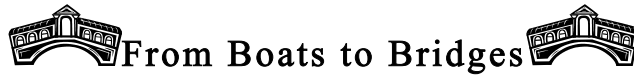


		Notes
Lesson Title and number:	James Buchanan Eads: From Boats to Bridges	
Know Understand Do	<p>Following this lesson students will....</p> <p><u>Know:</u></p> <ul style="list-style-type: none"> • The contributions of James Buchanan Eads to the state of Missouri and the United States as a whole both during and following the Civil War. • The advances in military technology that allowed for the success of ironclad gunboats during the war. <p><u>Understand:</u></p> <ul style="list-style-type: none"> • How geography and history combine together to define a person or place. • Why the Mississippi River was such an important factor during the course of the Civil War. <p><u>Do</u></p> <ul style="list-style-type: none"> • Describe the ways in which James Buchanan Eads served as a local and national hero during the Civil War. • Analyze primary source documents using a 3-2-1 reading strategy. 	
Vocabulary	Ironclad	
Technology integration	Teachers will have the ability to use Smartboard or Powerpoint technology in this lesson to display maps and documents for student discussion. If technology is unavailable, the teacher should print the powerpoint slides for students included in this lesson that outline the background of James Buchanan Eads in addition to a copy of the map and documents required for completion of this lesson.	
Preparation:	<p>Teachers should prepare for this lesson by making class sets of the documents included for this lesson on James Eads. (See below). One copy of the documents should be available for each student. Students will also each need a copy of the 3-2-1 Document analysis sheet to accompany their document analysis for this lesson. (See below).</p> <p>Before starting the lesson, teachers should form students into small groups of three or four. It is recommended that stronger readers be grouped with struggling readers in order to help with document analysis. Place copies of the documents for analysis on each set of group desks. One group letter analysis sheet will need to be given to each group. Students will also need copies each of the Monument to the Man Sketch Sheet.</p>	
Equipment:	Projection Screen, Smartboard technology (if available), Teacher computer for projection of information.	
Materials:	<ul style="list-style-type: none"> • James B. Eads Document Resources • 3-2-1 Document analysis sheet • A group letter analysis sheet. • A Monument to the Man Sketch Sheet 	

<p>responses from students. Make a list on the board of knowledge and skills that would be needed to build the bridge. After the class list has been compiled, ask students to contemplate with their partners or alone, how these skills and knowledge may be helpful to Edward Bates who wants to keep the River in the hands of the Union.</p>	<p>and contribute their ideas regarding skills and knowledge required for building the bridge.</p>	
<p>6. Following the discussion and list building, introduce students to the background and life of James Eads using the unit Powerpoint. STOP BEFORE THE SLIDE DETAILING THE SUCCESS OF THE GUNBOATS DURING THE WAR. After students have been introduced to James Eads, inform students that they are now going to begin analyzing letters written to James Eads from different government and military officials during the war in order to uncover how he helped the Union during the war. For each letter, students are going to complete a 3-2-1 analysis, by picking out what they think is the ONE most important sentence, TWO most important phrases, and THREE most important words in each letter in order to decide as a group what is being said in each letter.</p>	<p>Once in their groups, students should decide one member to be the record keeper who will write the group analysis on the Letter Analysis sheet. One person will need to be the <u>Speaker</u>, who will later read the group results to the class. One group member should be the time keeper to ensure that the group stays on task and moves at a good pace.</p>	
<p>7. Instruct students to begin analyzing one letter at a time, and that the group should stay together while working. After each letter, the group should decide together using the Letter analysis sheet, the main idea for each letter.</p>	<p>After each group member has analyzed a letter, the group should discuss the main idea of each letter and the recorder it on the group analysis sheet.</p>	
<p>8. After each letter has been analyzed and groups are finished with their analysis, lead the class in a discussion of the main idea of each letter. Encourage students to add their ideas to each letter if they feel something was left out by a previous group. Differences in views should be encouraged but in a respectful manner. Guide students towards identifying the skills and knowledge that Eads used to assist the Union during the war.</p>	<p>The Speaker should be the representative for each group during this portion of the lesson.</p>	
<p>9. Following the class discussion, provide students with the powerpoint information regarding how the success of Eads's Gunboats during the course of the war.</p>		
<p>10. After completing the powerpoint presentation on James Eads, ask each student to use the "Monument to the Man" sketch sheet to develop a monument that they feel reflects the contributions of James Eads to his city and his country during his lifetime.</p>	<p>Students should work individually using the information they have been given to develop a monument of their design to James Eads.</p>	

James Buchanan Eads:



Directions: Below are letters written to James Buchanan Eads by government and military officials during the Civil War. In your groups, analyze each letter using the 3-2-1 guide below each one. Only read one letter at a time. After your group has read each letter, discuss your 3-2-1 answers together and determine as a group what you think is the main importance of this letter to James Eads. Have your group recorder write your decision on the Letter Analysis sheet before moving on to the next letter. Your goal as a group is to distinguish how James Eads served his city and his country during the Civil War using his knowledge and skills.

