

Simulation Three: Vote for a Qualified Leader

STANDARDS

II. Time, Continuity, and Change

- b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- d. Identify and use processes important to reconstructing and reinterpreting the past, such as a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

IV. Individual Development and Identity

- h. Work independently and cooperatively to accomplish goals.

VI. Power, Authority, and Governance

- c. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- h. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- i. Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

X. Civic Ideals and Practices

- f. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.
- j. Examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

Background Information

The Way Lincoln Is Remembered

Abraham Lincoln, in the collective memory of Americans, is remembered as the “Great Emancipator,” the president who freed the slaves. Somewhere in those thoughts is the Lincoln who gave the Gettysburg Address, dedicating a national cemetery that honored the Union dead who fell on that battlefield. And in our minds we also find, in his moment of triumph, a man who was willing to forgive and forget those who had brought about the rebellion and were responsible for the carnage and bloodshed of the Civil War. “With malice towards none, with charity for all,” he held out his hand in friendship and compassion, wanting to heal this nation’s wounds as quickly as possible. And in the mind’s eye are the shadows of a frontier youth struggling to educate himself, the rail-splitter who became a successful frontier lawyer who spoke eloquently about the sectional issues that were dividing this great republic. Lincoln knew that “a house divided cannot stand” and that a nation that was half-slave and half-free was doomed to destruction. His countenance is chiseled in stone on Mount Rushmore with three other great presidents.

Vote for a General

Simulation Three: Vote for a Qualified Leader *(cont.)*

Background Information *(cont.)*

Lincoln as a Military Commander

Yet, no matter how we regard Abraham Lincoln, very few Americans acknowledge that he was the commander-in-chief during the Civil War and a very competent military leader. It is seldom remembered that Lincoln was ultimately responsible for the waging of war. Like many of his other pursuits, he was a self-made man, and when the fighting broke out between the North and the South, Abraham Lincoln hurried to the Library of Congress and borrowed books on military strategy and tactics to learn about war. As a young man he served in the Black Hawk War, a short-lived campaign against the Native Americans in Illinois. His experience in fighting Native Americans was of little value when it came time to ready the Union for the war that would have to be fought. But as the war progressed, so in a similar fashion did Lincoln's developing expertise, and he knew that the war would be won not by taking Richmond or occupying territory but by destroying the Rebel armies. He eventually realized that total war would have to be waged against the South, destroying everything and anything that was of value to the Rebel war effort—which included the Southerners' will to continue the struggle.



The Problems with His Generals

Abraham Lincoln clearly saw the need for full-scale war; his generals did not. George McClellan, for all his spit and polish, continually dragged his feet and had to be prodded into action. Lincoln said the man suffered from the “slows,”—and he was being kind when he said it. No one can deny that General Meade created a great army, trained it well, and saw that the men had the best equipment to take into battle. Unfortunately, Meade didn't know how to effectively use that army. When the fighting was finished at Gettysburg on that third day after Pickett's charge, Meade hesitated and did not advance against Lee on the heights of Seminary Ridge to annihilate the Rebels. Lincoln was disappointed, for he knew Lee would get away and continue the fight, as he did for another two years.

General Ambrose Burnside was a poor choice for overall command of an army. Burnside himself knew it and turned down the command when it was first offered. Lincoln and the nation found out Burnside didn't quite fit the bill after Fredericksburg, where 12,000 men fell in the space of a few hours while trying to take positions that were impregnable. Even “Fighting Joe” Hooker was not the man for the job. After Chancellorsville he remained in command of the Army of the Potomac, but when Lee moved north into Pennsylvania, “Fighting Joe” Hooker wanted to attack Richmond; whereas, Lincoln knew it was Lee's army that had to be annihilated. The vote for a successful general comes after the simulation because Lincoln finally found his man following the Battle of Gettysburg.

