

# Welcome to Modern American & World History

This read-aloud curriculum is designed as a literary approach to the study of history based on the paradigm developed by the nineteenth century educational reformer Charlotte Mason. Miss Mason promoted an education rich in classical, historical, and biographical literature for young people. Beautiful Feet Books is committed to using literature or “living books” that will lead students and teachers on a course designed to provide, in the words of Cervantes, “instruction and delight.”

The time period covered in this course, from the Civil War to modern day, is one of remarkable change. In America we had our Civil War, two global conflicts, the Korean War, the Vietnam War, the Cold War, and the ongoing War on Terror. In the midst of these conflicts, and sometimes precipitated by them, were stunning technological achievements, changes in basic human rights, societal upheavals, political turmoil and triumph, and a host of other history-altering events.

Sadly, the twentieth century was the bloodiest century in history, as totalitarian forces—set on a conquest of the world—drew countless millions into their webs of darkness, destruction, and death. Because this view of humanity can become distressing to readers, we have attempted to balance the otherwise overwhelming turmoil of the period with inspiring stories of heroic individuals who stood for justice, truth, equality, and freedom in the midst of great challenges. Their stories will hopefully inspire in students a lifelong devotion to these virtues.

Upon completion of this study, we trust that you and your students will have a better appreciation and understanding of this incredible period and the role the United States has played in it.

## How to Use this Guide

In this course, students will create a notebook where all work, including pictures, maps, reports, poetry, and copy work is recorded. This notebook approach aligns with the philosophy of Charlotte Mason's method of education: read, reason, relate, and record. As each work of literature is read, students then discuss with the teacher what they are learning. Comprehension and discussion questions in this study guide will help students reason out the cause-and-effect relationship in events of history. These thoughts are then expressed through discussion. Use the following key as a guide for Mason's approach.

### **Read**

Reading aloud is encouraged as literary works express much of their beauty through the spoken word. Silent reading is also an important skill for the upper-level student to develop annotating skills and literary analysis.

### **Reason**

As each work of literature is read, students then discuss with the teacher what they are learning. Socratic questions help the students reason out cause and effect in works of history and literature.

### **Relate**

The student's thoughts are expressed freely through narration. Comprehension questions offered in this guide may help spur these narrations and the retelling of the story to the teacher.

### **Record**

After students fully comprehend what they have read and discussed, their thoughts and observations are recorded in the student notebook along with any relevant pictures, maps, and copy work.



# The Civil War

## BOMBARDMENT OF FORT SUMTER

BY CURRIER & IVES

Lithograph depicts the bombardment of Fort Sumter in Charleston, South Carolina on April 12, 1861.



“A house divided against itself cannot stand.”—*Abraham Lincoln quoting Matthew 12:25*

### Lesson 1

1. Introduce and read Chapters 29-32 in Earl Schenck Miers’ *A Child’s First Book of American History*, hereafter referred to as *A Child’s First*. If you have joined us from our *Early American Intermediate* study, review these chapters.

2. In preparation for reading *Across Five Aprils* by Irene Hunt, set up a notebook and reserve about 15 pages at the back as a glossary. Copy the following words into the glossary and write the definition that best fits its context: folly, tariff. As you read you may encounter some unfamiliar words, especially since you do not live in southern Illinois in the 1860s. Make a guess based on the context. Here is a guide to help you understand some of the 1860s Midwestern dialect the author uses.

ary – any

spell – a rest; or, a short period of time

Kaintuck – Kentucky

secesh – to secede, the act of secession

allow – to say, to think

dast – dust; or, dare

## HISTORICAL OVERVIEW

### FACTORS LEADING TO CIVIL WAR

Many factors played a part in causing states in the southern United States to secede from the Union in 1860 and 1861, eventually leading to the Civil War. As Miers notes in *A Child’s First*, the Yankees in the North fought for “the Union and abolition of slavery,” whereas “Johnny Reb fought for states’ rights and the ability to do with their ‘property’ as they wished” (200). Generally, the people in the South identified more strongly as Virginians or Georgians than they did as Americans. In this sense, protecting their rights as Virginians was more important than preserving a Union with which they disagreed. The Bible they read in church on Sunday didn’t condemn slavery, so they felt there was moral justification of the institution. A further source of division was whether territories vying for statehood would enter the Union as free or slave, either of which would tip the balance of power in Congress since representation of slave and free states was evenly split at this time. Finally, the election of Abraham Lincoln as President of the United States in 1860, a man many in the South believed to be unabashedly anti-slavery, was the final decisive factor that caused South Carolina to secede. Other states followed in the subsequent months and formed the Confederate States of America in early 1861.

