

		Notes
<b>Lesson Title and number:</b>	<b>Lesson #2: Edward Bates: Brother-in-Law, Brother-in-War</b>	
<b>Know Understand Do</b>	<p>After completing this lesson students will...</p> <p><u>Know</u></p> <ul style="list-style-type: none"> <li>How Attorney General Edward Bates and his brother-in-law Governor Gamble worked to keep Missouri in the Union during the Civil War.</li> </ul> <p><u>Understand:</u></p> <ul style="list-style-type: none"> <li>The importance of Missouri's geographical location during its role in the Civil War.</li> </ul> <p><u>Do:</u></p> <ul style="list-style-type: none"> <li>Explain and illustrate the recommended plan of Attorney General Edward Bates to prevent the loss of Missouri and other Border states to the Confederacy during the Civil War.</li> </ul>	
<b>Vocabulary</b>	Attorney General, militia, guerilla warfare	
<b>Technology integration</b>	Teachers can integrate technology into this lesson by placing the map included in this lesson on a smartboard or projection screen in order to allow students an opportunity to outline the plan of Edward Bates to protect the union as a class.	
<b>Preparation:</b>	Teachers should begin this lesson by opening the unit powerpoint to the slides discussing Edward Bates and Governor Hamilton Gamble. Teachers should also be sure to make copies of class materials before beginning the lesson.	
<b>Equipment:</b>	Projector or smartboard if available	
<b>Materials:</b>	<ul style="list-style-type: none"> <li>A copy of the Edward Bates letters (see below) for each student.</li> <li>A copy of the Map activity for each student (enclosed below)</li> </ul>	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Bates Family Papers, Missouri Historical Society Archives, St. Louis, Missouri</li> <li><i>Movers and Shakers, Scalawags and Suffragettes</i>, Carol Ferring Shepley</li> </ul>	
<b>Teachers</b>		
<b>Students</b>		
1. Teachers should begin this lesson by showing students the background information on the included St. Louis, the Civil War and a Cemetery powerpoint regarding Edward Bates and his brother-in-law, Hamilton Gamble.	Students should be clear on the role of an Attorney General, particularly during the Civil War, as well as how and why Hamilton Gamble became Governor during the war.	
2. After students have been introduced to Bates and Gamble, hand out to each student a copy of the letters Edward Bates wrote to Hamilton Gamble. Allow them work together or with a partner to analyze the letter and answer the questions below.	Students should work independently or with a partner to analyze the letter written by Bates to Gamble.	
3. After students have analyzed the letter from Bates to Gamble, lead the class in a	Students should discuss as a class the relationship	

<p>discussion regarding their answers. Encourage students to explain how they would describe the relationship between the two men from the sound of the letters.</p>	<p>between Bates and Gamble and their common goal for the Union.</p>	
<p>4. After finishing the discussion of the first letter, hand students a copy of the letter from Edward Bates to President Lincoln. As they read, independently or together, ask students to put the steps of Edward Bates' plan in their own words. These can be bullet points and do not need to be written out as a paragraph.</p>	<p>Students should read the letter from Edward Bates to President Lincoln and outline his plan to preserve Missouri as a member of the Union in their own words.</p>	
<p>5. Once students have finished reading the letter from Bates to Lincoln, instruct students to illustrate the steps of Edward Bates' plan using the map provided. Students should be encouraged to create a key regarding any symbols they use while creating their map.</p>	<p>After reading the plan of Attorney General Bates, students should illustrate the steps of his plan on the map they have been provided.</p>	
<p>6. Once students have illustrated their plan, place a copy of the map on a smartboard or projector. Using markers or Smart tools have students come forward and outline different steps of the plan on the board.</p>		
<p>7. Once the plan has been outlined on the board, brainstorm with students by asking them the following questions:</p> <ul style="list-style-type: none"> <li>• Which do you think is the most important step in Bates' plan?</li> <li>• Why is this an important step?</li> <li>• If you were Governor Gamble, what steps would you take to start following Edward Bates' plan?</li> </ul>		<p>This lesson is a perfect lead in to the next lesson on James Eads who was recommended by Edward Bates to build the ironclad gunboats for the Union.</p>



## Edward Bates: Brother-in-Law, Brother in



### War

Directions: St. Louis lawyer and farmer Edward Bates was named Attorney General by Abraham Lincoln in 1861. During his time as Attorney General, Edward Bates worked to keep Missouri in the Union at all costs by supporting the election of his brother-in-law, Hamilton Gamble as Governor of Missouri, and by advising the President on how to keep Missouri from seceding with the other southern States. Read the two letters from Edward Bates below and answer the questions for consideration to discover how this hometown hero served his city and his country during the early years of the war.

