embellishments, lies, and exaggerations.

Vocabulary for this Lesson:

- primary source: a first-hand account of an event, a person, a topic, etc

Notable People and Events for Timeline or Book of Centuries:

- March 31, 1823 – November 22, 1886 – Mary Boykin Chesnut, diarist whose Civil War journal provides insight to the mindset of the wealthy Confederate class before, during, and after the Civil War
- August 6, 1848 – October 6, 1912 – Susie King Taylor, Civil War nurse, educator, and author whose memoirs provide insight into the wartime experiences of Black refugees and medical workers
- 1822 – January 15, 1896 – Mathew Brady, photographer known for his groundbreaking work capturing the Civil War in pictures, often called the father of photojournalism

Lesson No. 31: Documenting the War

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

- ☐ Review the key points, and use the recommended resources in this lesson to explore the topic further.

Standard and Advanced Pathways:

- ☐ Review the key points, and use the recommended resources in this lesson to explore the topic further.

- ☐ Read the following pages from the Civil War spine(s) of your choosing (see overview for more information):

- *Two Miserable Presidents: The Amazing, Terrible, and Totally True Story of the Civil War* (Sheinkin): Read "Can Anyone Win This War?"
- *The Civil War for Kids: A History with 21 Activities* (Herbert): Read Chapter 11: "A River of Blood and a Battle Above the Clouds" and Chapter 12: "Chronicles of the War."
- *DK Eyewitness Books: Civil War*: Flip through the book to find as many primary sources as possible.
- *DK Smithsonian: The Civil War* (Visual Encyclopedia): Pick and choose selections from Chapter 2: "The War" pertaining to documentation and primary sources to read during this lesson. Some recommended selections include: any of the "eyewitness" selections, the selections on flags, "Susie King Taylor," "Louisa May Alcott," "Civil War Literature," "The Telegraph," "Civil War News," "Photography," "Civil War Currency," and "Civil War Stamps."

Advanced Pathway:

- ☐ Continue reading your choice of spine(s) for Part Four.

2. For the Book Basket Folks:

Gentle Pathway:

- *Learning About Primary Sources (Media Literacy for Kids)* by Nikki Bruno Clapper (Check your library for this one. It is very short, but serves as a good introduction to primary vs. secondary sources for very young learners.)

Standard and Advanced Pathways:

- *Civil War Letters: From Home, Camp and Battlefield* collected by Bob Blaisdell (Please **screen** any letters you plan to share with your student first!)

Advanced Pathway:

- *Brady's Civil War Journal: Photographing the War 1861-65* by Theodore P. Savas (Warning: Contains a great deal of images of battlefield peril and death.)
- *War Photographs Taken on the Battlefields of the Civil War* by Mathew B. Brady (Warning: Contains a great deal of images of battlefield peril and death.)

Lesson No. 31: Documenting the War

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Gentle and Standard Pathways:

Photographs:

Explore the CDV exhibit from the Civil War Museum in Kenosha:

<https://museums.kenosha.org/virtualexhibits/vex1/index.htm> (also in activities section)

From Maine at Gettysburg, "Parting Shots: Civil War Photography - Cartes-De-Visite":

<https://youtu.be/LAedYcqX3FM> (**screen first—images of peril and death**)

Music:

From Smithsonian Magazine, "Music During the American Civil War": <https://youtu.be/gg51uKWhMxY>

From Making Music magazine, "Civil War Music Instruments": <https://youtu.be/y6QpdhM5tAM>

Letters and Diaries:

<https://content.lib.washington.edu/civilwarweb/index.html>

(We recommend browsing the collection for one or two letters to share with your student. Many of them have transcripts directly under the scanned images. Please be aware that some letters feature racist language, adult themes, etc. A few recommended samples for the Gentle pathway:

- <https://digitalcollections.lib.washington.edu/digital/collection/civilwar/id/418/rec/17>
- <https://digitalcollections.lib.washington.edu/digital/collection/civilwar/id/690/rec/106>

<https://youtu.be/dR2hgUcj1kA>

Standard and Advanced Pathways:

Photographs:

From Smithsonian Magazine, "Mathew Brady's Vision": <https://youtu.be/koLnFvPaya0> (**Screen first**, images of death and peril.)

From PBS News Hour, "Capturing Photographer Who Shaped Our Vision of Civil War":

<https://youtu.be/qdlf0bcXHEU> (**Screen first**, images of death and peril.)

<https://www.archives.gov/education/lessons/brady-photos> (**Screen first**, images of death and peril.)

