

Overview

The student will describe important details of Quantrill's Raid after reading two articles, one pro-Union and one pro-Confederacy. The student will identify similarities and differences in the two accounts using a Venn diagram worksheet. The teacher will lead a discussion about key points of the raid and the role of persuasion and point of view in both articles. The student will be able to place the battle in the larger context of Bleeding Kansas and the Civil War. The lesson is written for one class period.

Standards

Current standards can be found on kshs.org.

Objectives

Content:

- The student will explain why Quantrill's Raid was different from other Civil War battles.
- The student will identify at least three key facts about the raid.

Skills:

- The student will use text structure clue words to sequence major national and Kansas events from 1854 to 1865.
- The student will identify the point of view of the writer in two articles.
- The student will compare and contrast information as reported in two articles written about the same event.



Essential Questions

- Why did Quantrill's Raid shock the nation that was already at war?
- How does Quantrill's Raid fit within the sequence of events of the Kansas territorial period known as Bleeding Kansas?
- Why did Quantrill choose to raid Lawrence?

Activities

This activity uses the following *Read Kansas!* card:

- **A Union/Confederate Account of Quantrill's Raid on Lawrence**

Day 1

1. Introduce the topic of Quantrill's Raid as one of the largest massacres of civilians in United States history. (Name others: Massacre at Wounded Knee, Oklahoma City bombing, 9/11)
2. If you are using *The Kansas Journey's* textbook, have students read page 111, Quantrill's Raid on Lawrence, as background about this event.
3. Have the students speculate on why Quantrill chose Lawrence to raid and plunder. Share with them the reasons offered by historians in the For the Teacher section of this lesson.
4. Use **The Civil War Comes to Kansas Sequence Activity** to place Quantrill's Raid in the context of Bleeding Kansas and the Civil War. Use the teacher answer grid to provide the dates for the events. Have students copy the dates onto their graphic organizer. As an extended activity, students can create an illustrated time line of the 13 events. Each student can create his/her own timeline or the students can be paired up and given one event to illustrate. These drawings can be displayed as a large time line in the classroom. NOTE: This exercise is also included in lessons M-17 and M-18 but only needs to be done one time if teaching all three lessons (M16 through M-18).
5. Distribute **A Union/Confederate Account of Quantrill's Raid on Lawrence** *Read Kansas!* card to each student. Also distribute **One Event-Two Views** Venn diagram. Have the students read both sides of the card. Help them define any words they many not understand.
6. Working in pairs or small groups, have students complete the **One Event-Two Views** graphic organizer to identify similarites and differences in the two views of the raid.
7. Give students enough time to list at least five things for each section of the three-part diagram then lead a discussion on how the accounts were similar and different. Record their answers on an overhead transparency.
8. After students have a good understanding of Quantrill's Raid (what the two accounts agreed upon), the teacher should lead a discussion about bias in reporting and writing persuasive text.
 - a. Who was the author?
 - b. What was the author's point of view?
 - c. Who was the writer's audience?

9. Extended Activity Ideas

- a. Have students write a paragraph with supporting details on the following question: “If you weren’t told that one article was pro-Union and one pro-Confederate, how could you tell if this was a persuasive piece of writing and know the point of view of the writer?”
- b. Have students create a Wanted Poster for Quantrill.

Assessment

1. Evaluate the student’s ability to sequence the 13 events in **The Civil War Comes to Kansas Sequence Activity** in the proper order.
2. Evaluate the student’s ability to complete the **One Event-Two Views** graphic organizer.

For the Teacher

If you are using the textbook, *The Kansas Journey*, this lesson works well with the Kansas and the Civil War section found on pages 108 –113.

One question not addressed in the textbook is the motive behind Quantrill’s selection of Lawrence. Many people have speculated on this question and there is no definite answer. Some historians point to the collapse of the makeshift jail in Kansas City, Missouri, a week before the raid. Several female relatives of Quantrill’s guerrillas were imprisoned there for aiding the rebels. Unfortunately the building was in extremely poor condition and collapsed killing four women. Among the dead was Josephine Anderson, a sister of William T. “Bloody Bill” Anderson, a guerrilla who rode with Quantrill. Another of Anderson’s sisters was left permanently crippled in the collapse.

