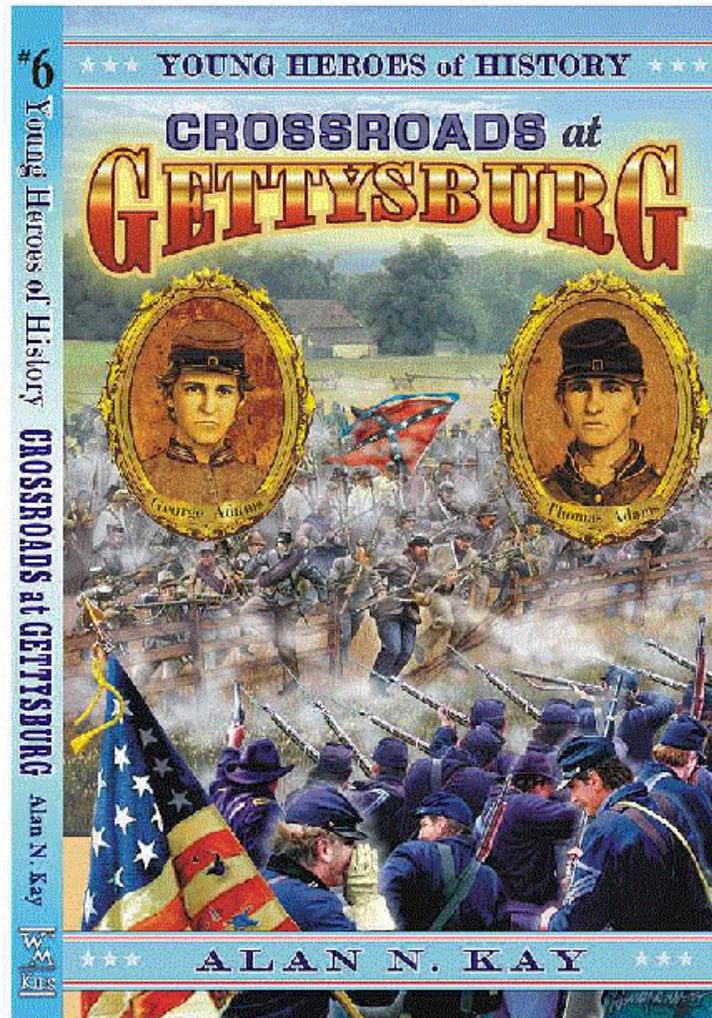


# Lesson Plans for



*Young Heroes of History Series #6*

**By**

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## Organization and purpose of these Lesson Plans

The purpose of these plans is to provide the teacher with background information to the book as well as ideas for pre-teaching and extension activities. Included is also a set of questions for each Chapter and a resources page with web sites and books listed. We will begin with a brief education behind the ideas in the book, recommendations for teaching with it, specific questions and finally ideas for further research.

### How does *Crossroads at Gettysburg* tie into Books One, Two, Three, Four and Five of the Young Heroes of History Series?

First of all, let us remember **that all of the Young Heroes of History books are designed to be used either as stand-alone books or as part of a ten volume family saga.** It is not necessary to purchase other books if a teacher only wants to focus on the issues in *Crossroads at Gettysburg*.

In ***Book One, Send 'Em South***, we are introduced to David and George Adams. They are two young Irish boys who live in Boston at a time when the Irish were severely mistreated and abused by the people of Boston. Fortunately for David, his father married a relatively wealthy Abolitionist woman. This allowed the family to move out of the slums. The entire Irish family, including George and his father, were allowed to rent a house from David's grandfather even though he openly dislikes the Irish.

Years later, David's parents have left him in Boston to move to the dangerous Kansas territory. As avid abolitionists, they hope to help make the newly forming state slave free. While they are gone, David and George discover Lisa, a fugitive slave girl trying to escape the slave catchers who have come to find her. Although George does not really want to help, David brings him along in his attempt to help Lisa remain free. By the end of the book, David has apparently failed and Lisa is returned to the plantation in Georgia.

In ***Book Two, On the Trail of John Brown's Body*** we see the two cousins, David and George desperately trying to remain best friends despite the split that is going on in their family and in the country over the slavery issue. Unfortunately for them both, David's father and grandfather are deeply involved in a secret plot with the mysterious John Brown. When David unwittingly steals money from his grandfather and runs away to Kansas, he sets in motion a series of events that will imperil the entire family.