Letter #1:

Attorney General's Office

April 17, 1861

James B. Eads, Esq.

Missouri

Dear Sir,

I wish I had time to answer your valuable letter, but I have not. Be not surprised if you are called here suddenly by telegram. If called, come instantly.

In a certain contingency it will be necessary to have here the aid of the most thorough knowledge of our rivers the use of steam upon. And, in that event, I have advised that you be consulted.

Your friend,

Edward Bates

3-2-1:

What are the three most important words in this letter?

What are the two most important phrases? (pieces of a sentence)

What is the most important sentence in this letter?

Letter #2:

Navy Department

May 12, 1861

Sir,

I have received your letter of the 29th with enclosures giving a description of Cairo and submitting a plan for blockading the commerce of the rebelling states on the Mississippi. I have referred it to the War Department, to which the subject more properly pertains.

I am respectfully,

Gideon Welles

James B. Eads, Esq.

3-2-1:

What are the three most important words in this letter?

What are the two most important phrases? (pieces of a sentence)

What is the most important sentence in this letter?

Letter #3:

Washington City, January 6 1861

Captain James B. Eads,

St. Louis, Mo

Dear Captain

I saw Captain Fox and Secretary Welles last night and also this morning and they agreed that you should build four of the new Iron Clad Steamers at St. Louis for the sum of five hundred and thirty thousand dollars (\$530,000) each to be built in six months, and if not built in that time, you are to forfeit \$10,000 each week on each boat. I telegraphed you to that effect this morning and also that your lawyer come immediately and fix up the contract. I talked to Fox about allowing you whatever he should be compelled to allow to anyone else I thought he was inclined to do it. He did not promise and he will probably suggest you to make a separate agreement as he wishes to use your contract to force others to his terms.

Your friend, Frank P. Blair

3-2-1: (For letter 3)

What are the three most important words in this letter?

What are the two most important phrases? (pieces of a sentence)

What is the most important sentence in this letter?

Letter #4:

Captain James B. Eads,

St. Louis, Mo

Your proposition

to build four iron clad ships for five hundred and thirty thousand dollars each is accepted on the terms proposed. I sent the specifications of the layouts. You must find a sufficient bank for the execution of the work with a forfeiture of ten thousand dollars each week you fail to do the work in time. Come here immediately and witness the business (agreement).

James P Mainz

Washington D.C.

3-2-1: _____

What are the three most important words in this letter?

What are the two most important phrases? (pieces of a sentence)

What is the most important sentence in this letter?

Letter #5

Cairo, Illinois

January 15, 1862

We do hereby certify that the work on the seven gunboats built by Mr. James B. Eads, the contractor has been completed according to the terms of the contract with the Government, excepting the time at which they ought to have been finished and delivered at Cairo.

Signed A.W. Peacock, Cairo

R.N. Steinbel

Jas. R. McGee

Master Carpenter, Gun boat Flotilla

Upon the above certificate I have accepted the gunboats from Mr. Eads, the contractor.



A.H. Foote, Navy Officer

3-2-1: _____

What are the three most important words in this letter?

What are the two most important phrases? (pieces of a sentence)

What is the most important sentence in this letter?

James Buchanan Eads:
 **From Boats to Bridges** 
Group Letter Analysis Sheet

Directions: After your group reads each letter, discuss as a group what you feel is the main importance behind each letter. As you discuss, examine your individual 3-2-1 ideas and consider what each letter shows about the how James B. Eads served his country during the Civil War. Choose one member of your group to record your ideas in the spaces below for the speaker to read during the whole class discussion.

Main Idea of Letter #1:

Main Idea of Letter #2:

Main Idea of Letter #3:

Main Idea of Letter #4:

Main Idea of Letter #5:

James Buchanan Eads:



Group Letter Analysis Sheet

Directions: During his life, James Buchanan Eads did many things to serve the people of St. Louis and his country. In the space below, design a monument that YOU think honors his contributions to society before, during and after the Civil War OR write a short poem that you feel would be appropriate to put on his monument that recognizes his achievements. In the box, explain to someone who might not know James Eads why you included specific things in your monument or poem to reflect the contributions of James Eads.

Explanation of Elements in your Poem or Monument