3. Read Chapters 1 and 2 in *Across Five Aprils*.

4. a. What does nine-year-old Jethro Creighton think of the prospect of war in Chapter 1? b. How does Wise Graham respond to Uncle Matt's comment that separation would leave them two "puny pieces" of a nation? c. Why does Bill Creighton disagree with his brother John during the dinner discussion? d. Discuss whether President Lincoln is right in sending rations to his men at Fort Sumter rather than evacuating the men.

5. Begin working on *Timeline*. Cut out, color, and paste on timeline: Bombardment of Fort Sumter.

"War is a beast with long claws."

## Lesson 2

1. In preparation for reading define: bunting, nullification, wanly, wastrel, parson.

2. Read Chapters 3 and 4 in *Across Five Aprils*.

3. a. What happens that summer to cause the people of southern Illinois to think that the war will go on much longer than anticipated? b. When does the war become a reality for Southern Illinois? c. Why does Bill choose to join the war despite the fact that he does not think anyone wins? d. Why does General Ulysses S. Grant give the North hope?

4. Chapters 3 and 4 in *Across Five Aprils* mention some important battles. For more information on many of these battles, visit [www.civilwar.org](http://www.civilwar.org). Navigate to the tab "Battlefields." Select "Bull Run" and then view the Bull Run Animated Map for a short video detailing this battle. (Parental discretion advised with all animated maps from [www.civilwar.org](http://www.civilwar.org), as they may contain battle reenactments that include some predictable violence.)

## Lesson 3

1. In preparation for reading define: passel, stoic, ravine, pallor, chagrin.

2. Read Chapters 5 and 6 in *Across Five Aprils*.

3. a. What payment does Jethro use in Newton to purchase the items from his list? b. How does Jethro show love for his brother Bill?