David's grandfather sends George after David. Then he hires a mysterious stranger to follow them. Throughout George's travels and even in Kansas, this stranger becomes a constant threat. Once in Kansas, the boys experience first hand the danger and violence of "Bleeding Kansas." To make matters worse David's mother is ill and his father keeps disappearing for days at a time. The only time things seem normal is when David, George, their new friend Charles and their fathers play a friendly game of baseball.

When the mystery finally begins to make itself known, things only get worse. David's father is involved with John Brown and has gone off to Harper's Ferry to end slavery forever! Only George and David can stop him but they don't know whether they should! George ends up kidnapped by Brown's men and it looks like he might even die when Brown attacks the town and makes George and other citizens his hostages!

In **Book Three *Off to Fight***, George and his father have left the family and moved to Virginia. They have made the state their home after the John Brown raid made them fear and despise the extremes of the abolitionist movement.

George's priorities however are simply to be a 13 year old boy, have fun and hang out with the guys. He finds that the only way he can make friends in Richmond, Virginia is to join a gang. Things go well for George and his newfound friends until the state of Virginia secedes from the Union and calls for volunteers.

Hoping to join his older friends, George joins up as a drummer boy and is eventually promoted. Unfortunately, war is not the fun adventure George thought it would be. When the Federals attack Fredericksburg and destroy the town George sees firsthand the devastation of war.

A young girl living in Fredericksburg becomes victim to the Union bombardment as her house is destroyed and her parents killed. Hiding in the woods, trying to survive, Allison is discovered by George and eventually learns to trust him. The only problem is that George is a soldier and he must go off to fight and leave Allison all alone!

In **Book Four *Nowhere to Turn*** We now turn to the younger brother of David, Thomas. We find out that Thomas is an unhappy boy. His older brother David has disappeared (at the end of Book Two). His favorite cousin George has moved South. His parents are dead and he has been forced to move with his Uncle to a farm in Pennsylvania. He finds his life boring and monotonous.

*Nowhere to Turn* is a book about choices. Throughout the book Thomas finds he makes the wrong choices for the wrong reasons. He chooses to run away. He chooses to join the army. He chooses to run from battle and he chooses to hide his secret from his family and friends. By the time of the Battle of Antietam Thomas has no choices left and finds himself with *Nowhere to Turn*.

By examining Thomas' character, students learn about how to make choices. They learn about consequences and the effect their actions have on others.

In **Book Five, *No Girls Allowed*** Prior to the Civil War, Women had been fighting and organizing in attempt to be treated as equals. Once the war began, women all but forgot their cause and joined to help out their side as enthusiastically as men. However the issues of equality had not gone away.

*No Girls Allowed* deals with the issues of women's concerns amidst the crisis of a Civil War. It looks through the eyes of two girls who choose to help their country in very different ways. Without trying to, they both end up taking a stand for women as well. Mary (David Adams' younger sister who we first see in Book One), feeling alone and abandoned by the rest of the family and seeing her brothers, cousins and Uncle all going off to war, decides to run away to the battlefields and help the wounded. Lynn, a headstrong teenager who refuses to be treated differently from her twin brother, decides to join the army with him after their father is killed in the first battle of the war.

As these two girls' stories are told, we begin to see the struggles these girls have as well as the shocking horror of the deadliest battle of the war: Antietam. When they finally meet, tensions rise even higher as they realize that each of them is also fighting a battle to be treated as equals, but in very different ways. As we close the story, each girl believes her way of dealing with equality is correct leaving the final decision to the reader.

## ***So, what is Book Six Crossroads at Gettysburg about?***

Just as in the war itself, *Crossroads at Gettysburg* is the climactic book in the series. Finally, the family is united again, but not in the way anyone could hope for.

Leading up to the battle, we see both sides of the war at home. In the North, Mary and Thomas are struggling to make sense of the war. For over two years now, they have seen nothing but losses for the Union Army, despite their superior numbers and power. Daniel, the character from Maine introduced in Book Five, also appears in the book. He and Thomas, at home on leave, find themselves having to defend the Union Army's honor against local boys who see the war as stupid and unjust.

Meanwhile in the South, George is dealing with the hardships brought to Richmond by the Yankee blockades and invasions. He tries to return to his boyhood by playing with his old friends but soon realizes that he has seen too much horror and tragedy to ever be an innocent kid again. In anger, relief and excitement, he follows orders and rejoins the Confederate Army to invade the North.