Vote for a General

Simulation Three: Vote for a Qualified Leader *(cont.)*

Background Information *(cont.)*

Finding a Leader

For close to three years Lincoln struggled with the problem of appointing a field commander who would fight the war the way it had to be fought. McClellan was fired. Burnside and Hooker were relieved of the overall command and assigned to either a corps or brigade, areas of responsibility where they were more competent. Even Meade, as good as he was at Gettysburg in holding his own against an aggressive Lee and an attacking Rebel army, was not given the top slot. As West Point graduates, together with their service in the Mexican War and in other areas, these officers had resumes that were impeccable. On paper they looked good, but in action they left much to be desired. These were trying times for Abraham Lincoln. The public was clamoring for a rapid end to the war, and they wanted a warrior god to lead the army against Richmond. The congressional committee on the conduct of the war likewise pressured Lincoln, as did every senator and representative in Congress. Daily the newspapers criticized the president, not giving him a moment's rest, continually badgering Lincoln to get someone to get the job done. In March of 1864, Abraham Lincoln finally decided on his man.

Lincoln's Ultimate Choice *(to be discussed after the simulation)*

It will be interesting to see if students in the class pick General Grant, who was considered a failure in everything he tried to do. Not only did he fail at farming and business, but he was regarded as an alcoholic by many people who knew him. Early in the war, after the second day at Shiloh when he pushed the Rebels back and won the day, those close to Lincoln advised that Ulysses S. Grant should be fired. They accused him of being away from the battlefield and said that he had been drinking. To that Abraham Lincoln replied, "I cannot afford to lose him. He fights." Lincoln already had the measure of the man; it was an accurate assessment. U.S. Grant was a fighter. He persevered at Shiloh, took Vicksburg, and routed the Rebel army of Tennessee at Chattanooga. Soon after, he was named general of all the Union armies. Grant came east and took command. He attacked Lee in the spring of 1864 and continued to attack until he destroyed the Rebel army.

Ulysses S. Grant had a genius for waging war. He also had the nerves, character, disposition, and personality to send men into battle to die. It was in the carnage and destruction of the Civil War that U.S. Grant confronted his destiny. He had finally found his place and discovered what life had intended for him.

Vote for a General

Simulation Three: Vote for a Qualified Leader *(cont.)*

This is an activity where students participate in a task of determining leadership qualities. They are given the resumes of generals who saw active service during the Civil War. The names of the individuals have been omitted. The goal of the activity is to help Abraham Lincoln, who is commander-in-chief of the nation's armed forces, select his general to lead the Union armies in the field. Finding the right man for the job was a major problem for President Lincoln. It was a problem that he had to deal with constantly the first three years of the war. Students will choose the individual they feel is best qualified by his education, experience, and background, who they think may turn out to be the most successful leader and commander of the Union armies. Some had already served as general for a period of time, but in the final analysis only one was truly successful and did the job the way Abraham Lincoln wanted it done. Students will learn about the qualities that make one man a successful leader above all others, and they will also have a chance to get acquainted with the military men who fought in the Civil War.

Each group must decide who it would pick and write the reasons why their choice would best serve Abraham Lincoln and the Union. The ending can generate a great deal of excitement as students learn the real identities. They will find out how each individual fared during the Civil War and in life and what fate eventually had in store for them. Of course, the teacher should tell the class that these were all notable historical figures. If some suffered disaster and humiliation at some point in the Civil War, they managed to overcome adversity and redeemed themselves in some measure. They got on with their lives and coped with whatever lay ahead when the fighting ceased. They were all good soldiers, good citizens, and good Americans. They all saw fit to serve their country as best they could.

Materials

- Candidate Profile Cards located in the student handbook (EA-29 through EA-34, EB-27 through EB-32)
- overhead transparencies of the Candidate Profile Cards (with the answers provided) in section F
- overhead projector
- Vote for a General—Results Chart overhead transparency (provided in Section F)

Activity

1. Ask students to independently generate a list of qualifications they would like to see in a candidate for the general position. They write this down in the student handbooks.
2. Now, each student shares his or her qualifications with the cooperative group.
3. Collectively, they decide on a list of qualifications. They write them in the student handbook (EA-28, EB-26).
4. Students turn to the Candidate Profile Cards in the student handbook (EA-29 through EA-34, EB-27 through EB-32).
5. Students read the candidate profiles.
6. Students compare and contrast the information about the unknown candidates.