<https://www.docsteach.org/activities/printactivity/the-civil-war-as-photographed-by-mathew-brady> (contains images of battlefield death)

Music:

From Virginia Piedmont Heritage Area, "Music in the Civil War": <https://youtu.be/pSFu2CQSqzk>

Lesson No. 31: Documenting the War

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Standard and Advanced Pathways:

Letters and Diaries:

Collection: <https://libraries.psu.edu/about/collections/civil-war-era-diaries> (not many transcripts, unfortunately)

Collection: <http://diglib.auburn.edu/collections/civilwardiaries/>

<https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm> (**screen first!**)

From Ancestral Findings, "AF-544: Diaries, Letters and Photographs: A Closer Look at Civil War Records #4": <https://youtu.be/41R46aglebl>

Illustrations, Drawings, Cartoons, and More:

Illustration: <https://www.loc.gov/item/2001699787/>

Drawing: <https://www.loc.gov/item/2004661816/>

Drawing: <https://www.loc.gov/item/2004661855/>

Cartoon: <https://digital.librarycompany.org/islandora/object/Islandora%3A8168>

Cartoon: <https://digital.librarycompany.org/islandora/object/Islandora%3A8168>

Advanced Pathway:

Photographs:

<https://www.battlefields.org/learn/biographies/mathew-brady>

Letters and Diaries:

<https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm> (some letters describe peril and death)

<https://education.nationalgeographic.org/resource/josie-underwoods-civil-war-diary>

Newspapers:

<https://www.smithsonianmag.com/history/how-newspapers-reported-the-civil-war-17280757/>

https://www.oregonencyclopedia.org/articles/civil_war_newspaper_suppression/#.YzyPIOxKh6E

Lesson No. 31: Documenting the War

4. Activities to Consider:

Explore a CDV Exhibit Virtually (all pathways): Explore the CDV exhibit from the Civil War Museum in Kenosha: <https://museums.kenosha.org/virtualexhibits/vex1/index.htm>

Listen to Popular Civil War Songs (all pathways): Use the links below to listen to various popular Civil War tunes. **Please note that these do have a lot of religious references**, and some refer to violence, so you may want to **screen them first**. After you listen, talk about how these songs could be used to energize people or move them to feel strong emotions. What are the lyrics and what do they mean? What stories do they tell? How do you think these songs made people feel on either side when they heard them? Patriotic music during the Civil War had a lot of power to unite people in a particular cause or against a particular "foe," and that's still very true today. What other patriotic songs do you know? Are there songs being written and performed in our time that seem like they're meant to unite (or divide) people?

Union Songs

- From Nashville Public Television, "Battle Hymn of the Republic": <https://youtu.be/BQXbKmBffRY>
- From DynamicStudios, "John Brown's Body: An American Civil War Song": https://youtu.be/M_UpjvmwEVI
- From The 97th Regimental String Band, "All Quiet Along the Potomac Tonight": <https://youtu.be/LHoRshUZU3I>
- From Gettysburg College Singers – Topic, "Tramp! Tramp! Tramp!": <https://youtu.be/jXiyqYb84dU>

Confederate Songs

- From Tennessee Ernie Ford – Topic, "Dixie": <https://youtu.be/mB-o5ACJhuc>
- From Gettysburg College Singers – Topic, "Yellow Rose of Texas": <https://youtu.be/riTfHcnsTgk>
- From Nashville Public Television, "Bonnie Blue Flag | Civil War Songs and Stories | NPT": <https://youtu.be/dLs7KhcxwM8>
- From The 97th Regimental String Band, "Maryland! My Maryland!": <https://youtu.be/4CiS4LdSAv0>

Create a Video Reenactment of a Soldier, Leader, or Civilian Writing a Letter or Diary Entry

(Standard and Advanced Pathways): Choose a letter or a diary entry, using the recommended resources in this lesson. Dress up as the person who wrote it, and read it as though you were them. Be sure to make a video recording of your performance.

Write a Letter or a Diary Entry as a Witness to the War (Standard and Advanced Pathways):

Write a letter or a diary entry as though you are a soldier in the war, or someone else involved in or surrounded by the war. What is your character's name? How old are they? What is happening to them and around them? What do they think about the situation? Who are they talking to (if it is a letter)?

Lesson No. 31: Documenting the War

4. Activities to Consider:

Create an Original Work of Art Using Primary Sources (all pathways): Print out images of some of the primary sources you explored in this lesson and use them to create an original work of art inspired by the lesson. You could use them as a background that you paint over or in a collage or you could make a sculpture and cover the surfaces of the sculpture with the images--the possibilities are endless and it's completely up to you how you'd like to interpret this activity. Be sure to document your work with photos or videos.