At this point the book turns to the military aspects of the war. We see George's Confederates invading Pennsylvania and trying to locate the Union Army. We see the Union Army giving chase. Daniel makes a desperate stand on Day 2 at Little Round Top and George is part of the failed charge led by Pickett on Day 3. And finally, once the dust settles, we do indeed see George and Thomas, the two cousins meet once the battle is over. Their meeting symbolizes how much the country has suffered and how far the separation has taken them. The pain of the loss for Southerners and the Northern jubilation are all portrayed.

## ***What are the major issues in Crossroads at Gettysburg?***

More than anything, *Crossroads at Gettysburg* is a book about loss and how we deal with it. Throughout the story, the family is trying desperately to hold onto their hopes for victory. Mary wants to see the family united again, as well as the country. Thomas wants to earn respect and finally prove to himself and the country that the Union Army can fight. George wants to somehow survive the war with his dignity intact.

More than any other of the *Young Heroes Books*, *Crossroads* deals with military tactics. Both the actions at Little Round Top and Pickett's charge are seen in specific detail through the eyes of the soldiers who were there. In addition, the overall strategies of both Lee and Meade are discussed and presented graphically.

However, perhaps the most important issue in this book is the reality of what was at stake on those summer days in July. We see the desperation of the South to finish the war, the North to defend their homes and prove their cause to be just and the impact of Lee's defeat on Southern morale.

## ***What are the Objectives of Crossroads at Gettysburg?***

- To introduce the reader to the conditions of the home fronts of both North and South
- To examine the military tactics used by both Lee and Meade
- To introduce the reader to the amazing efforts of units like the 20<sup>th</sup> Maine and Pickett's Division
- To examine the impact the battle of Gettysburg had on Northern and Southern morale

- To introduce major characters and places such as Washington D.C., Gettysburg, Richmond; General George Meade, General Robert E. Lee, General James Longstreet, General George Pickett, and Colonel Joshua Chamberlain and portray them as they appeared to the people of the times.
- To portray the horror of war as seen through the eyes of the everyday soldiers.
- To evaluate the time period through the eyes of the people who lived it.
- To portray the events in a non-biased way in order to allow the reader to evaluate and judge.
- To describe the issues of the times in contemporary terms.
- To include the everyday concerns of people of the time period in order to put the larger issues into perspective.
- To portray the individuals as people similar to ourselves that the reader can relate to.
- To instill an appreciation of history.
- To provide the reader with questions and issues for debate and discussion.

### **Who is the target audience for *Crossroads at Gettysburg*?**

The quick answer to this question is middle level readers, usually around the age of 11-15. However, understanding the uniqueness of individuals, there are of course many ways to adapt the reading level for different needs. The book is appropriate for younger readers who read above level or have an interest in the civil war or history or military and political issues. It can also be used with younger learners in a group reading where an adult is present. The book may also be used by older students and indeed has been used in grades as high as 11.

### **What are the important vocabulary and concepts that a reader should be aware of?**

The answer to this question of course depends on to what degree the teacher wants to cover material. A basic understanding of the causes of the war is a good starting point. Expanding this to discuss how the war progressed and definition of secession is the next logical area to discuss. At minimum, students should be aware of the following:

Secession: The act of leaving a group. In this case, the declarations of Independence that the Southern States declare when leaving the United States of America.

The Confederacy: The term used to describe the group of states that secede and form a new government based upon a confederation style as seen in the original Articles of Confederation.

Union: Term used to apply to the Northern government; the United States of America.

Regiment: A unit of men in the army organized by a town or a group of people totaling 1,000 men.

### **Suggested pre-activities:**

**\*\*Special Note: Much of the information needed to cover these topics can be found on the various web sites listed at the end of these plans.**

\*\*In looking at the causes of the war, consider these activities:

\*Discuss the history of slavery and its conditions.

- \*Examine the Constitutional Convention. Was there anything in the document about State's Rights?
- \*Examine the expansion of Slavery by looking at the various compromises: 3/5; Missouri; 1850.
- \*Examine the Geography of the United States at the time. Identify Southern and Northern states as well as the territories.
- \*Review the election of 1860. What states voted for Lincoln?
- \*Read the reasons for secession given by Southern States in their declarations of Independence.
- \*Read Lincoln's Inaugural Address and discuss his attitudes towards Secession.
- \*Review the different advantages and disadvantages both North and South had in the coming war.
- \*Review the battles of Antietam and Fredericksburg.
- \*Discuss the overall Union and Confederate strategies as a precursor to explaining what led General Lee to invade the North.