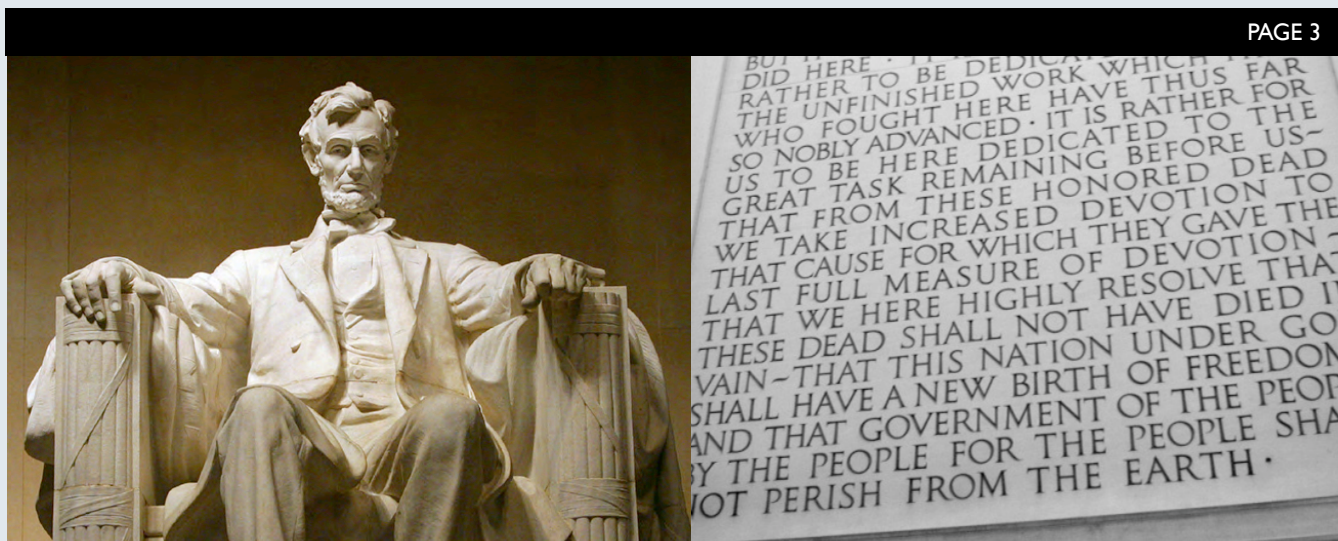
## ILLINOIS

Illinois was one of the most important states in the Union in the years leading up to the Civil War. It was the state from which President Lincoln hailed. Also, it had many natural resources, it produced goods necessary for the Northern war effort, and it provided around a quarter-of-a-million soldiers. However, the soils in the northern and southern parts of the state were very different in their ability to produce crops. For more information on Illinois and its agriculture, go to the following web address: [www.museum.state.il.us/exhibits/agriculture/htmls/land/glaciers/land\\_glaciers.html](http://www.museum.state.il.us/exhibits/agriculture/htmls/land/glaciers/land_glaciers.html)



Source: [www.thelonggoodbye.wordpress.com](http://www.thelonggoodbye.wordpress.com)

This lithograph of Chicago during the 1800s shows the city from Lake Michigan up the Chicago River. Why were all early American cities built upon waterways or near oceans?



## THE GETTYSBURG ADDRESS

Lincoln delivered the Gettysburg Address on November 19, 1863, to dedicate a portion of the Gettysburg battlefield to the men who died there. In all of human history, his speech is still considered one of the finest ever written.

Why does this enrage Guy Wortman? c. Discuss how Ross Milton and Sam Gardiner show Guy Wortman to be a coward and a hypocrite in the General Store. d. How does Dave Burdow “cover all wrongs” on Jethro’s way home? e. Discuss what Matt Creighton means when he says, “War is a beast with long claws.”

4. Chapters 5 and 6 in *Across Five Aprils* mention some important battles. Visit [www.civilwar.org](http://www.civilwar.org) and select the interactive map for the Battle of Shiloh.

5. Begin writing a rough draft on any one of the important battles mentioned in *Across Five Aprils*. Be sure to include where and when the battle was fought, who the main leaders were, how the battle started, what the result was, why it was important, and any other notable information. Use a separate sheet of paper for the rough draft. The final draft will go into the notebook in the section on the Civil War. For additional information, use [www.civilwar.org](http://www.civilwar.org) as a source. If desired, include a map of the battle in your report. Paste it in the notebook.

6. Cut out, color, and paste on timeline: Lincoln Delivers Gettysburg Address.

### Lesson 4

1. Read Chapters 7 and 8 in *Across Five Aprils*.

2 a. What news from Tennessee changes Jenny’s understanding of war and causes Ross Milton to write an emotional appeal to the vandals who burned the Creighton’s barn? b. How do the neighbors all around the county show Christian charity to the Creightons? c. Discuss whether it is right for Sam Gardiner to take the law into his own hands to stop Guy Wortman’s mob attacks. d. Discuss why people are disillusioned with the war by the end of Chapter 8.

3. Chapters 7 and 8 in *Across Five Aprils* mention some important battles. Visit the following webpage: [www.civilwar.org](http://www.civilwar.org) to view an animated rendition of the Battle of Antietam.

4. Continue work on the battle report rough draft.



## Lesson 5

1. Read Chapter 33 in *A Child's First*.
2. Read Chapters 9 and 10 in *Across Five Aprils*.
3. a. Compare and contrast the strategies of the Union and Confederate generals before and after Vicksburg. b. Describe Jethro's internal conflict after he discovers Eb. What does he decide to do and why? c. Discuss why you think President Lincoln errs on the side of mercy when it comes to deserters. Is this pardon an example of Christian charity? d. Discuss what influences Matt Creighton's heart to allow Jenny to marry Shadrach Yale.

4. Chapters 9 and 10 in *Across Five Aprils* mention some important battles. Visit [www.civilwar.org](http://www.civilwar.org) and view the Gettysburg and Vicksburg animated maps.

5. Continue work on the battle report rough draft.

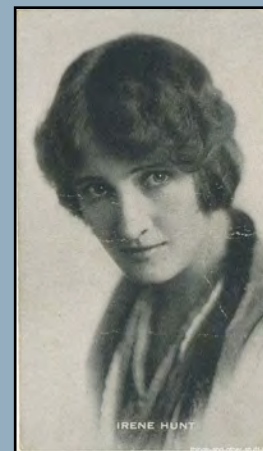
## Lesson 6

1. Read Chapter 34 in *A Child's First*.
2. Read Chapters 11 and 12 in *Across Five Aprils*.
3. a. What makes John so proud of Chickamauga? b. Why is President Lincoln hated even within his own party? How does he pull through and win reelection in 1864? c. The Union was filled with hope in the spring of 1865 with the surrender of General Lee. What changed? d. Discuss if you think General Sherman is justified in sweeping through the South as he does in late 1864 and early 1865. e. Why might peace and the abolition of slavery not be a "perfect pearl," as Ross Milton calls it?