Vote for a General

Simulation Three: Vote for a Qualified Leader *(cont.)*

Activity *(cont.)*

7. Collectively, the group decides on the individual they think would make the best and most successful general to lead the Union Army. Let them know that many served in this post, but only one was a success. Students record their reasons for this selection in the student handbook (EA-28, EB-26).
8. Collectively, the group decides on the individual it thinks would make the poorest choice for general. Students explain and justify their decisions. Again, students record their reasons for this selection in the student handbook (EA-28, EB-26).
9. The teacher takes a tally from the class and creates a bar graph for the most-favored and a bar graph for the least-favored candidates. Use different-colored overhead markers to make the bar graphs. Use the overhead of a blank bar graph provided in Section F. Modify it as needed.
10. Examining the bar graph, the teacher tells the class that they will discuss each individual candidate.
11. The instructor calls out "Candidate #1," and all students turn to the candidate card in their student handbooks. Those groups who favored him discuss the reasons why, followed by those groups who liked him the least. The discussion should consider whether or not education, leadership, ethics, etc., were factors in their decision-making process. First, discuss Candidate #1, and then reveal the answer to Candidate #1. Next, discuss Candidate #2, and then reveal the answer to Candidate #2 and so on.
12. The teacher uses the overhead projector to display the candidate profile card of the first candidate and tells the students who he is. Be sure to place a piece of paper on top of the transparency. As you read the answer card, slide the sheet of paper down to prevent students from seeing the actual name found at the bottom of the card. This way, students will listen to the marvelous achievements or disappointments of each person before they hear the name. The teacher may call upon different students to read aloud each profile. Repeat this process until all cards are read.

Post-Activity

Students write a brief essay about what the simulation has taught them about the Civil War, the Union generals, and what qualifications are needed to be a good leader. Refer students to their handbooks (page EA-35, EB-33) for a writing prompt.

Vote for a General for the Union Army

1. Qualities you would look for in a general:

2. On the lines below, name your favorite candidate for general and describe your reasons.

3. On the lines below, name your least favorite candidate for general and describe your reasons.

Candidate Profile Cards

Candidate #1: "The Young Napoleon"

Born: December 3, 1826, in Philadelphia, Pennsylvania

Present Age: 36 years of age

Personality/Physical Appearance

He was not very tall, yet he always looked like a soldier. He was considered to be a go-getter and looked like he would be able to do the job. He was always in disagreement with his superiors, and he was conceited and totally unable to compromise. He often twisted the truth and began to believe it. He could make people feel unimportant.

Education

Admitted to the University of Pennsylvania at the age of thirteen, he entered West Point at the age of fifteen and a half. He was a member of the Dialectic Society, the smartest of the West Point upperclassmen, and graduated from West Point second in his class (1846).

Military Experience

Mentioned for bravery in the Mexican War with Winfield Scott at the taking of Mexico City, he served on a special military committee in Europe to study the military. While abroad, he studied European armies and wrote about what he observed. When the South seceded, he was made a general of Ohio troops and volunteers and won West Virginia for the Union, scoring a minor military victory.

Background

He left the army in 1856 and worked for the railroads as a manager.

Candidate Profile Cards

Candidate #3: "The Loyal Southerner"

Born: 1786, Petersburg, Virginia

Present Age: 76 years of age

Personality/Physical Appearance

He was six feet, five inches in height and weighed over 300 pounds. He was very religious.

Called "Old Fuss and Feathers" because he liked wearing gold braids on his uniform, he was strict and conceited. He was a tea drinker, never drinking alcoholic beverages, all his life.

Education

He briefly attended the College of William and Mary. When the U.S. and England were close to war in 1807, he gave up his law studies to join the army.

Military Experience

In 1810, he was a captain of the artillery. During the War of 1812, he was a brigadier general, scoring great victories at Chippewa (1814). Severely wounded, he emerged as a hero from the British stalemate at Lundy's Lane near Niagara Falls. In 1841, he was named general of the United States Army. Landing at Vera Cruz in 1847, his forces defeated and took control of Mexico City after many battles.

Background

In 1852, he ran for president for the Whig Party, but he lost the election to Franklin Pierce. He was the first soldier since George Washington to hold the rank of lieutenant general.