### **Specific Questions for *Crossroads at Gettysburg*:**

These questions are designed to be used by many levels of students. They are broken down into simple recall and understanding, in-depth and critical thinking questions, and extension/discussion questions. Feel free to use whatever questions meet the needs of the age group you are using.

\*\*Unfortunately, since these lessons are freely available on the internet, an answer key is not available. We all know what our students would do with that! However, many of the questions are open ended opinion and therefore easy to grade and discuss.

## **CHAPTER 1**

### **Recall:**

1. Describe Mary's nightmare.
2. How was Mary's nightmare different from what really happened with the mashed potatoes?
3. Why has Mary been having nightmares?
4. Who does her sister think can help Mary?

### **Critical Thinking:**

5. Interpret Mary's dream.

### **Extension:**

6. List the people in Mary's family and describe how each one is related to her.

## **CHAPTER 2**

### **Recall:**

1. Describe Richmond, Virginia.
2. How has Richmond changed from when George was younger?
3. Why did the man steal the shopping bag?
4. What does George do when he sees the old hill he used to play on?

**Understanding and Discussion:**

5. Why does George let the thief go? Do you think he did the right thing?

**Research:**

6. The thief says he is from Fredericksburg. What happened there and why do you think he came to Richmond?

**CHAPTER 3****Recall:**

1. Who ran George and his friends off the hill?
2. Describe George's plan to take the hill back.
3. Who won the battle?

**Critical Thinking:**

4. Why does George stop the battle?
5. Describe the reaction the other boys had to George. Have you ever been in a situation where your friends could not understand you?

**Extension Project:**

6. Read book 3 in the *Young Heroes of History Series: Off to Fight*. Write an essay on how George has changed from being a young boy to the way he is in book 6.

**CHAPTER 4****Recall:**

1. Who is John?
2. What is he doing in George's house?
3. Who is Allison?
4. What is she doing in George's house?
5. Why does George have to leave?
6. What does Allison do just before George leaves?

**Research/Extension:**

7. Research Mary Bowser and other African Americans who spied for the Union. What kinds of things did they do?
8. What is the Emancipation Proclamation and how did it help African Americans?

**CHAPTER 5****Recall:**

1. What does George's father say to him before he leaves?
2. Who does George think he might see on the other side of the war?

**Research/Extension Project:**

3. With your teacher's help, find out how families were split up during the war. Was it common for family members to be on different sides in the war?

**CHAPTER 6****Recall:**

1. Describe Mary's dream.
2. Who has arrived to help Mary recover?
3. Who has he brought with him?
4. What does the doctor think has been wrong with Mary?
5. Where is the Union Army now?

**CHAPTER 7****Recall:**

1. How do Thomas and Daniel spend their spare time?
2. What regiment is Thomas in?
3. What regiment is Daniel in?
4. What accident occurs?
5. How does Thomas' Aunt Patricia react?

**Critical Thinking:**

6. Thomas blows up at Aunt Patricia. Describe the real reasons behind his anger.

**Research/Extension Project:**

7. Thomas claims to have grown up. Read Book 4 in the *Young Heroes of History Series: Nowhere To Turn* and write an essay on how Thomas has changed since that adventure.

**CHAPTER 8****Recall:**

1. What has happened to Helen's dolls?
2. What is a copperhead?
3. Why do Joey and Peter and Bobby think that the Union Army is wrong?
4. What reason does Daniel give for why it is wrong for the South to leave the country?
5. Why does Mary interrupt the fight?

**Critical Thinking, discussion:**

6. Are Peter and Bobby and Joey right? Should the North have just let the South go? What would have happened if it did?

## **CHAPTER 9**

### **Recall:**

1. What is George looking for in Chambersburg?
2. Why is he so mad at the farmer?
3. Who is Eric?
4. Describe how George feels about Eric.

### **Critical Thinking/Discussion:**

5. Is George right to be angry at the farmer?
6. To what degree are everyday citizens responsible for the actions of their government and army?

### **Map Questions from the map on page 82**

1. Where is Gettysburg?
2. Where was the Confederate Army before they invaded?
3. Where was the Union Army?
4. Fill in the blanks with the correct direction for the following sentence:  
Strangely enough, on their way to Gettysburg, the Southern Army was moving \_\_\_\_\_ and the Northern Army was moving \_\_\_\_\_.

## **CHAPTER 10**

### **Recall:**

1. Where is Daniel's regiment on July 1<sup>st</sup>, 1863?
2. Why are they rushing?
3. Who does Daniel have a picture of?
4. What ghost were the men seeing?
5. What was their reaction to it?
6. Which of Daniel's friends seems to know all the answers?
7. How do the Northern townspeople react when they see Daniel's regiment?