Write a Blackout Poem Using a Primary Source (Standard and Advanced Pathway): Print out a letter or a diary entry (or the transcription of one) from the resources recommended in this lesson. Create a "blackout poem" from the printed document by blacking out certain words with a black permanent marker and leaving other words revealed. You're welcome to create multiple poems from multiple documents, and / or to illustrate your poems or paint over them.

Free Lesson Plan on Photography from the American Civil War Museum (Older Learners on the Standard Pathway and Advanced Pathway): <https://acwm.org/learn/educator-resources/a-house-divided-civil-war-photography/>

Free Lesson Plan on Civil War Literature from Edsitement (Older Learners on the Standard Pathway and Advanced Pathway): <https://edsitement.neh.gov/closer-readings/literature-civil-war>

5. The Student Notebook:

All Pathways:

What are some examples of primary sources from the Civil War? What can they teach us about the war and the people involved in it? What do you think will be important primary sources from our time for people learning about us in the future?

Rabbit Trail Opportunity: Because you'll be exploring many different kinds of primary sources, this lesson would provide a good jumping-off point for learning how to cite sources, especially for older learners. Teachers Pay Teachers offers a lot of affordable tools to help with this, but there are also many free websites and videos on YouTube available.

All Pathways:

Share what you learned about the U.S. Census. Which questions have been generally included on the U.S. Census throughout history?

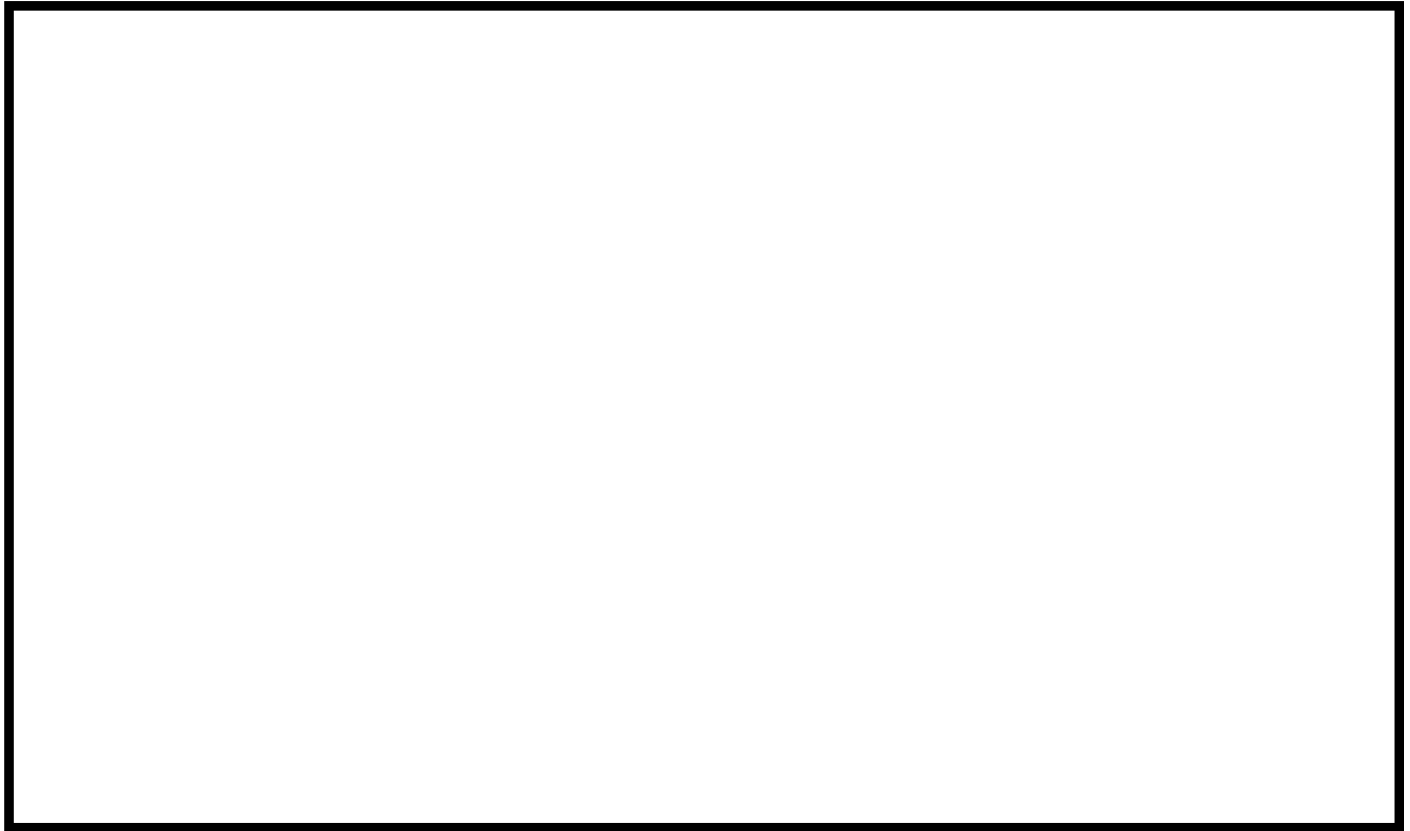
Why is the U.S. Census important?

