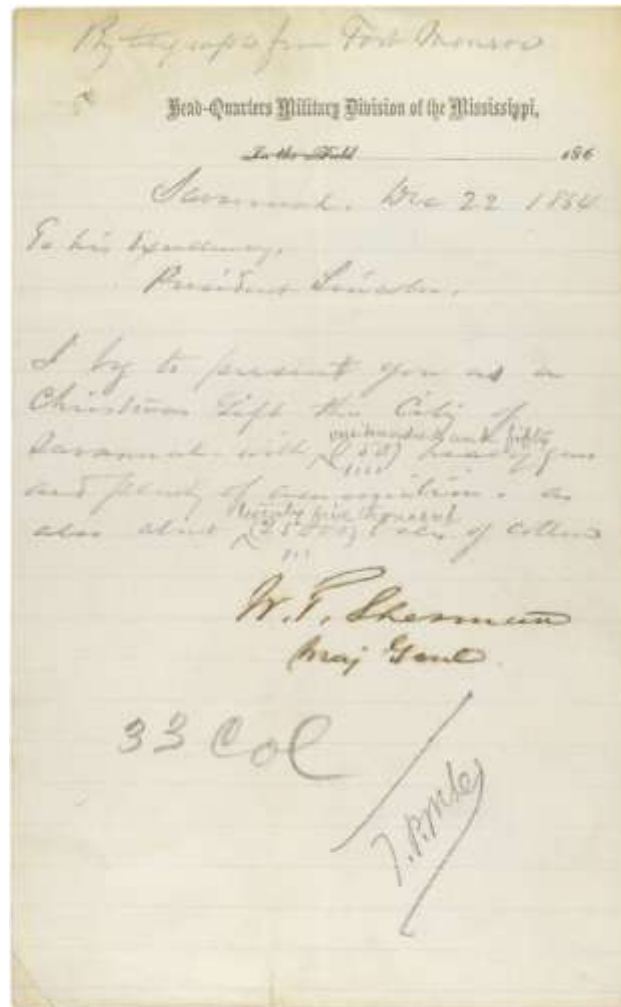


Resource Sheet #01

General Sherman's Telegram to President Lincoln



By Telegraph from Fort Monroe

Head-Quarters Military Division of the Mississippi,
Savannah Dec 22 1864

To his Excellency
President Lincoln,

I beg to present to you as a Christmas Gift the City of Savannah, with 150 (one hundred and fifty) heavy guns and plenty of ammunition, and also about 25,000 (twenty-five thousand) bales of cotton.

W.T. Sherman
Major Genl

Source: Telegram from General William T. Sherman to President Abraham Lincoln announcing the surrender of Savannah, Georgia, as a Christmas present to the President, 12/22/1864-12/22/1864. Telegrams Sent by the Field Office of the Military Telegraph and Collected by the Office of the Secretary of War, 1860-1870. Records Group 107, Records of the Office of the Secretary of War, 1791-1948. National Archives. Washington, D.C. Accessed 6/13/14. <http://research.archives.gov/description/301637>

Resource Sheet #02

Document A – General Sherman to the Mayor and City Council of Atlanta

Headquarters Military Division of the Mississippi in the Field, September 12, 1864

James M. Calhoun, Mayor, E.E. Rawson and S.C. Wares, representing City Council of Atlanta.

Gentlemen:

. . . I cannot impart to you what we propose to do but I assert that our military plans make it necessary for the inhabitants to go away, and I can only renew my offer of services to make their exodus in any direction as easy and comfortable as possible.

You cannot qualify war in harsher terms than I will. War is cruelty, and you cannot refine it; and those who brought war into our country deserve all the curses and maledictions a people can pour out. I know I had no hand in making this war, and I know I will make more sacrifices to-day than any of you to secure peace. . . Once admit the Union, once more acknowledge the authority of the national Government, and instead of devoting your houses and streets and roads to the dread uses of war, I and this army become at once your protectors and supporters.