### **Critical Thinking:**

8. Why is this battle different than others the Union fought?

### **Map Questions from the map on page 94**

## **CHAPTER 11**

### **Recall:**

1. What day is it?
2. Where is Daniel's regiment stationed?
3. What is the name of Daniel's Regiment?
4. What does it mean that they are the last?
5. Who is Daniel's commander?
6. What does it mean to refuse the line?

7. What happens to the men's ammunition?
8. What is a bayonet charge?

**Critical Thinking:**

9. Why did the commander feel they had to charge down the hill?
10. What would have happened to the army and the war if they had not?

**Extension:**

11. Research the 15<sup>th</sup> Alabama. (The regiment that was attacking Daniel.) How did the battle seem from their perspective?

**CHAPTER 12**

**Recall:**

1. Where was George on July 2<sup>nd</sup> 1863?
2. What is George looking forward to tomorrow?
3. What does George and the other soldiers call General Lee?
4. What does George think about seeing his cousin Thomas?

**CHAPTER 13**

**Recall:**

1. Where does Thomas wake up on the night of July 2<sup>nd</sup>?
2. What has happened to him?
3. What does he think will happen to him if he sees a doctor?
4. Who does Thomas find on the battlefield?
5. What does he swear to him?

**Research/Extension:**

6. Find out why Thomas is so afraid of doctors. What were medical practices like during Civil War battles and why were there so many amputations?

**CHAPTER 14**

**Recall:**

1. Who is in command of George's division?
2. Why has his men been picked?
3. Who does Thomas meet on the battlefield?
4. What do they notice about him?
5. What is happening to George as he marches across the field towards Thomas?
6. What happens to Joshua?
7. What happens to George and his friends?

**Critical Thinking:**

8. Why has General Lee chosen to attack the Union men in the center?

9. Why doesn't Thomas yell at his cousins and tell them how angry he is for how they treated him all these years?
10. What do Thomas and the other Union soldiers think about the Confederates as they march towards him?

**Research/Extension:**

11. Research Generals Armistead and Hancock (discussed at the end of the chapter.) What is their story? Why is it so tragic and how is it similar to George and Thomas?

**CHAPTER 15**

**Recall:**

1. On what day of the year was the battle officially over?
2. Who shows up at the battlefield?
3. What does she have with her?
4. What does it mean?

**Discussion:**

5. Describe the pain of loss that Thomas feels. What experiences have led him to break down and cry?

**CHAPTER 16**

**Recall:**

1. Who does Thomas find on the battlefield?
2. What is his reaction to finding out George is there?
3. What has happened to George?
4. Describe the reunion. What does Thomas say? What does Mary say?
5. What do Mary and Thomas realize once they leave George?

**Discussion:**

6. How did you expect the reunion to turn out? Were you surprised by what the boys and Mary said or did it make sense to you?
7. Does George have a right to be mad?

**Research/Extension:**

8. Examine the effect the loss of Gettysburg on the South? How did it effect their morale? How did it effect the military situation?

**Discussion and Essay: Write a paragraph or more on the question below. Make sure to answer ALL parts of the question.**

What is your opinion of the men and boys who fought at Gettysburg? Were they fighting for a just cause? Do you respect the Southerners for fighting even though slavery is wrong?

**The Gettysburg Address:**

1. This relatively short and simple speech is one of the most famous in American History. Summarize the main idea. What does Lincoln mean when he says "*we can not dedicate-we can not consecrate-we can not hallow- this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract.*"
2. What kind of a dream does Lincoln have for America?

### **Suggested Post Activities:**

- \* Examine the enclosed Gettysburg Address.
- \*\*\*Use the enclosed primary source documents to discuss how Lincoln felt about the battle of Gettysburg and what opportunities were lost.
- \*Review the impact Gettysburg had on Northern and Southern morale.
- \*Examine the military tactics of both Lee and Meade. What mistakes were made.
- \*Research the diaries of individual soldiers and locate someone who was at the Battle of Gettysburg. What did they think of the battle.
- \*Discuss Lee's decision to order Pickett's charge. Was it a mistake? What did he think about it afterwards. Research the debate between General Longstreet and other Generals after the war was over.
- \*Research newspapers of the time. How did they report on the results of the battle?
- \*Research the origins of the civil war. Debate whether it could have been avoided.
- \*Compare the battle of Gettysburg to the battle of Antietam and other battles Lee fought in. How were they different.
- \*Examine how families were separated during the war. Was it common for brother to fight brother?
- \*Examine the battle of Vicksburg which also ended on the same day. How had the war changed with on July 4, 1863.
- \*Study the life of Robert E. Lee