*Attorney General's Office  
August 2, 1861*

*Hon. H.R. Gamble,  
Jefferson City*

*I rejoice my dear Sir at the wise course taken by the Missouri Convention. I rejoice for the State at large because I believe that internal peace and tranquility will soon be entered, and I rejoice for you personally because I believe you will be made the honored instrument of such good to our country. You better than any extreme man can tranquilize (calm) the State, then enable the government to remove causes of invitation by withdrawing a large portion of its troops for which there will be need elsewhere. The effect upon the general result will be great and will soon show itself.*

*Plainly, the internal peace of Missouri and its security in the Union will do more towards the end of insurrection (rebellion) in the border states, than 100,000 of our best men in arms. You see the prize before you, and God bless you in your efforts to win it (peace).*

*I shall look for a proclamation from you every day and probably a letter to the President.*

*These two days I am confined to my home with a bad cold but am mending. By a letter just now received by Dr. Haley, I hear your family is well.*

*Farewell,*

*Your friend,*

*Edward Bates*

Source: Hamilton R. Gamble Papers, Missouri History Museum Archives, St. Louis, Mo

Questions for Consideration:

1. In your own words, describe why Edward Bates was so happy that his brother-in-law, Hamilton Gamble, had been elected the Governor of Missouri in 1861?
2. What does Edward Bates believe is the most important way to bring border states that are rebelling against the Union and President Lincoln back into the Union? Do you agree with him that this is the best way?
3. What can you tell about the relationship between these two men based on what you have read in this letter? How would you describe the tone of the letter?
4. Imagine that Edward Bates had the technology to say what he did in this letter using a cell phone. Write out in your own words what Edward Bates would say to Hamilton Gamble if he was leaving this message in a voicemail.



Edward Bates: Brother-in-Law, Brother in War



Directions: Below is a letter from Edward Bates to President Lincoln advising him on how to keep Missouri in the Union. Read the letter to complete the map activity below.

*Attorney General's Office  
Washington, September 19, 1862*

*To the President,*

*Honored Sir,*

*At the risk of being thought obtrusive (in the way), I again entreat (ask) your attention to the impending and increasing danger to the South West and especially Missouri.*

*It is no longer doubtful that the enemy designs (wants) to invade Missouri with a great army. All he can muster west of the Mississippi in Arkansas, Louisiana, Texas and the Indian nations. And it is absolutely necessary that we forestall him by assuming the aggressive and marching upon the southwest from the frontiers of Missouri and Kansas.*

*If we fail to do that, the enemy, ever active and vigilant, while we are supine (resting) will be sure to forestall us by marching a great army to the Missouri River and making his winter quarters in the Western half of the state of Missouri and the adjacent parts of Kansas and Iowa. The effect of such a movement by the enemy is too obvious to need illustration. To prevent or counteract it is one thing needful now. And in my opinion, the counter action will be complete and our success made perfect if the means already in our hands be applied promptly and vigorously, and be followed up with activity and vim (energy).*

*The means and course of action are obvious and among the most important, I state the following:*

1. *Send or make a commander, whom you, yourself can trust (not one pressed upon you by any clique or faction) to take command of all the country west of the Mississippi from the north line of the State of Missouri to the Gulf, including Kansas and the bordering Indian tribes.*
2. *Largely increase the forces at and around the Southwest corner of Missouri, (so as if we must fight in that region) to fight the enemy on his own ground and eat his substance rather than our own.*
3. *Arm all the loyal men of Missouri both volunteers and militia so that the militia may be able to destroy the internal foe- the guerillas and thus leave your army, proper, with no duty but to conquer the embodied enemy.*
4. *Complete the railroad from Rolla to Lebanon- at all events to Little Piney- without delay. If that is not done, we put to hazard the success of the campaign in that region and burden the government with an amount of expense...an expense greater than the cost of the road.*
5. *The absolute command of the Mississippi is a necessity of life to us. You must dominate the river from Cairo to the Gulf cost what it may. Without that you have no guaranty of success on either bank. But with that you have a controlling power on both banks. The command of the river is quite necessary for the general purposes of the war, as it is an assurance of ultimate success in the SouthWest.*

*With the Greatest respect,*

*Your obedient servant, Edward Bates*

Source: Bates Family Papers, Missouri History Museum Archives, St. Louis, Missouri