Another motive, and one supported by more historians, is that Quantrill chose Lawrence because of its history as an antislavery stronghold and later a pro-Union city. Raids along the border between Jayhawkers (free-state) and bushwhackers (proslavery) forces had been ongoing since the territorial period. Lawrence was also the home of James Lane, who was vilified by many pro-Confederacy Missourians.

The Union reaction to the raid is also an important part of this story. On August 25, in retaliation for the raid, General Thomas Ewing authorized General Order No.11. This edict forced Missourians living along the Kansas-Missouri border to abandon their farms and homes. The reason was to keep Southern sympathizers from aiding the enemy by providing clothing, food, and shelter. Union troops looted, burned homes and crops in the fields, and killed livestock. It was devastating to the people living in these four counties. Ironically, Quantrill did not go back to Missouri; he headed for Texas after the raid.

For more information on William Quantrill, the raid on Lawrence, border conflicts, and Kansas in the Civil War, visit the Kansas Historical Society’s website, kshs.org. This is a good source of images for the Wanted Poster activity.

Answer Key for One Event – Two Views

Confederate (Different)	Similar	Union (Different)
300 men	Day of attack –August 21, 1863	300-400 men
200 white abolitionist killed	Attack lead by William Quantrill	143 men dead
50-60 African-Americans killed	Attack came at daybreak	80 women widowed
Lawrence men put up no resistance to guerrillas	Massachusetts Street hit the worst	150 orphans
Guerrillas were good shots and horsemen	Lawrence burned/destroyed	Everything on main street burned but two stores
General Lane was a coward, he ran away	\$2 million in damages	Raid lasted four hours from 5 to 9 a.m.
General Collamore was a coward, he hid in a well and died		Union troops six miles away at time of raid
Every hotel but one burned		No women or children injured
Massachusetts Street burned		
Killed every man in Lawrence		
Quantrill not in hurry to leave town, not afraid of being caught		