### **For more ideas or background information, consult the following web sites:**

Mega Database for History teaching and research  
[www.ilovehistoryonline.com](http://www.ilovehistoryonline.com)

United States Civil War Center  
<http://www.cwc.lsu.edu/cwc/civlink.htm>

Home Page of the National Park Service at the Battle of Gettysburg  
<http://www.nps.gov/gett/index.htm>

Literature of the Civil War Lesson Plans  
<http://7-12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.yale.edu%2Fynhti%2Fcurriculum%2Funits%2F1997%2F%2F97.02.02.x.html>

Lesson Plans on the Civil War itself  
<http://7-12educators.miningco.com/cs/historycwlessons/index.htm>

Lessons plans and info on slavery and black history  
<http://7-12educators.miningco.com/cs/slavery/index.htm>

American Civil War Timeline  
<http://www.americancivilwar.com/tl/timeline.html>

Gettysburg Order of Battle and other primary sources  
<http://civilwarhome.com/gettysbu.htm>

**Or, consult these sources used in the research of *Crossroads at Gettysburg***

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# Primary Source Document

The Following Document comes from *Shotgun's Home of the American Civil War* however it can also be found in other sources. Read the description of the primary source below then examine the actual letter. For the actual web site go to

<http://civilwarhome.com/lincolnmeadeletter.htm>

\*\*The original letter in Lincoln's handwriting can be found in the Library of Congress:  
[http://memory.loc.gov/cgi-bin/query/P?mal:16:./temp/~ammem\\_LspR::](http://memory.loc.gov/cgi-bin/query/P?mal:16:./temp/~ammem_LspR::)

## Letter from President Lincoln to Major General George G. Meade

This letter was written on July 14, 1863, the day that Lincoln learned that Lee's Army of Northern Virginia had escaped back across the Potomac and had successfully avoided further battle with Meade's army. Frustrated with the events, Lincoln penned this letter to Meade **but never sent it**. Even though Meade never read the letter, it does clearly show how Lincoln felt about Meade's actions after the battle of Gettysburg.

Executive Mansion,  
Washington, July 14, 1863.

Major General Meade

I have just seen your despatch to Gen. Halleck, asking to be relieved of your command, because of a supposed censure of mine. I am very--very--grateful to you for the magnificent success you gave the cause of the country at Gettysburg; and I am sorry now to be the author of the slightest pain to you. But I was in such deep distress myself that I could not restrain some expression of it. I had been oppressed nearly ever since the battles at Gettysburg, by what appeared to be evidences that yourself, and Gen. Couch, and Gen. Smith, were not seeking a collision with the enemy, but were trying to get him across the river without another battle. What these evidences were, if you please, I hope to tell you at some time, when we shall both feel better. The case, summarily

stated is this. You fought and beat the enemy at Gettysburg; and, of course, to say the least, his loss was as great as yours. He retreated; and you did not, as it seemed to me, pressingly pursue him; but a flood in the river detained him, till, by slow degrees, you were again upon him. You had at least twenty thousand veteran troops directly with you, and as many more raw ones within supporting distance, all in addition to those who fought with you at Gettysburg; while it was not possible that he had received a single recruit; and yet you stood and let the flood run down, bridges be built, and the enemy move away at his leisure, without attacking him. And Couch and Smith! The latter left Carlisle in time, upon all ordinary calculation, to have aided you in the last battle at Gettysburg; but he did not arrive. At the end of more than ten days, I believe twelve, under constant urging, he reached Hagerstown from Carlisle, which is not an inch over fifty-five miles, if so much. And Couch's movement was very little different.

Again, my dear general, I do not believe you appreciate the magnitude of the misfortune involved in Lee's escape. He was within your easy grasp, and to have closed upon him would, in connection with our other late successes, have ended the war. As it is, the war will be prolonged indefinitely. If you could not safely attack Lee last Monday, how can you possibly do so South of the river, when you can take with you very few more than two thirds of the force you then had in hand? It would be unreasonable to expect, and I do not expect you can now effect much. Your golden opportunity is gone, and I am distressed immeasurably because of it.

I beg you will not consider this a prosecution, or persecution of yourself. As you had learned that I was dissatisfied, I have thought it best to kindly tell you why.

*Abraham Lincoln*

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