Candidate Profile Cards

Candidate #4: "Handsome Sideburns"

Born: May 23, 1824, in Liberty, Indiana

Present Age: 38 years of age

Personality/Physical Appearance

Handsome, big and brawny (6 feet tall and broad shouldered), he was thought of as a top soldier.

A gallant soldier and true patriot, he was considered honest, trusting, and good humored.

Education

For his early education, he was privately tutored by Samuel Bigger, a future Indiana governor.

He attended West Point, excelled in mathematics, and graduated 18th out of a class of 38 in 1847. He chose artillery as his branch of service.

Military Experience

He was commissioned a second lieutenant in the third United States Artillery. In 1847, he was on active duty in Mexico but didn't see any combat. In 1849, he served in the Indian wars against the Apache in New Mexico. In 1851, he was made a first lieutenant in the U.S. Army. He resigned from the army in 1853.

Background

He opened a business in 1853, the Bristol Rifle Works in Bristol, Rhode Island, and invented a well-made, but expensive, gun. In 1857, he lost all his money and then was employed with Illinois Central Railroad as branch treasurer. By 1860 he had paid off all his bills.

Candidate Profile Cards

Candidate #5: "Old Brains"

Born: 1815, New York

Present Age: 47 years of age

Personality/Physical Appearance

He was a talented manager and good at paperwork.

Education

He graduated from West Point in 1839 and served in the army for 15 years. After that he became a lawyer and worked as a lawyer until the outbreak of the Civil War. While in the army, he wrote the book *Elements of Military Art and Science* in 1846.

Military Experience

A highly educated soldier, he was a headquarters operator who could handle all regular chores very well. In 1861, he was given command of the Missouri Department of War. After Shiloh, he took command of the Western Army of approximately 100,000 men and divided them into smaller groups. He waited and moved slowly and threw away the chance to defeat the Rebels.

Background

His knowledge of strategy and how to fight a war was excellent, but he lacked the desire to make war.

Candidate Profile Cards

Candidate #6: "The Common Man"

Born: April 27, 1822, in Port Pleasant, Ohio

Present Age: 40 years of age

Personality/Physical Appearance

He was short and small in build. People who knew him said he was "strikingly unnoticeable." A quiet man, he didn't show emotion too often and hardly ever displayed rage or passion. He was always calm, self-controlled, and sure of himself.

Education

His educational record was standard, neither brilliant nor poor. As a boy, he liked working with horses and at West Point became an excellent horseman. He graduated 21st out of 39 in the class of 1843.

Military Experience

He served in the Mexican War, 1846–1848, as a quartermaster, supplying the needs of the army. He was involved in the fighting at Monterey and Winfield Scott's march on Mexico City. Peacetime duty in California caused him to separate from his family. He slipped into a depression and became an alcoholic. Over his father's objections, he resigned from the army at the age of 32.

Background

After failing at both farming and business, he worked as a clerk in the family business (harness and leather goods), which he hated. When the Civil War began, he offered his services and was given a command out West.

CANDIDATE PROFILE CARDS

Candidate #1: "The Young Napoleon"

- He attacked Richmond but in the famous Seven Days battles was forced to retreat by Robert E. Lee.
- He was relieved of his command by Lincoln after Antietam because he moved like a snail and wouldn't advance against Lee.
- He always thought that he was outnumbered, when in reality he had the bigger army and the advantage.
- In 1864 he was the Democratic candidate for the presidency. He lost to Lincoln.
(His former soldiers even voted against him.)
- After the war, he was elected governor of New Jersey on two occasions.
- He returned as an executive for the railroads.

General George Brinton McClellan

CANDIDATE PROFILE CARDS

Candidate #2: "The Loyal Southerner"

- He was a living military hero of the War of 1812 and the Mexican War.
- Advised Lincoln and his cabinet to have patience and prepare carefully for the Civil War. His advice was ignored, and the North went into shock after their defeat at First Bull Run.
- He created the "Anaconda Plan" to strangle the South by blockade and capture of the Mississippi River Valley. Believed the South could be starved into surrender.
- Remained general only during the first year of the war.
- He resigned his post in 1862.
- He retired to West Point and died two years later.

