ALBUM THE CIVIL WAR COMES TO CALIFORNIA

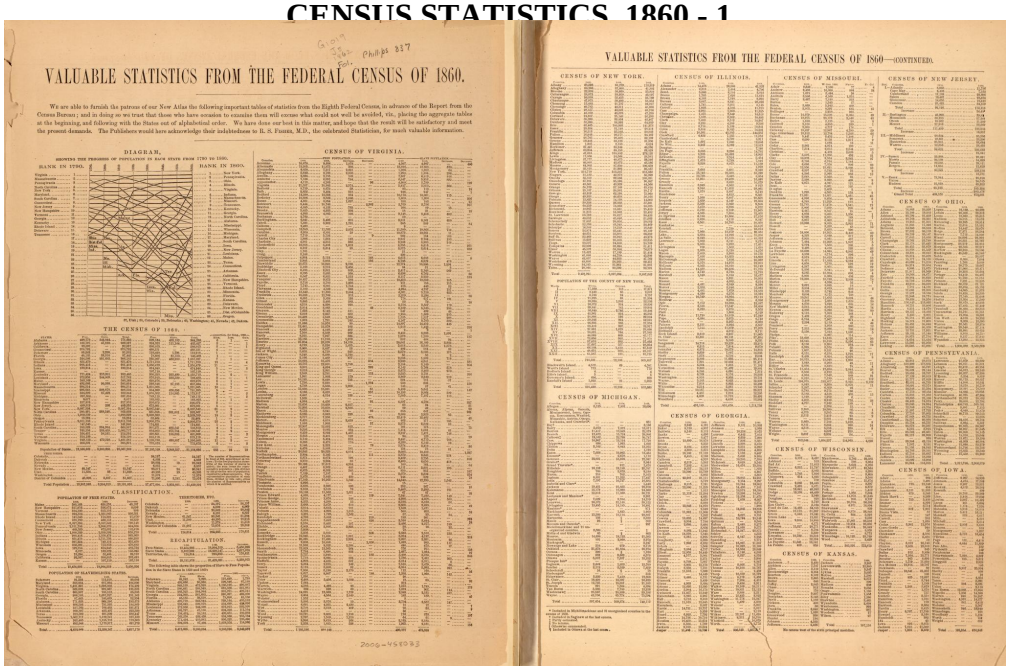
Album Description

I'm creating an album to help students understand the role of California in the Civil War. I'd like to include the topics of the Compromise of 1850, antislavery sentiments in the state and the threat of war in the state. The reason I chose this topic is because I lead education programs at Fort Point National Historic site which is recreated to look like it appeared during the 1860s.

The sources in the album are geared towards teachers and/or 8th grade students. I'm hoping to find ways to engage learners who might not think Civil War history is relevant in California or in their lives.

6 - 8 Social Studies/History civilwar california slavery antislavery sanfrancisco fortpoint compromiseof1850

CENSUS STATISTICS, 1860 - 1


VALUABLE STATISTICS FROM THE FEDERAL CENSUS OF 1860.

We are able to furnish the patrons of our New Atlas the following important tables of statistics from the Eighth Federal Census, in advance of the Report from the Census Bureau; and in doing so we trust that those who have occasion to examine them will excuse what could not well be avoided, viz., placing the aggregate tables at the beginning, and following with the States out of alphabetical order. We have done our best in this matter, and hope that the result will be satisfactory and meet the present demands. The Publishers would here acknowledge their indebtedness to R. S. Fisher, M.D., the celebrated Statistician, for much valuable information.

DIAGRAM,

CENSUS OF VIRGINIA.

THE CENSUS OF 1860.

CLASSIFICATION.

RECAPITULATION.

VALUABLE STATISTICS FROM THE FEDERAL CENSUS OF 1860—CONTINUED.

CENSUS OF NEW YORK.

CENSUS OF ILLINOIS.

CENSUS OF MISSOURI.

CENSUS OF NEW JERSEY.

CENSUS OF OHIO.

CENSUS OF PENNSYLVANIA.

CENSUS OF MICHIGAN.

CENSUS OF GEORGIA.

CENSUS OF WISCONSIN.

CENSUS OF IOWA.

CENSUS OF KANSAS.

Reference Link:
http://www.loc.gov/resource/g3200m.gcw0013960/?sp=3&st=image&r=0.023,0.284,0.316,0.125,0

Created / Published

- New York : Johnson and Ward, 1862.

Notes

- - Relief shown by hachures.
- - LC Civil War maps (2nd ed.), 13.96
- - Phillips, 837
- - Johnson's new military map of the United States showing forts, military posts &c. with enlarged plans of southern harbors; Map 20-21, listed in LC Civil War maps (2nd ed.), 13.96.
- - LC copy imperfect: Brittle, with losses and repairs on edges. Half title and title page detached.

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Digital Id

- http://hdl.loc.gov/loc.gmd/g3200m.gcw0013960



Reference Link:
http://www.loc.gov/resource/g3701sm.gct00482/?sp=31&q=%22compromise+of+1850%22&r=-0.232,0.104,1.408,0.556,0

Created / Published

- Chicago, Ill. : McConnell Map Co., [1919]

Notes

- - Wall maps.
- - Relief shown by hachures.
- - "On each map is a brief history of the period shown."
- - "Copyright James McConnell"--On most maps.
- - Publication date inferred from rubber-stamped date: Feb. 17, 1919.
- - Sheet edges mounted on cloth backing.
- - Some maps include inset.
- - Maps nos. 35, 36, 37, and 38 published separately in LC Civil War Maps (2nd ed.) under entry nos. 30, 42, 51, and 76 respectively.
- - LC copy imperfect: Stained, deteriorated along fold lines and margins of some sheets.
- - LC Civil War maps (2nd ed.), 30; 42; 51; 76

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Digital Id

- http://hdl.loc.gov/loc.gmd/g3701sm.gct00482
- http://hdl.loc.gov/loc.gmd/g3701s.cw0030000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0042000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0051000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0076000

SAN FRANCISCO

HOW THE WAR COMMENCED, AND HOW NEAR IT IS ENDED.

