

Lesson Title: Where was FEMA During the Civil War?  
Lesson Design by: Mary Barnett, 8<sup>th</sup> Grade, American  
History  
July 2007

**Teaching Traditional American History Program**

Funded by U. S. Department of Education

Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

Lesson Overview: Students will examine the role of Government during the Civil War compared to today.

Essential Question: What was the Government's obligation to the people during the American Civil War?

Objectives:

- Identify different forms of taxes, such as tariffs and income taxes, and their purposes (MO GLE: EC.4.E.5)
- Interpret political, economic and social causes and consequences of the Civil War and Reconstruction(MO GLE: US.2a.H.8)
- Give examples of how state and national governments impact people's lives (MO GLE: PG.3.C.3)
- Apply knowledge of role of citizens and governments in carrying out constitutional principles (MO GLE: PC.1.B.2)
- Knowledge to create social studies' graphics, such as graphic organizers, to assist in analyzing concepts in social studies (MO GLE: TI.7.E.5)

Assessment: Students will write an essay comparing and contrasting the role of government during the Civil War and today.

Materials:

- Text: *The Americans*, McDougal-Littell
- Government's Role Compare/Contrast Essay Handout (attached)
- Then & Now Handout (attached)
- Who Said That (attached)

Class Time: 1 class period

Teacher Input:

1. Brainstorm: "What do we expect of the national government?" (protection, social security, welfare, rebuild after a disaster, protect our rights)
2. What government agencies provide these services? (FEMA, Homeland Security, Military, National Security Council, etc.)
3. Complete Who Said That? Activity.

4. Complete Then & Now activity.

Activities:

1. Who Said That? (10 minutes)
  - a. Hand out Who Said That? Worksheet. (attached)
  - b. Assign students individually or in pairs to quickly decide who said each quote.
  - c. After students have written their answers, go through quotes as a group.
  - d. What do these quotes say about the speaker's thoughts on the role of government? Individual rights?
  - e. Discuss how the quotes could be from other person, similarities between two speakers, etc.
2. Then & Now ( 15 minutes)
  - a. Divide class into small groups
  - b. Give each student Then & Now worksheet. (attached)
  - c. Have students hold round-table discussions to complete the worksheet
  - d. Once students have completed their round-table discussions, hold a class discussion to compare answers and fill in missing components.
  - e. Students can use these as graphic organizers for the essay that will be assigned at the end of class.

Questions for review:

- Q: Name some similarities between today's government and the government during the Civil War?  
A: *We encourage people to enlist with sign on bonuses, similar to bounties. The Patriot Act infringes upon individual rights. Individual rights were limited during the Civil War.*
- Q: What are some differences between today's government and the government during the Civil War?  
A: *Today the Government is expected to fix damages caused by disasters. People are up in arms if the problems are not resolved quickly. During the Civil War people assumed it was their job as citizens of the town to clean up and make repairs caused by the war.*
- Q: What laws were imposed to allow the government to finance the war?  
A: *National Banking Act (1863) that established a national paper currency, government bonds, and national banks. Internal Revenue Act (1862) that established the income tax to finance the war. It provided over 2x the amount that tariffs had raised.*
- Q: Which of these are still used to finance the government today?  
A: *income tax, national currency, government bonds*

Closure:

During the Civil War, the nation had a war waging in our neighborhoods. During this time, government seemed to have more control over our rights and offered less support to citizens than today. How did the government limit citizens' rights? How did the government meet the needs of the war?

Extension:

For further study, students could look at the role of government during other wars (World War I, World War II, Vietnam). How has government's role changed during these times? How has it remained the same?

References:

Burd, Frank, *Civil War Book of Facts*, (John Hinde Curteich, USA).

Bush, George W..Quotes: <http://www.quotationspage.com>

Danzer, Gerald A. ed., *The Americans*, (McDougal Littell, Evanston, IL, 2005)  
338-371.