General Winfield Scott

CANDIDATE PROFILE CARDS

Candidate #3: "A Fighter"

- Strongly stated that the nation needed a dictator to win the Civil War. This did not make Lincoln happy, but he gave him a leading post despite his remark.
- In a surprise maneuver, he attacked Lee from behind at Chancellorsville. Lee attacked back, causing him to lose faith in himself and in his plan.
- Relieved of his command three days before Gettysburg for not moving against Lee.
- Boston honored him with a statue.
- His bachelor lifestyle as a young man has given his name to mean "women of loose morals."

General Joe Hooker

CANDIDATE PROFILE CARDS

Candidate #4: "Handsome Sideburns"

- Did not want to lead the Army of the Potomac and turned Lincoln down. Accepts the post the second time he was asked but stated that he was not qualified.
- To attack the Rebels, he ordered his men to charge up a hill at Fredericksburg. He lost 12,000 men in just a few hours.
- His officers mutinied against him during the famous "Mud March," and Lincoln relieved him of his command.
- Lincoln had him serve in a lesser post. But at Petersburg he fumbled an attack and was once again relieved of his post.
- Returned to private life and business but gave his name to the fancy style of whiskers called "sideburns."

General Ambrose Burnside

CANDIDATE PROFILE CARDS

Candidate #5: "Old Brains"

- A good administrator, but his advice on strategy was muddled and unclear.
- In July 1862, he was appointed general to get him away from the front lines, where he was certainly good at screwing things up.
- People felt that he was given the overall command mainly on the strength of what people under his command accomplished rather than on his own merits.
- Lincoln demotes him as soon as he can find a suitable replacement.

General Henry Wagner Halleck

CANDIDATE PROFILE CARDS

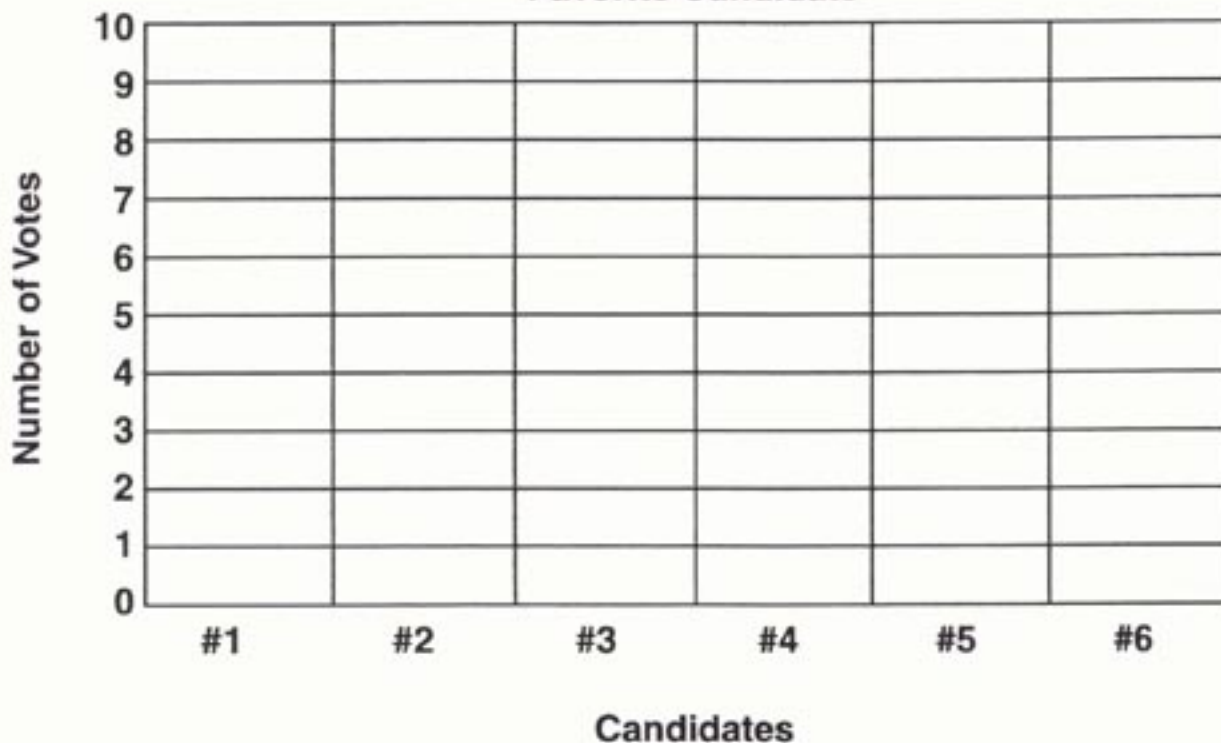
Candidate #6: "The Common Man"

