

Overview

This lesson examines the recruitment of volunteer regiments in Kansas at the beginning of the Civil War. Students learn about the nation’s need to raise a volunteer army. They compare and contrast soldiers’ motivations for joining a volunteer regiment using primary sources and identify how and why a soldier’s race factored into the decision to enlist.

Standards

Current standards can be found on kshs.org.

Objectives

Content:

- The student will explain the role of Kansas volunteer regiments in the Civil War.
- The student will identify two influential recruiters/officers for Kansas volunteer regiments.
- The student will explain the significance of state and national events during the Civil War.

Skills:

- The student will use primary source documents to describe reasons for volunteering for army service.
- The student will identify common/different reasons for volunteering for army service by soldiers of different races.

Essential Questions

- Why did the federal government ask states to recruit volunteers for new regiments?
- Why did people volunteer to join the army?

Activities

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

- **The Call for Volunteers**
- **Where Duty Leads, I Will Be With You: James Lane Recruits Volunteers**
- **For Your Own Freedom, And Your Country: William Matthews Recruits Volunteers**

Day 1

1. Introduce the topic of the Civil War. As an optional introductory activity, use **The Civil War Comes to Kansas Sequencing Activity** to place Bleeding Kansas and the Civil War in a national context. Distribute one copy to every student with the instruction to cut apart the 13 events on the page. As they read the events they are to use context clues and signal words to put the events in sequential order. When finished, place the Answer Key on a transparency so students can check their work, make corrections if necessary, and fill in the year the event took place. As an extended activity, students can create an illustrated time line of the 13 events. Each student can create his/her own time line or 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 part of lessons M-16 and M-17.
2. Begin the next activity by reading **The Call for Volunteers** *Read Kansas!* card in small groups. Come together as a class and ask the students to share any words or phrases new or unfamiliar to them. This discussion should cover “regular army,” militia, and volunteer regiment in addition to any others the students bring up. At the end of the discussion, students should understand that the United States army was in need of volunteer soldiers to fight the oncoming war.
3. Have students fold a piece of notebook paper into thirds. In small groups or individually, have students read both sides of the **Where Duty Leads, I Will Be With You: James Lane Recruits Volunteers** *Read Kansas!* card. The back of the card is the text of a proclamation from Lane that was printed in Kansas newspapers. When reading the proclamation, students should look for reasons why men would choose to join the army. If students come to a words they do not know, they should write them in the first column of the paper. They should use context clues to figure out the meaning of the word in the second column. In the third column, have them write the dictionary’s definition. A list of vocabulary words appears in this lesson plan.
4. Hand out and have students read both sides of the **For Your Own Freedom, And Your Country: William Matthews Recruits Volunteers** *Read Kansas!* card. Students should look for reasons why men would choose to join the army. If there are more words they do not recognize, have them continue the exercise from the previous card.
5. Distribute one **The Decision to Volunteer** worksheet to each student. Using the primary sources on the back of the James Lane and William Matthews *Read Kansas!* cards, students determine which of the pictured soldiers could have issued the five statements. Students then write three additional statements for one or both of the soldiers.

Assessment

- Evaluate the student's ability to sequence the 13 events in **The Civil War Comes to Kansas Sequence Activity** in the proper order. (Optional)
- Evaluate the student's success at completing the vocabulary word exercise.
- Evaluate the student's ability to complete the worksheet and make inferences from the primary source documents provided on the James Lane and William Matthews *Read Kansas!* cards.

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.

Sensitive Language: Regiments of black soldiers were officially known as “colored” regiments, i.e., the First Kansas Colored Infantry. As cultures change, so do languages. While it is not appropriate to use this description in modern communication, historical documents exhibit the language used at the time.

Vocabulary words from Lane's Proclamation.

The *Kansas Republican* newspaper was published in Lawrence.

Accoutrements: Accessories needed for a task. In this case, military gear.

Availing: Helping or fixing a situation.

Avert: To avoid.

Calamity: A disaster.

Conviction: Strong belief.

Designate: To select; name.

Ducotah: Phonetic spelling of “Dakota.”

Equipage: Equipment with a specific purpose.

Hearthstones: A flat stone in front of a fireplace. Meant to indicate the center of a home.

Herculean: A huge task, as in Hercules.

Invoked: Called upon.

Marshalling: Arranging troops in order.

Munitions: Military weapons; ammunitions.

Mustered: To be entered officially into military service.

Subsistence: Housing and meals.

Suppression: To stop an action. In this case, to end the rebellion, or secession of Southern states.

Department of Kansas: In the 1860s, many responsibilities in the federal army were passed down to individual states. The Department of Kansas handled issues like recruiting for the state's regular military, militia and volunteer regiments.

Answer Key for **The Decision to Volunteer** worksheet

	To protect the state of Kansas.	
	Soldiers are paid good wages, and I need the money.	
	I wanted to serve with other black troops.	
	I will receive a certificate of freedom for myself and my family.	
	Advertisements in the newspapers convinced me to sign up.	

Possible additional answers for both soldiers: I believe nothing but war will end this conflict; I want the army training; I want to help end slavery.

Possible answers for black soldier: I want the honor of being one of the first black soldiers in the country.

Possible answers for white soldier: I want to fight alongside James Lane.

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- Resources for this lesson are from:
- Kansas Historical Society collections
 - Library of Congress

Answer Key for **The Civil War Comes to Kansas** Sequence Activity

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.
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 Court House in Virginia thereby effectively ending the Civil War.
1865	On April 15, only six days after the Civil War ended, President Lincoln died of an assassin's bullet.

Name _____

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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Name _____

The Decision to Volunteer

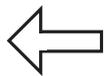
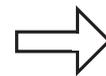
Soldiers in Kansas joined volunteer regiments soon after the Civil War began. African American soldiers were limited to serving in the Kansas Colored regiments, which didn't exist until after the Emancipation Proclamation was issued in 1863.

Soldiers joined volunteer regiments for different reasons. Some of their reasons are listed below. Color in the arrows pointing to the soldier or soldiers that may have given that reason for joining a volunteer regiment. Then write three more reasons that one or both of the soldiers could have given.

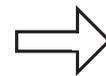
Why join a volunteer regiment?



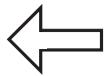
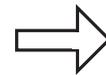
To protect the state of Kansas.



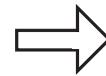
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I wanted to serve with other black troops.



I will receive a certificate of freedom for myself and my family.



Advertisements in the newspapers convinced me to sign up.