Advanced Pathway (optional additional question):

What are some historic issues with the census?

Lesson 2

The First U.S. Census



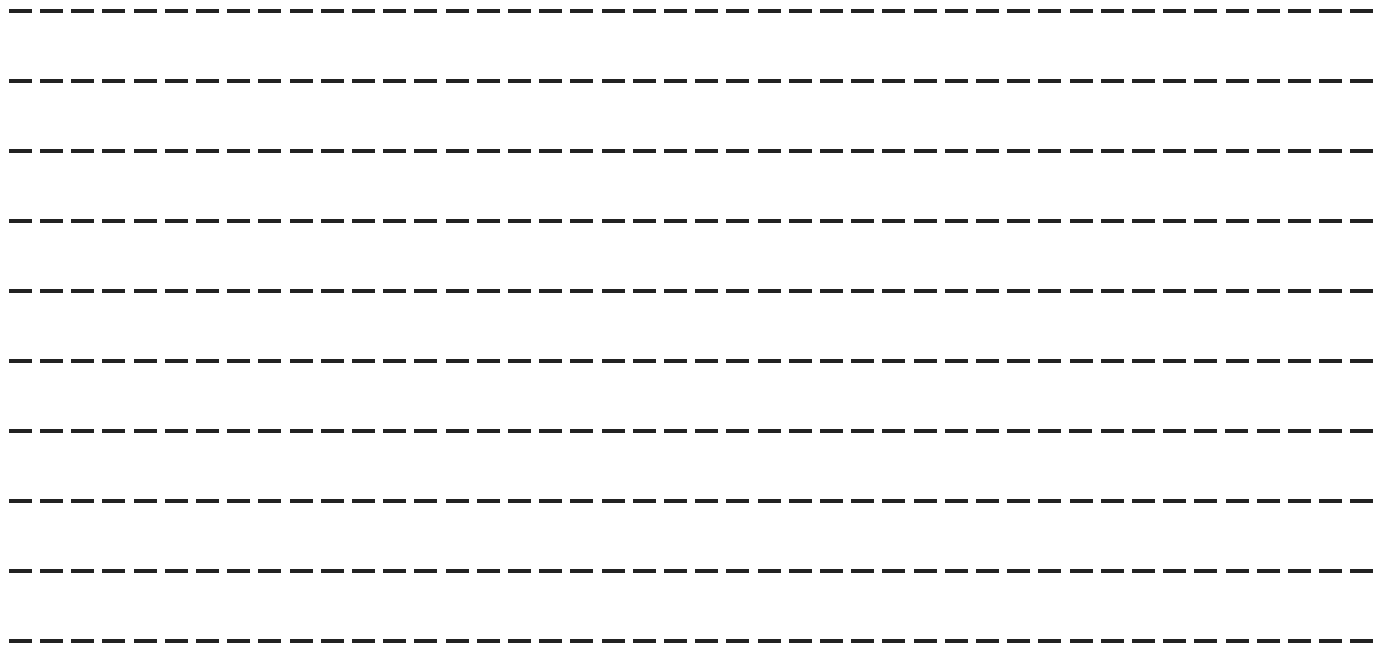
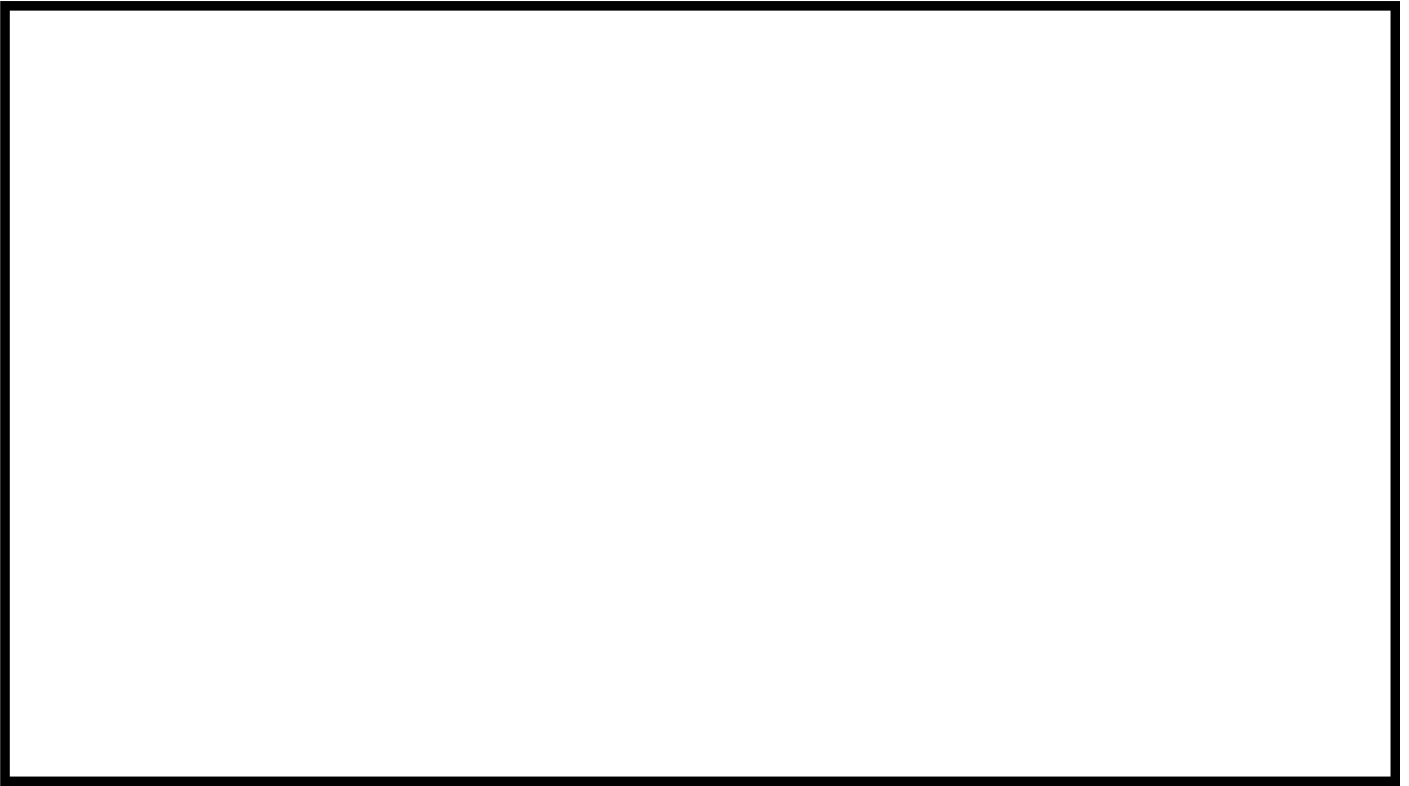
Lesson 18