- He was appointed to command the Ohio volunteers and troops.
- He took Forts Henry and Donelson on the Tennessee River, demanding "unconditional surrender" of the Rebels. He won.
- He took a beating on the first day of Shiloh, where it was rumored that he was absent from the battlefield and drinking; however, on the second day he whipped the Rebels in return.
- His troops took Vicksburg, the Rebel "Fortress" on the Mississippi and captured 30,000 Confederates.
- At Chattanooga, he attacked and destroyed the Rebels at the battle for Missionary Ridge.
- In 1864 he was named general and is the first to be successful.
- He accepted Lee's surrender of the Confederate army at Appomattox court house in 1865.

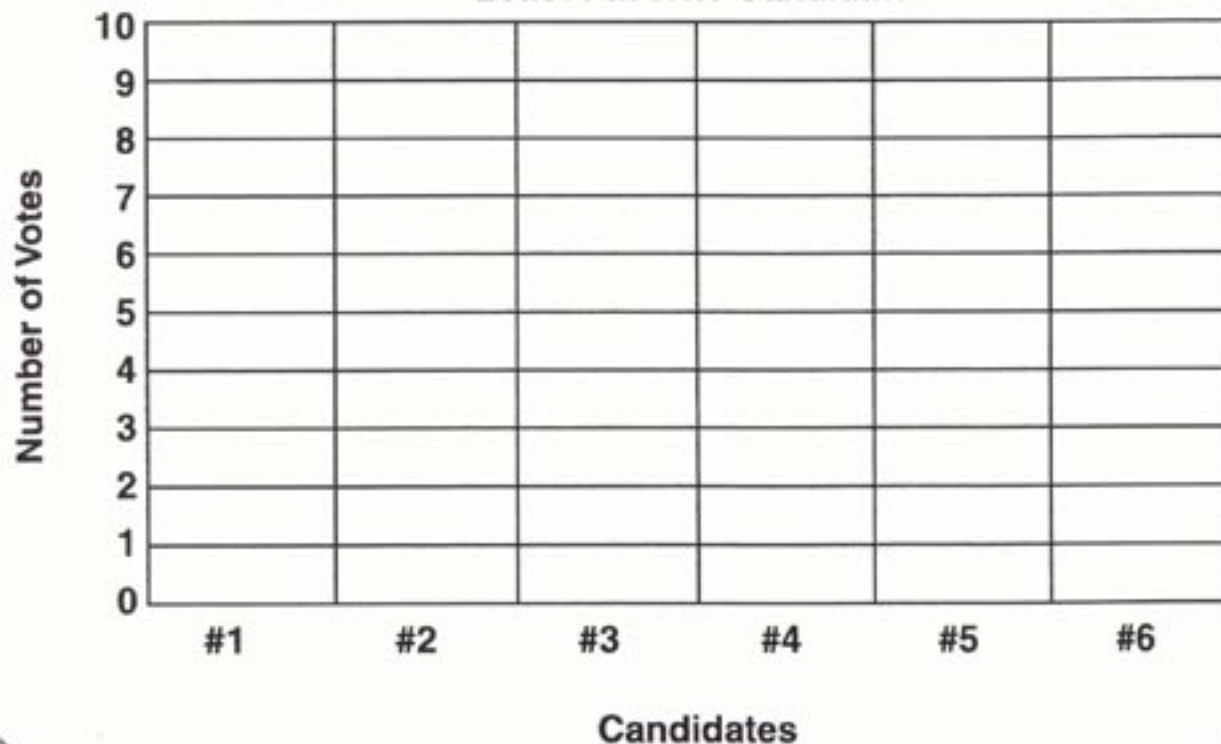
General Ulysses Simpson Grant

VOTE FOR A GENERAL—RESULTS CHART

Favorite Candidate



Least Favorite Candidate



Vote for a General Quiz

Part I

Directions: Underline the correct answer to each question.