. .

. . . You might as well appeal against the thunder-storm as against these terrible hardships of war. They are inevitable, and the only way the people of Atlanta can hope once more to live in peace and quiet at home, is to stop the war, which can only be done by admitting that it began in error and is perpetuated in pride. . . .

Yours in haste,
W. T. Sherman, Major-General commanding

Resource Sheet #03

Document B – A Woman's Wartime Journal (Excerpt)

November 19, 1864

. . . I hastened back to my frightened servants and told them that they had better hide, and then went back to the gate to claim protection and a guard. But like demons they rush in! My yards are full. To my smoke-house, my dairy, pantry, kitchen, and cellar, like famished wolves they come, breaking locks and whatever is in my way. The thousand pounds of meat in my smoke-house is gone in a twinkling, my flour, my meat, my lard, butter, eggs, pickles of various kinds – both in vinegar and brine – wine, jars, and jugs are all gone. My eighteen fat turkeys, my hens, chickens, and fowls, my young pigs, are shot down in my yard and hunted as if they were rebels themselves. Utterly powerless I ran out and appealed to the guard.

"I cannot help you, Madam; it is orders."

. . . Sherman himself and a greater portion of his army passed my house that day. All day, as the sad moments rolled on, were they passing not only in front of my house, but from behind; they tore down my garden palings, made a road through my back-yard and lot field, driving their stock and riding through, tearing down my fences and desolating my home – wantonly doing it when there was no necessity for it.

Source: Lunt, Dolly Sumner. *A Woman's Wartime Journal: An Account of the Passage Over a Georgia Plantation of Sherman's Army on the March to the Sea, as Recorded in the Diary of Dolly Sumner Lunt*. New York: The Century Co., 1918. Documenting the American South. Accessed 6/10/14.
<http://docsouth.unc.edu/fpn/burge/lunt.html>

Resource Sheet #04

Student Handout – Document Analysis Chart

Document A – <i>Close Reading</i>	Document B – <i>Close Reading</i>
1. Who was the author of this source? To whom was the source directed? What position/role did the author have during this time period?	1. Who was the author of this source? To whom was the source directed? What position/role did the author have during this time period?
2. What claims does the author make explicitly or implicitly within the source?	2. What claims does the author make explicitly or implicitly within the source?
3. What evidence does the author use to support the claim(s)?	3. What evidence does the author use to support the claim(s)?
4. What feelings does the author try to <i>invoke</i> [appeal to]?	4. What feelings does the author try to <i>invoke</i> [appeal to]?
5. What information does the author leave out? Which perspectives are missing?	5. What information does the author leave out? Which perspectives are missing?

Contextualizing

1. How is the author's role in the march through Georgia shown through the content of the letter? Using your prior knowledge of the Civil War Era, provide one example to support your response and one example directly from the text.

Contextualizing

1. How is the author's role in the march through Georgia shown through the content of the letter? Using your prior knowledge of the Civil War Era, provide one example to support your response and one example directly from the text.

Documents A and B: Corroboration

Both documents clearly refer to Sherman's march through Georgia; however, their opinions about the march differ greatly. Why would it be important for a historian to have access to both of these documents? How could the documents be useful in further research and understanding?

Resource Sheet #06

Student Handout – Annotated Illustration Directions/Template

Directions:

1. On your own paper, you will illustrate each perspective regarding Sherman's march through Georgia. Include a caption/header for each (see example below). **Use the template below.**
2. Use your prior knowledge to choose three symbols/words/images from each illustration and explain their relevance in regards to Sherman's march through Georgia.

Check Sheet -Did I include the following?

- Illustration representing each perspective _____
- Caption/header for each illustration _____
- Three symbols/words/images and description _____

Template (*recreate on your own paper*)

<i>Caption can go at the top or bottom</i>	<i>Caption can go at the top or bottom</i>

Symbols and Description

1.

2.

3.

Symbols and Description

1.

2.

3.