



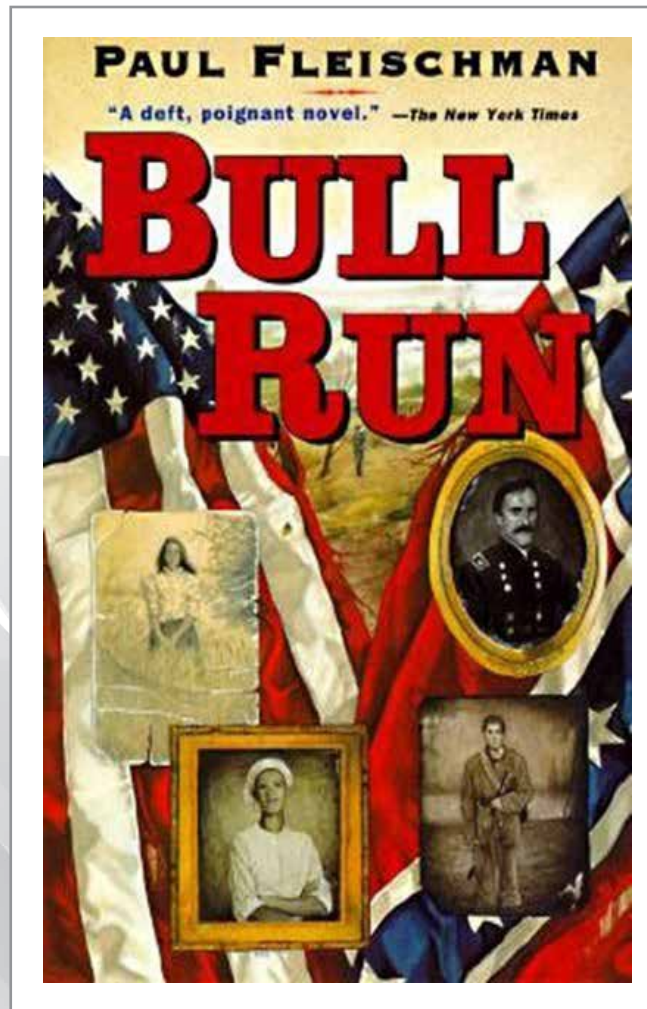
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Bull Run

Paul Fleischman



READ, WRITE, THINK, DISCUSS AND CONNECT

Bull Run

Paul Fleischman

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Comparing, evaluating, analyzing details, explaining, summarizing, organizing, association, propaganda, investigation, cause/outcomes, map reading

Comprehension

Predicting, comparing, story mapping, defining, sequencing, describing, word mapping, alphabetizing, explaining situations and opinions

Literary Elements

Character analysis, setting, plot, figurative language, literary analysis, suspense, character motivation, simile, cliffhanger, personification

Listening/Speaking

Participation in discussions, role-play, participation, reports, poetry, written statements, creative writing, letters, journals, short story, outlining, character identification, summarizing

Writing

Research, short paragraphs, captions, reports, poetry, written statements, creative writing, letter, journals, short story, outlining, character identification, summarizing

Vocabulary

Target words, target word maps, use and effectiveness of words, synonyms, word comparisons, sorting, root/base words

Summary

There are sixteen main characters in this book, eight from the North and eight from the South. Each one has some connection to the Battle of First Bull Run/First Manassas. They are people of differing age, gender, color and background. Each character relates experiences in the first person, from his/her own point of view. The result is much like a diary or journal. The reality of war and the impact on the lives of these people, and of hundreds of thousands more, is brought to the reader.

About the Author

Paul Fleischman was born September 5, 1952, in Monterey, California. He is the son of Albert Sidney and Beth Fleischman. Although Paul Fleischman received a B.A. degree from the University of New Mexico in 1977, he received years of education before that time by being his father's son. Unaware that he was influencing his son so greatly, Sid Fleischman instilled in Paul a fascination for language and a love for history. This is reflected in Paul's work. However, more than anything else, Paul Fleischman strives to give a sense of sound and rhythm to his stories and poems and derives his greatest pleasure in the actual writing of them.

Background Information

First Battle of Manassas—Bull Run

The battle of Manassas (First Bull Run) occurred on July 21, 1861, in Virginia. The Union troops referred to this battle as Bull Run, while the Confederates referred to this battle as Manassas (Junction). Manassas was the valley that the men were in and Bull Run was a stream running through the valley. The names are synonymous with one another.