- The greatest challenge faced by Abraham Lincoln as the Commander-in-Chief of the Union armies, was
 - getting equipment, supplies, and weapons for the soldiers
 - finding a general who would fight and continue to fight until the Rebel armies were destroyed
 - forming an army and whipping it into shape
 - taking on the role of a military leader
- In what way did General McClellan respond to Abraham Lincoln's repeated requests to attack the Southern armies and wage war?
 - he always obeyed and had respect for Abraham Lincoln as the commander-in-chief
 - he hesitated; he overestimated the enemy; he always believed he was outnumbered
 - he always advanced and attacked with reckless bravery
 - he never sounded the call to retreat and fall back from the enemy
- Abraham Lincoln's final choice for the overall commander of the Union armies was
 - Robert E. Lee
 - George Meade
 - Ulysses S. Grant
 - "Fighting" Joe Hooker
- All of the following were great campaigns and victories of General Ulysses S. Grant during the Civil War **except**:
 - the battle at Shiloh
 - the battle at Gettysburg
 - the siege and taking of Vicksburg
 - Chattanooga and the battle for Missionary Ridge
- For what reason was Abraham Lincoln disappointed with the generalship of George Meade, who won a decisive victory at Gettysburg?
 - Abraham Lincoln felt that George Meade should have attacked Robert E. Lee destroyed the Confederate Army after Pickett's charge on the third day
 - Abraham Lincoln felt that Lee's army could have been destroyed on its retreat back to Virginia
 - Abraham Lincoln felt George Meade was being too cautious
 - All of the above answers are correct
- Many politicians and other people surrounding Abraham Lincoln thought Ulysses S. Grant had one major flaw, which was his
 - reckless disregard for the lives of his soldiers
 - fear and worry about sending the young boys to die on the battlefield
 - excessive drinking
 - lack of sophisticated battlefield tactics and strategies

Vote for a General Quiz

Part I (cont.)

7. After Lincoln's final selection for the appointment of commander of all the Union armies was made, which of the following was the result of this appointment?
 - a. the new commander of all Union armies destroyed Robert E. Lee's army piece by piece in every battle they fought
 - b. the new commander of all Union armies was not too successful, and the war dragged on for ten years
 - c. the new commander of all Union armies lost ten times as many men as the casualties that he inflicted on Lee's army
 - d. the new commander of all Union armies disappointed Abraham Lincoln, who resumed his search for a general who could win the war
8. All of the following were advantages that the South possessed in its armed struggle against Abraham Lincoln and the Union, **except**:
 - a. the South had the best generals who chose to fight for their states
 - b. the Southerners were motivated to defend their homeland
 - c. Lincoln had to invade and defeat the South and force them to surrender
 - d. the South had factories and industries to provide its fighting men with the best equipment, supplies, and weapons
9. All of the following were advantages that the North and Abraham Lincoln possessed in its armed struggle against the secessionist Rebels of the South, **except**:
 - a. most of the nation's factories, foundries, and industries were in the North
 - b. the North had three times the population and manpower of the Southern states
 - c. when the South bombarded Fort Sumter, Abraham Lincoln got volunteers by the thousands to join the army, but he lacked the brilliant commanders
 - d. the massive concentration of wealth, food supplies, railroads, industrial development, were all in the North
10. Abraham Lincoln's first choice for commander-in-chief (based on the recommendation of General Winfield Scott) had been
 - a. Robert E. Lee
 - b. Ambrose Burnside
 - c. "Fighting" Joe Hooker
 - d. George Meade
11. At the time the Civil War broke out, General Winfield Scott, the hero of the battle at Chippewa during the War of 1812 and the brilliant commander who gained final victory in the Mexican-American War of 1846-1848, was not a choice for commander-in-chief because
 - a. he was too old
 - b. he was sick, overweight, and knew his own limitations
 - c. he didn't want the job
 - d. all of the above answers are correct