Flight From Ireland

Share what you've learned about the Great Famine and how it lead to the immigration of millions of Irish men, women, and children to the United States.

or

Share what you've learned about the connection between the Irish and the Choctaw Nation.

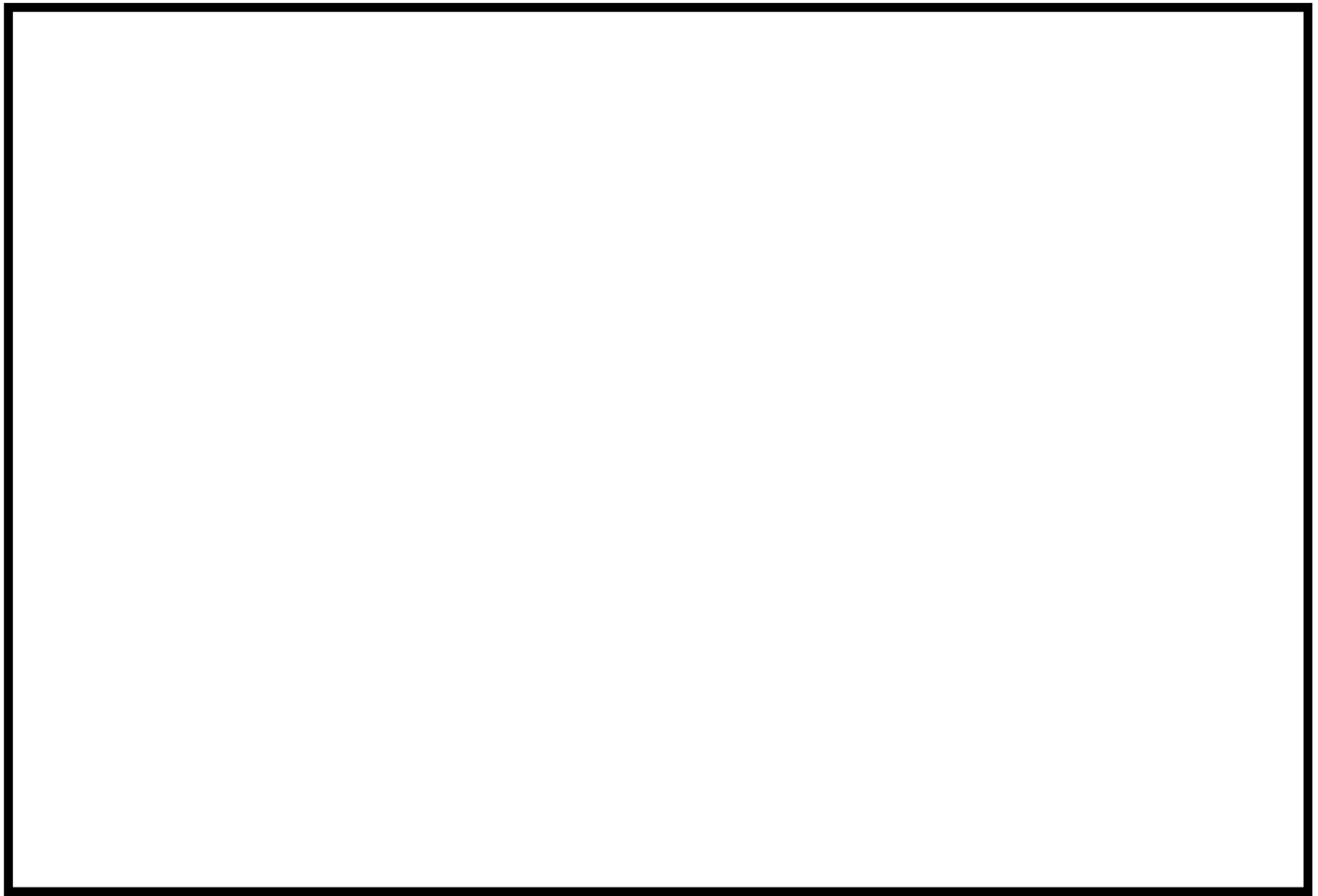


All Pathways:

What are some examples of primary sources from the Civil War? What can they teach us about the war and the people involved in it? What do you think will be important primary sources from our time for people learning about us in the future?

Lesson 31

Documenting the War



- Scroll down for clickable links for Lessons 2, 18, and 31

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Lesson 2

Watch this video from **Lisa Bernstein**: "WE COUNT! A Census Counting Book for Kids (and the Grownups Who Love Them)": <https://youtu.be/1PmGcpsiEXM> OR read the PDF version of the book *We Count! A 2020 Census Counting Book*. You can download it in several languages here:

<https://www.wecountkids.org/ebooks>. (Remember--clickable links can be found in the clickable links PDF.)

Watch this video from the **U.S. Census Bureau**: "Mission: Census – Virtual Field Trip to the U.S. Census Bureau – Bonus Edition": <https://youtu.be/eYl28MDfzLw>

~~From Stay Tuned, "What's the U.S. CENSUS + Why's It SO IMPORTANT?": <https://youtu.be/Vn4K3XoywIY>~~–New Link: <https://youtu.be/Eq-FMB4epw>

From Khan Academy, "Constitutional compromises: The Three-Fifths Compromise | US government and civics": <https://youtu.be/ILAK1bSgccY> (We'll dive into the Three-Fifths Compromise more later in the curriculum, but it also makes sense to introduce it during the lesson on the census.)