General Irwin McDowell, commander of the Union Army, had 35,000 troops under his command when he proceeded on a mission to capture the Confederate capital of Richmond, Virginia. Most of the men in McDowell's ranks were green, which meant that they were ill-trained and inexperienced and that none of them knew the magnitude of the task that faced them. These troops were ninety-day volunteers summoned by President Abraham Lincoln after the startling news of the loss of Fort Sumter.

Facing McDowell was a Confederate force of about 22,000 men commanded by General P.G.T. Beauregard. Beauregard held a position at an outpost called Manassas Junction, by a stream known as Bull Run. General Joseph Johnston had been ordered by President Jefferson Davis to take his troops to Manassas on July 17, 1861, to augment Beauregard's troops. Johnston's troops joined those of Thomas Jackson at Manassas on July 20, 1861.

The biggest problems in this battle, besides Union commanders disobeying McDowell's orders, were the multicolored uniforms in both of the armies. These different colors were dangerous. Since the start of the Civil War, everyone had been in a hurry. Organization and winning the war were the two key points for both sides this early in the war. Soldiers were asked by their respective sides to show up

in whatever they had and get ready to fight. This resulted in men wearing a wide variety of different clothes which confused both sides. Soldiers happened to shoot one another because they could not figure out what side they were on.

The Union Army lost this battle at Bull Run, but it was considered to be a wake-up call for the Union and for President Lincoln. Lincoln realized that this was not going to be a ninety-day war. The significance of the Battle of First Manassas was that of a learning experience. Both Lincoln and Jefferson Davis knew that there was a need for much more training and preparation. The men that had fought in First Bull Run were undertrained and poorly disciplined. The Confederates listed 387 dead, 1582 wounded, 1312 missing. The Union listed 470 dead, 1071 injured, 1793 missing.*

*(*Figures vary, according to source. These figures represent an average of those researched.)*

Irvin McDowell (1818-1885)

Irvin McDowell, who led the U.S. Army at the First Battle of Bull Run, was educated in France and went to West Point, the United States Military Academy, where he graduated in 1838. When the Civil War broke out, McDowell was a major in Washington. He was in close contact with President Lincoln and government officials. He impressed them with his organizational abilities and was promoted to brigadier general in May of 1861. Shortly afterward, McDowell was given command of the main U.S. field army. Pushed into fighting the first big battle of the Civil War before he was ready, McDowell was defeated at First Bull Run and was relegated to the command of a division under Major General George McClellan. McDowell fought in the second battle of Bull Run, which was another Union defeat. In the reshuffle which followed, McDowell was removed from field command and never returned to command troops in combat. He retired from the army in 1882, and spent his last years in San Francisco.

Pierre Gustave Toulant Beauregard (1819-1893)

Beauregard came from a prosperous family in Louisiana. He graduated from West Point and served with the Corps of Engineers. He was appointed Superintendent of West Point in January of 1861, but resigned to offer his services to the Confederacy. He was the first brigadier general to be appointed in the Confederate States Army. He commanded the Southern troops that took over Fort Sumter and became the Confederacy's first hero. After First Bull Run, Beauregard was made a general and served with General A.S. Johnston, from whom he took command upon Johnston's death. Beauregard ended the war as commander of the Department of North Carolina and Southeastern Virginia. After the war, Beauregard returned to Louisiana and was active in railroads and public works. He showed considerable talent as a writer in his work on military theory and his history of the battles of the Civil War.

Elmer Ephraim Ellsworth (1837-1861)

Colonel Elmer Ellsworth became the first martyr for the Union in the Civil War. The twenty-four-year-old was the first officer to die in the conflict. He became a synonym for patriotism to millions of Northerners. His death was all the more poignant because Ellsworth was a personal friend of Abraham Lincoln's, having worked on Lincoln's presidential campaign. Colonel Ellsworth earned his reputation as commander of the U.S. Zouave Cadets, a national champion drill team. When war came, Ellsworth formed the New York Fire Zouaves, and the organization moved to Washington on April 29, 1861.

Section One: Pages 1-14

Summary

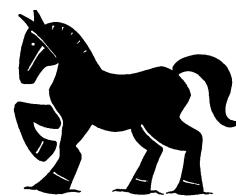
Seven of the story characters are introduced on these pages. The three from the North are Lily Malloy, Gideon Adams and James Dacy. The four from the South are Colonel Brattle, Shem Suggs, Flora Wheelworth and Toby Boyce. Fort Sumter is fired upon, and the Union defenders surrender. The news spreads throughout the land. People prepare in various ways to help their respective causes.