4. Chapters 11 and 12 in *Across Five Aprils* mention some important battles. Visit [www.civilwar.org](http://www.civilwar.org) to view the battles of Chickamauga, the Wilderness Battle, Petersburg, Mobile, and Cedar Creek.

5. Complete the rough draft of the report on the battle. Correct the draft for spelling, punctuation, grammar, and content. Record the final copy in the notebook.

6. Cut out, color, and paste on timeline: Irene Hunt, Author of *Across Five Aprils*.



## IRENE HUNT

Just seven years old when her father died, Irene Hunt and her mother then went to live with her grandparents on their farm. Her grandfather was a colorful storyteller and kept Irene entranced with his tales of growing up during the Civil War. Later Hunt became a schoolteacher and she observed that students' interest and curiosity was piqued when they learned history through literature rather than through textbooks. Her poignant tale of young Jethro Creighton is based almost entirely upon her own family letters and records. Her grandfather's tales of the Civil War's devastating effects on his family allowed Hunt to create a moving tale of one Illinois family bound by love and loyalty and the challenges, heartbreak, and triumphs of that love in the midst of war.





## APPOMATTOX

### LINCOLN'S INSTRUCTIONS TO GRANT

From *A Child's First Book of American History*, review the surrender at Appomattox from Chapter 34. Note President Lincoln's gracious terms of surrender carried out by Grant. What does this express about Lincoln's character and his dedication to the Union? Consider writing an essay about this turning point in history and how Lincoln's actions reflect the best of the American spirit.

### IRONIES OF WAR

In one of the great ironies of the war, the surrender took place in the parlor of Wilmer McClean's home. McClean had once lived along the banks of Bull Run, Virginia, the site of the first major battle of the war in July, 1861. Seeking refuge from the fighting, McClean decided to move out of the Washington-Richmond corridor to try to avoid the fighting that would surely take place there. He moved to Appomattox Courthouse only to see the war end in his home.

## SURRENDER AT APPOMATTOX APRIL 9, 1865



In the scene above, how has the artist depicted the two key figures? How does the body language of Lee differ from that of Grant? How does Lee's dress uniform reflect his view of himself and his position, and how does Grant's? How does Robert E. Lee reflect Southern culture and how does Grant reflect his humble origins and democratic spirit?



This is the parlor where General Lee surrendered to General Grant. Grant sat at the small wooden table on the right and Lee at the ornate marble table on the left.

“War makes people do things they shouldn’t.”

## Lesson 7

1. Define *pertness* and record it in the glossary.
2. Read the Introduction and Chapters 1 and 2 in *The Perilous Road*.
3. a. What causes Chris Brabson’s hatred of the Yankee soldiers who are in Tennessee? b. In Chapter 2, what do the Yankees do to make Chris lament that “half the world could be so cruel and hateful”? What do he and Silas do in retaliation? c. How does Chris show a double prejudice in the way he compares the meanness of the Yankees to the meanness of Indians? d. Chris Brabson’s pappy tells him, “Brabsons don’t own slaves and never did. This is a rich man’s war.” How does this depiction compare with the description of Johnny Reb taking his slaves for granted in Chapter 32 of *A Child’s First*? Is everyone in the South a “Johnny Reb”?
4. List the “slave” and “free” states from the 1857 map, found at the following website, into the student notebook: [www.sonofthesouth.net/slavery/slave-maps/map-free-slave-states.htm](http://www.sonofthesouth.net/slavery/slave-maps/map-free-slave-states.htm). Include only states in the map; disregard the territories.

## Lesson 8

1. Read Chapters 3 and 4 in *The Perilous Road*.
2. a. What does Chris’s brother Jethro think of Silas? b. What makes Chris run into the woods at the end of Chapter 3? Why does this incident affect him so deeply? c. Why isn’t Mrs. Brabson worried about starving over the winter, despite the fact that the Yankees have taken much of their food? d. As Chris

While reading *The Perilous Road* by William O. Steele, you may encounter some unfamiliar words. Make a guess based on the context of the sentence. Below is a guide to help you better understand the dialect the author uses.