Answer Key for The Civil War Comes to Kansas Sequence

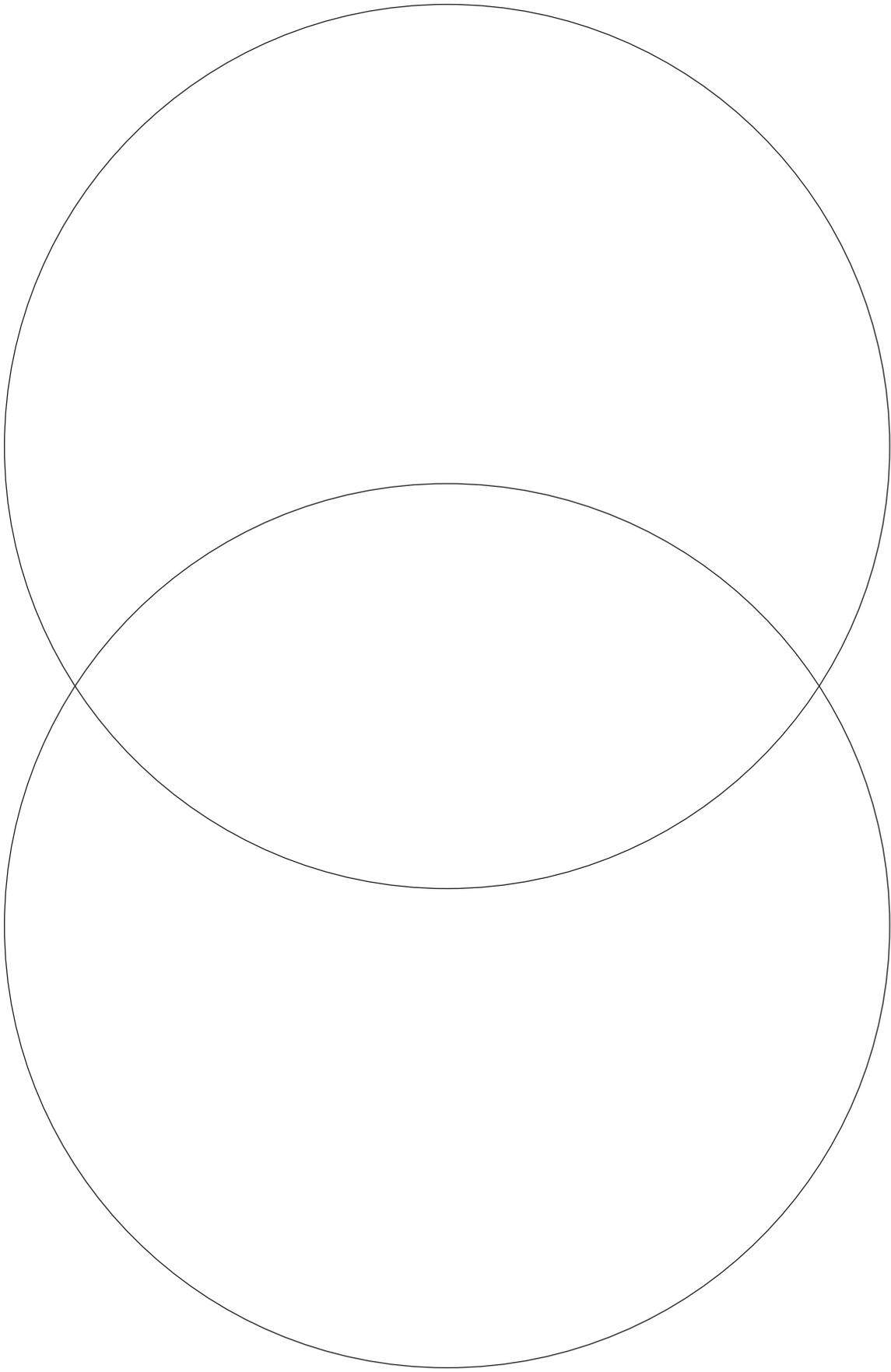
1854	In 1854 Kansas became a territory of the United States.
1856	After Kansas became a territory, there was fighting over whether slavery should be allowed to expand into Kansas Territory. Proslavery men burned Lawrence and threw a printing press in the Kansas River. Fighting continued in the territory, which led to Kansas' nickname, "Bleeding Kansas."
1856	Because of the burning of Lawrence during the Bleeding Kansas period, John Brown increased his violent activities. He led a raid killing five proslavery men. This event became known as the Pottawatomie Massacre.
1859	Many people opposed the brutality of the abolitionist John Brown and the Pottawatomie Massacre. Three years later, Brown left Kansas to begin a slave uprising at the federal armory at Harpers Ferry, Virginia. He was caught and hanged as a traitor to the United States.
1860	The year after the attack by John Brown at Harpers Ferry, Abraham Lincoln was elected president of the United States.
1861	Southern states started to secede from the Union after Lincoln was elected. Without Southern states to block the vote in Congress, Kansas was admitted as the 34th state.
1861	Just three months after Kansas became a state, the first shots of the Civil War were fired at Fort Sumter, South Carolina.
1862	There were many bloody battles after Fort Sumter. September 17 was the bloodiest single-day battle in the Civil War. The Battle of Antietam in Maryland resulted in almost 23,000 casualties.
1863	The Battle of Gettysburg in Pennsylvania became a turning point in the war. The three-day battle was a victory for the North. It occurred one year after Antietam.
1863	One month after the Battle of Gettysburg, William Quantrill and 400 to 500 Confederate guerilla raiders burned the sleeping town of Lawrence and killed more than 150 men and boys.
1864	The Battle of Mine Creek took place more than a year after the Battle of Gettysburg and six months before the Civil War ended. Mine Creek was the only major battle to take place in Kansas. On October 25 approximately 2,800 Union troops attacked and defeated about 8,000 Confederates along the banks of Mine Creek in Linn County.
1865	On April 9 General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox Courthouse in Virginia thereby effectively ending the Civil War.
1865	On April 15, 1865, only six days after the Civil War ended, President Lincoln died of an assassin's bullet.

The Civil War Comes to Kansas

Sequence Activity

Sequence these 13 events. Begin by cutting them apart and using clue words to organize in chronological order. The first and last dates are provided.

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One Event – Two Views

Name _____