Roland, Charles P., *An American Iliad The Story of the Civil War*, 2<sup>nd</sup> Ed.  
(University Press of Kentucky, Lexington, KY, 2002).

Name \_\_\_\_\_

## Who Said That?

**Directions:** The quotes below were from A. Lincoln or G. W. Bush. Read the quote and decide who said the quote. Write your answer choice in the space provided.

1. "I believe that freedom is the deepest need of every human soul."  
\_\_\_\_\_
2. "Whatever will win the war more quickly, will win it more humanely."  
\_\_\_\_\_
3. "I believe that God has planted in every human heart the desire to live in freedom."  
\_\_\_\_\_
4. "By heritage and by choice, the United States of America will make that stand."  
\_\_\_\_\_
5. "My paramount object in this struggle is to save the Union..."  
\_\_\_\_\_
6. "...we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the early."  
\_\_\_\_\_
7. "History is moving, and it will tend toward hope, or tend toward tragedy."  
\_\_\_\_\_
8. "America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens."  
\_\_\_\_\_
9. "...And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity..."  
\_\_\_\_\_

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\_\_\_\_\_ G. W. Bush \_\_\_\_\_

2. "Whatever will win the war more quickly, will win it more humanely."

\_\_\_\_\_ A. Lincoln \_\_\_\_\_

3. "I believe that God has planted in every human heart the desire to live in freedom."

\_\_\_\_\_ G. W. Bush \_\_\_\_\_

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**Then & Now**  
**Role of Government**

<b>How do they?</b>	<b>Civil War</b>	<b>Today</b>
Protect from invasion		
Provide soldiers supplies		
Raise an army		
Finance the war		
Help citizens recover from loss		
Protect citizens' rights		
Watchdog		

## Then & Now Role of Government

How do they?	Civil War	Today
Protect from Spies	Suspend writ of habeas corpus Impose martial law, military arrests	Homeland Security CIA FBI Patriot Act
Provide soldiers supplies	U. S. Sanitary Commission Ladies Sanitary Societies	Congressional Appropriations Government Issued Contracts
Raise an army	Call for volunteers National Draft Law- Could pay for a sub, States were given quotas to meet. Conscription (Draft) Offer Bounties	Volunteer Selective Service Act (hasn't been used since Vietnam War) Offer sign on Bonuses Call up National Guard and Reserve Units
Finance the war	National Banking Act (1863) National Paper Currency Greenbacks, War Bonds National Banks, Internal Revenue Act (1862) – Excise Tax, Income Tax	Congressional Appropriations Taxes.
Help citizens recover from loss	Citizens assumed they had to clean up after battles. Could invoice government for reimbursement of lost property	FEMA Disaster Relief Funds
Protect citizens' rights	Felt it was better to ignore part of Constitution to preserve the whole. Suspended writ of habeas corpus, suppressed freedom of speech & press, military arrests, imposed martial law	Citizen's groups ensure that individual rights are protected sometimes at the expense of best interest of security – i.e.: airport security, Patriot Act
Watchdog	Joint Committee on Conduct of the War – Radical Congressional Committee formed to keep pressure on Lincoln, especially regarding slavery	Watchdog congressional committees.

Student \_\_\_\_\_

## **Government's Role Compare/Contrast Essay**

**Task:** Examine how the role of Government has changed between the Civil War and today.

**Due** \_\_\_\_\_

### Scoring Guide

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Needs Improvement</b>
<b>Content</b>	Addresses 3 services / responsibilities of government Details of each	Addresses 2 services / responsibilities of government with some details of each.	Addresses only 1 service / responsibility of government Little or no details
<b>Use of Terms</b>	Uses correct terminology	Uses terms from class. Some errors in usage.	Uses terms incorrectly Doesn't use terms from class
<b>Mechanics</b>	Uses correct paragraphs and sentence structure.	Has paragraphs and sentences with some errors	No paragraphs or incomplete sentences.

**Total Points Earned** \_\_\_\_\_