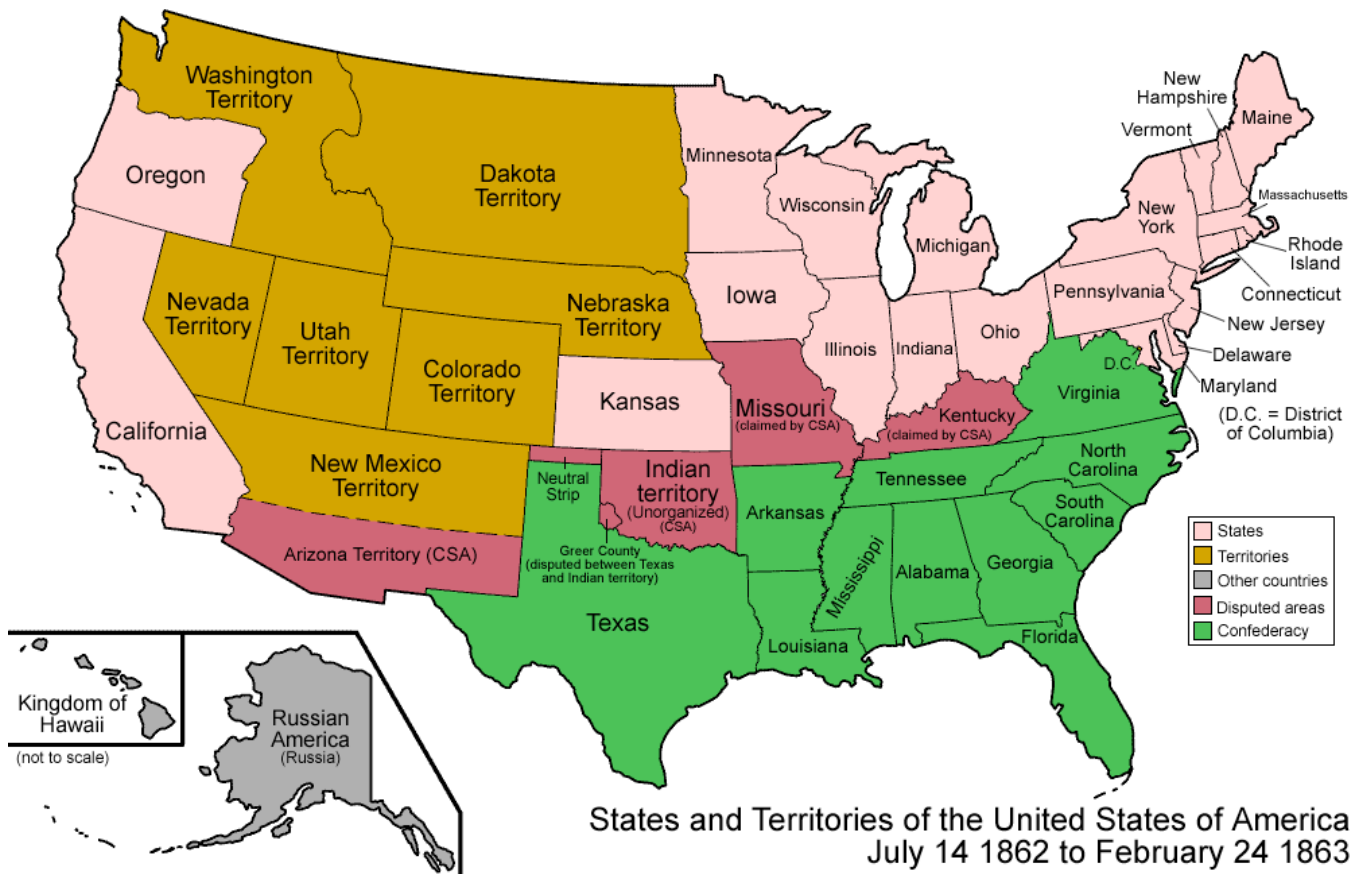
### Edward Bates: Brother-in-Law Brother in War

Directions: Although he is remembered as an intelligent man, President Lincoln did not learn to read until after he was eight years old. In the year 2011, we would say that President Lincoln was more of a visual learner, and that he understands things better by seeing them rather than reading them. Imagine that Attorney General Edward Bates wanted to help the President understand the points he outlined in his letter to protect Missouri from falling to the South in 1862 by showing them to him on a map. On the map below, illustrate the five points using pictures, arrows and symbols of your choice to show the President the plan outlined by Edward Bates.

#### To Start

\*Use a map in your text book to illustrate the cities of St. Louis, Missouri and Cairo, Illinois.

\*Draw a line to represent the Mississippi River on your map.



Use this space to create a key for any symbols or steps that you use in your map