Vocabulary

constellations 1	fuses 1	caliper 1	illumination 1
appreciative 1	allegiance 2	melancholy 2	discern 2
scarce 3	switches 3	spectacles 3	lever 4
railed 4	wayfarers 5	forlorn 5	sovereign 6
secede 6	brethren 7	vulnerable 7	enterprise 8
nonilluminators 9	geysers 11	naught 11	disembarked 12
vulgarities 12			

Discussion Questions

1. Why does Colonel Brattle feel melancholy while watching shells being fired upon Fort Sumter? (Page 2, "I remembered well what shells do to living flesh, and felt in melancholy mood.") Why do you think others "brought baskets of food to the rooftops and raised glasses in toasts...?"
2. What news shakes Crow County, Minnesota? (Page 3, "Fort Sumter had been attacked. The gallant defenders had surrendered the next day.") What impact does the news have? (Page 4, "There was talk that a regiment of one thousand soldiers was being raised in Minnesota.") Why do you think Patrick Malloy took his father's spectacles along when he left home?
3. What does Shem Suggs see in the newspaper that interests him? (Page 5, Shem sees the picture of a horse.) What is offered to those who join the Confederate cavalry? (Page 6, Anyone joining the cavalry will be given a horse.) Why do you think Shem would be interested in this offer?
4. Why is the meeting of Gideon Adams and his brethren canceled? (Page 8, The meeting is canceled "on the grounds of inviting mob violence.") Why do you think one person tells Gideon, "It's a white man's war!?" (page 8) What is your explanation and opinion of this remark?
5. Why do Flora Wheelworth's three daughters and their families come to visit? (Page 9, Flora lives near Manassas Junction where there is a train station. The daughters get their husbands ready to fight for the South and then send them off.) What do women cut off of their clothes to give to the departing soldiers as keepsakes? (Page 10, "Women cut buttons off their clothes and handed them through the windows as keepsakes.") Do you think these people have a realistic view of war? Why or why not?



6. Why does the *New York Illustrated News* send sketch artist James Dacy to the conflict with a Union regiment? (Page 11, *He is to send drawings to the newspaper, so that the readers have views of the war as if they were there.*) What happens when the regiment gets to Baltimore? Why? (Page 12, *The regiment is attacked by a crowd. Baltimore is a Confederate city.*) Why is Dacy unable to draw this incident? (Page 12, *He is too angry.*) What do you think causes his anger?
7. Why does Toby Boyce want to join the Confederate Army? (Page 13, *"I was eleven years old and desperate to kill a Yankee before the supply ran out."*) What is the miracle Toby sees? (Page 14, *Toby sees the recruiter open his eyes after Toby's playing of the fife and then hears the recruiter tell Toby to practice.*) What do you think the recruiter means when he tells Toby he has spirit, boldness and pluck? (page 14)



Supplementary Activities

1. **Literary Analysis—Figurative Language:** A metaphor is a comparison between two things without the words “like” or “as.” A simile is a comparison using the words “like” or “as.” Personification is giving human characteristics to an animal or an object.

Find at least one example of each in the first section of the novel. Copy the examples on a sheet of paper, giving the page numbers. Explain how the author has used this figurative language to describe the scene or situation.
2. **Literary Analysis—Character’s Motivation:** A character’s actions often tell the reader something about the character’s thoughts and feelings. What is Shem’s motivation for joining the Confederate army?
3. Start character attribute webs for Colonel Brattle, Lily Malloy, Shem Suggs, Gideon Adams, Flora Wheelworth, James Dacy, and Toby Boyce. Add to the webs as more is learned about them. (*Characterization is the way an author lets the reader know what the characters are like. In direct characterization, the author describes the character directly. In indirect characterization, the author provides clues about the character through thoughts, speech and actions.*)
4. The Malloys hear the Reverend Bott rile against the Rebels. His sermon’s subject is, “A man’s worst foes are those of his own household.” (page 4) Write an explanation of what you think the Reverend means by this statement.
5. Women at the Manassas Junction Depot give departing soldiers buttons from their clothes as keepsakes. (page 10) Design a button that would be a memorable keepsake.
6. As the train leaves the station, one woman calls out to the departing soldiers, “Stain your sword to the hilt!” (page 10) Make an illustration to go with this entreaty.



Civil War Casualties—One Report

	killed	wounded	missing	total
North	470	1071	1793	3334
South	387	1582	1312	3281

1. One fourth of the Confederate total came from Jackson's brigade. How many would that be? (*approximately 820*)
2. How many more Northerners were killed than Southerners? (*83*)
3. How many more Southerners were wounded than Northerners? (*511*)
4. How many more Northerners were missing than Southerners? (*481*)

Union and Confederate Soldiers

Compare the Union and Confederate soldiers. How were they alike? How were they different? Use the Venn diagram below to help in your comparison.