After viewing the video on the standard pathway, conduct your own "quiz show" with this PDF from the Census Bureau: <https://www.census.gov/content/dam/Census/programs-surveys/sis/resources/2020/vft-quiz.pdf>

Read the Census Act of 1790: <https://www.census.gov/programs-surveys/sis/resources/historical-documents/act-1790.html> out loud with your student. (Advanced Pathway students may also want to complete this related activity: <https://www.census.gov/programs-surveys/sis/activities/history/first-census.html>)

On the United States Census Bureau website, explore the State Facts for Students interactive map, data, and activities for your state: <https://www.census.gov/programs-surveys/sis/resources/data-tools/state-facts.html>.

Complete the "Play it Safe!" activity from the U.S. Census Bureau: <https://www.census.gov/programs-surveys/sis/activities/geography/play-it-safe-.html>

Rabbit Trail

From the Boston Children's Museum, "What Are the Three Branches of Government?": <https://youtu.be/UU2qjgAzhTQ>

From Kids Academy, "3 Branches of Government": <https://youtu.be/OvwlRTYvU8o>

Standard and Advanced Pathway

From TED-Ed, "How is power divided in the United States government? - Belinda Stutzman": <https://youtu.be/HuFR5XBYLfU>

Lesson 18

<https://www.choctawnation.com/about/history/irish-connection/>

Gentle and Standard Pathways:

<https://www.choctawnation.com/about/history/irish-connection/>

From 5News, "Choctaw-Irish Connection | A friendship built on an act of kindness centuries ago": <https://youtu.be/nhkxQEzSR7Q>

From CBS Mornings, "Irish repay decades-old debt, help Native American tribe struggling through COVID-19": <https://youtu.be/WlapEAWWDQc>

Standard and Advanced Pathways:

From the Gravel Institute, "How Britain Starved Ireland": https://youtu.be/4nL_RsAjxhg (screen this one first, as it does address some disturbing issues that may not be appropriate for every learner on the Standard Pathway.)

Highly recommended: Watch the short film *The Hunger Times* from Tile Media: <https://vimeo.com/269487696>. (You can find an educational materials PDF that corresponds with this film on Ireland's Great Hunger Museum's website: <https://www.ighm.org/school-education-programs.html>.)

<https://www.atlasobscura.com/articles/why-did-choctaw-donate-ireland>

From Reconnecting Roots, "How Difficult Was it For Irish Immigrants in America?": <https://youtu.be/w4hgILzMeKo>

Advanced Pathway:

(Screen first, some language and a great deal of death and peril) A Poem called "When the Hunger Was Upon Us" by Nigel Gray: <https://www.zinnedproject.org/materials/when-the-hunger-was-upon-us/>

From Rebecca Abbott, "Ireland's Great Hunger and the Irish Diaspora": <https://youtu.be/jMNqaNERDr4>

From Extra Credits:

- "Irish Potato Famine - Isle of Blight - Extra History - #1": <https://youtu.be/gAnT21xGdSk>
- "Irish Potato Famine - The Corn Laws - Extra History - #2": <https://youtu.be/E4Dc0ltgf3I>
- "Irish Potato Famine - Black '47 - Extra History - #3": <https://youtu.be/6DP8INm09nY>
- "Irish Potato Famine - The American Wake - Extra History - #4": <https://youtu.be/csNIKTRJiS0>

- "Irish Potato Famine - The Young and the Old - Extra History - #5": <https://youtu.be/iLiNAwyUFBs>

For Parents / Educators:

<https://www.zinnedproject.org/if-we-knew-our-history/the-real-irish-american-story-not-taught-in-schools/>

Activities to Consider:

Some Advanced Pathway students may wish to complete the "Hunger on Trial" activity from the Zinn Education Project: <https://www.zinnedproject.org/materials/hunger-on-trial/>

Rabbit Trail: From Ted-Ed, "History through the eyes of the potato - Leo Bear-McGuinness": <https://youtu.be/xROmDsULcLE>

Lesson 31

Gentle and Standard Pathways:

Photographs:

Explore the CDV exhibit from the Civil War Museum in Kenosha: <https://museums.kenosha.org/virtualexhibits/vex1/index.htm> (also in activities section)

From Maine at Gettysburg, "Parting Shots: Civil War Photography - Cartes-De-Visite": <https://youtu.be/LAedYcqX3FM> (screen first--images of peril and death)

Music:

From Smithsonian Magazine, "Music During the American Civil War": <https://youtu.be/gg51uKWhMxY>

From Making Music magazine, "Civil War Music Instruments": <https://youtu.be/y6QpdhM5tAM>

Letters and Diaries:

<https://content.lib.washington.edu/civilwarweb/index.html> (We recommend browsing the collection for one or two letters to share with your student(s.) Many of them have transcripts directly under the scanned images. Please be aware that some letters feature racist language, adult themes, and other inappropriate content. <https://digitalcollections.lib.washington.edu/digital/collection/civilwar/id/418/rec/17>

- <https://digitalcollections.lib.washington.edu/digital/collection/civilwar/id/690/rec/106>

From Adams County Historical Society at Gettysburg, "1864 Civil War Soldier Diary: Private Elias N. Hartzel": <https://youtu.be/dR2hgUcj1kA> (screen first)

Standard and Advanced Pathways:

Photographs:

From Smithsonian Magazine, "Mathew Brady's Vision": <https://youtu.be/koLnFvPaya0> (Screen first, images of death and peril.)

From PBS News Hour, "Capturing Photographer Who Shaped Our Vision of Civil War": <https://youtu.be/qdIf0bcXHEU> (Screen first, images of death and peril.)

<https://www.archives.gov/education/lessons/brady-photos> (Screen first, images of death and peril.)

<https://www.docsteach.org/activities/printactivity/the-civil-war-as-photographed-by-mathew-brady> (contains images of battlefield death)

Music:

From Virginia Piedmont Heritage Area, "Music in the Civil War": <https://youtu.be/pSFu2CQSqzk>

Letters and Diaries:

Collection: <https://libraries.psu.edu/about/collections/civil-war-era-diaries> (not many transcripts, unfortunately)

Collection: <http://diglib.auburn.edu/collections/civilwardiaries/>

<https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm> (screen first!)

From Ancestral Findings, "AF-544: Diaries, Letters and Photographs: A Closer Look at Civil War Records #4": <https://youtu.be/41R46agIebl>

Illustrations, Drawings, Cartoons, and More:

Illustration: <https://www.loc.gov/item/2001699787/>

Drawing: <https://www.loc.gov/item/2004661816/>

Drawing: <https://www.loc.gov/item/2004661855/>

Cartoon: <https://digital.librarycompany.org/islandora/object/Islandora%3A8168>

Cartoon: <https://digital.librarycompany.org/islandora/object/Islandora%3A8168>

Advanced Pathway:

Photographs:

<https://www.battlefields.org/learn/biographies/mathew-brady>

Letters and Diaries:

<https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm> (some letters describe peril and death)

<https://education.nationalgeographic.org/resource/josie-underwoods-civil-war-diary>

Newspapers:

<https://www.smithsonianmag.com/history/how-newspapers-reported-the-civil-war-17280757/>

https://www.oregonencyclopedia.org/articles/civil_war_newspaper_suppression/#.YzyPIOXKh6E

Activities to Consider:

Explore a CDV Exhibit Virtually (all pathways): Explore the CDV exhibit from the Civil War Museum in Kenosha: <https://museums.kenosha.org/virtualexhibits/vex1/index.htm>

Listen to Popular Civil War Songs (all pathways): Use the links below to listen to various popular Civil War tunes. **Please note that these do have a lot of religious references**, and some refer to violence, so you may want to screen them first.

Union Songs

- From Nashville Public Television, "Battle Hymn of the Republic": <https://youtu.be/BQXbKmBffRY>
- From DynamicStudios, "John Brown's Body: An American Civil War Song": https://youtu.be/M_UpjvmwEVI
- From The 97th Regimental String Band, "All Quiet Along the Potomac Tonight": <https://youtu.be/LHoRshUZU3I>
- From Gettysburg College Singers - Topic, "Tramp! Tramp! Tramp!": <https://youtu.be/jXiyqYb84dU>

Confederate Songs

- From Tennessee Ernie Ford - Topic, "Dixie": <https://youtu.be/mB-o5ACJhuc>
- From Gettysburg College Singers - Topic, "Yellow Rose of Texas": <https://youtu.be/riTfHcnsTgk>
- From Nashville Public Television, "Bonnie Blue Flag | Civil War Songs and Stories | NPT": <https://youtu.be/dLs7KhcxwM8>
- From The 97th Regimental String Band, "Maryland! My Maryland!": <https://youtu.be/4CiS4LdSAv0>

Free Lesson Plan on Photography from the American Civil War Museum (Older Learners on the Standard Pathway and Advanced Pathway): <https://acwm.org/learn/educator-resources/a-house-divided-civil-war-photography/>

Free Lesson Plan on Civil War Literature from Edsitement (Older Learners on the Standard Pathway and Advanced Pathway): <https://edsitement.neh.gov/closer-readings/literature-civil-war>