**roast’n’ear** – corn on the cob, often made by roasting ears of corn over hot coals

**Injuns** – Indians (i.e., Native Americans)

**shoat** – a young pig, especially one that has weaned off its mother’s milk

**vittles** – also known as “victuals,” which are food and drink

**onliest** – an emphatic form of only, meant to show its peculiarity

**grabble** – to use the hands to look for something

**scaly-bark** – a rough-barked hickory tree

**pawpaw** – a fruit with yellow-green skin and orange, custard-like flesh; native to the southeastern United States

**power** – a large quantity

**quinsy** – a throat infection that causes pus-filled sores on the tonsils

**truck** – assorted items, usually rubbish

**dogtrot** – a covered hallway that connects two cabins together to make the structure one

**piggin** – a small wooden pail with one piece of wood fashioned a bit longer as a handle

**hardtack** – a brittle cracker made out of flour, water, and often, salt

**sutler** – a civilian supplier who sells goods to an army in the field



# Answer Key

## Lesson 1

4. a. Jethro is excited about war because he thinks of it mainly as a spectacle. The thought of brass music and men in nice uniforms riding pretty horses thrills him. He chooses to forget about the fact that death is rampant during war. Instead, he dwells only on those stories of war survivors, including those of his family, and decides that he knows his brothers would return again if they did go off to war. Overall, he is upset with President Lincoln because he thinks that the President is too scared to start a war.
- b. Wilse Graham mentions that their forefathers, who rebelled against England, also started out as a puny nation. Yet, half of that nation, the North, had become prosperous. The other half wanted to reach that same level of prosperity.
- c. Bill dislikes slavery. He mentions so at the beginning of his part in the discussion. However, he thinks that John is defending the right and proper anti-slavery position of the North against the South; he neglects to consider the greed that was rampant among the Northern industrialists.
- d. Answers can vary. Look for the student to give evidence based on the characters' thoughts at the end of Chapter 2.

## Lesson 2

3. a. News of two major defeats, at Bull Run and Ball's Bluff in the East, cause people to realize that the men of the South are perhaps as tough as they claim to be and that the factory boys of the North might not be a good match for them in battle.
- b. Another major defeat, this time in Missouri at Wilson's Creek, brings the war closer to home for the people in southern Illinois. There are soldiers from Illinois involved in this battle and some will likely not return to their families.
- c. In the end, Bill decides to fight for the South for several reasons. He does not like slavery or secession or nullification (which gives a state the right to render invalid legislation from Congress that the state believes is unconstitutional). However, Bill cannot stand the following: the slavery of the factory worker in the North, the thought that an entire part of the

country will lose its way of life, and the legislation that favors one part of the country over the other. In the end, he chooses to fight for the South because he does not want to side with arrogance and big money against the southern farmer.

d. General Grant gives the North its first two victories. He captures Fort Henry and Fort Donelson, both in Tennessee. He provides a contrast to General McClellan, who had not used the Army of the Potomac to win any battles up to that point. General Grant's insistence upon the unconditional surrender of the Confederate general, Buckner, also demonstrates the toughness that is missing in the other Union generals.

## Lesson 3

3. a. At that time, and especially during the Civil War, bartering was a popular method for purchasing items. Jethro traded two chickens for calico and thread for Jenny and for mittens for himself. Then he used money the miller paid him for corn, and he bought coffee, sugar, nails, tobacco, and an axe handle.
- b. Jethro defends his brother Bill in the midst of hard questions from Guy Wortman and another man in Gardiner's General Store. Jethro even goes as far as telling Wortman that he thinks more of Bill than he does anyone else in the world. Wortman is upset because he hears from others that Bill joined the Rebel army. As a result, he accuses Matt Creighton of being a Copperhead, (a Northerner who supports the Southern) because Matt is not teaching his son that a traitor like Bill is worthy of being shot.
- c. Ross Milton points out that Wortman is picking on people who cannot defend themselves (Dave Burdow has no friends in the area and Jethro is a ten year-old boy). Also, Ross shows that Wortman is keen on joining up with mob killings that allow him to be violent without any fear of danger to himself. Meanwhile, Sam Gardiner poignantly asks Wortman why he cannot join up with the Union army if he is so intent on fighting Rebels.