

## 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.

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## Vote for a General

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### 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.

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## Vote for a General

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### 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.

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## Vote for a General

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### 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.