Teaching Notes:

Title
How the war commenced, and how near it is ended
Creator
National Union Executive Committee (U.S.), publisher
Contributor
Last, Jay T., donor
Date Created and/or Issued
1864
Contributing Institution
Huntington Library
Collection
Jay T. Last Collection of Graphic Arts and Social History
Rights Information
For information on use of Digital Library materials, please see Library Rights and Permissions: https://www.huntington.org/library-rights-permissions
Description
Image of a partial map of the United States with shaded areas indicating Union and Confederate territory changes during the Civil War through late 1864; text published by the National Union Executive Committee printed below the map discusses the occurrences that shaped the beginning of the war, states and territories seized with area and population, and an outline of the war's progress.
Date based on item text. "Published by the National Union Executive Committee, Aster House, New York."--text, bottom center margin. "Who Commenced the War? ... Have we made any Progress in Crushing the Rebellion?"--text headings, center of image.
Type
image
Extent
1 letterpress : uncolored ; overall 47.63 x 30.16 cm (18 3/4 x 11 7/8 in.)
Identifier
priJLC_MIL_001246
407959
http://hdl.huntington.org/cdm/ref/collection/p16003coll4/id/2231
Language
English
Subject
Maps--Pictorial works
United States--History--Civil War, 1861-1865
Relief prints--1850-1875. (gmgpc)
Broadsides. (gmgpc)
Source
Jay T. Last Collection
Military
Large Size
American Civil War

The Jay T. Last Collection of Graphic Arts and Social History, Huntington Digital Library

MARKET STREET

CENSUS OF 1850 - CALIFORNIA

Teaching Notes:

Hi Sherry, you have identified an important primary source topic for your audience. It has not been researched in our earlier classes, but I do have some ideas about how you can uncover more sources. I did find a reference to California's Role in the Civil War that included a link to the National Park Services. archives.

This is a secondary source, which includes primary source images and links to numerous military forts in California that were involved in the war. There is a link to Fort Point, which you mentioned.

There is an interesting piece of sheet music at loc.gov, titled Grand Quick Step of the California Regiment.

On page 2 of the sheet music, there is a text notation that explains how a group of 1647 volunteers went east to fight for the Union. A Pennsylvania regiment eventually absorbed them, but the name, "California Regiment, remained dear to the officers and men." This primary source would make a good Q-Focus for the Question Formulation Technique that may be included in one of our later sessions.

Teaching Notes:

Hi Sherry,

You may want to look at the west more broadly because the gold fields were silly important to the survival of the Union and the Confederacy. The furthest west battle of the Civil War was fought in Glorieta Pass, New Mexico, March 1862 -- the Colorado regiments holding off the Texas regiments. It was the Confederacies attempt to take the West and the gold fields to supply their war chest -- Colorado and California were key. New Mexico was seeking statehood, so it would have happily come in as a state on either side. In fact, southern NM was a Confederate stronghold for a short time.

I would HIGHLY recommend searching Chronicling America. The newspapers will give you lots of information about what Californians were thinking was important to them about the Civil War.

The Attitude of California to the Civil War

California State Parks

Battlefield Trust

Traces of the CW in California, UCLA

San Diego History Center

LA During the CW



Teaching Notes:

Could be used with the Compromise of 1850 map as a way to visualize the growth of the US and the spread of slavery 6 - 8 Social Studies/History compromiseof1820 map missouricompromise

Reference Link: https://www.loc.gov/resource/g3701sm.gct00482/?sp=25&r=-0.086,-0.023,1.377,0.699,0

Created / Published

- Chicago, Ill. : McConnell Map Co., [1919]

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- http://hdl.loc.gov/loc.gmd/g3701s.cw0030000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0042000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0051000
- http://hdl.loc.gov/loc.gmd/g3701s.cw0076000

Teaching Notes:

Whenever California comes up in the TPS Teachers Network, I recall an album I worked on a few years ago that highlighted Native American populations during the California gold rush. Then when  Michelle Zupan brought up the essential role of gold from California in the Civil War, I revisited the album and thought you might find something useful there.

I especially like the Moerenhout Inside Story of the Gold Rush for its eye witness accounts of how Native populations interacted with the miners of that period. It is one item in the album titled Indians and the California Gold Rush. I translated it from the original French, which was really fun for me as a former French teacher! I'm not sure how you can use it, but it's there if you think it would be useful.

Much of the thinking behind that album came from a superb anthology that I would recommend for any history teacher: *Why You Can't Teach United States History Without American Indians* (The University of North Carolina Press, 2015).

California History

Teaching Notes:

Wonderful connections,  Michelle Zupan

Your suggestions for search phrases to zero in on Chronicling America are very helpful. That's a great resource when you find the right keywords.

Teaching Notes:

 Mary Johnson , thanks for this chance to "hear"some Native American Voices during the Gold Rush era. Your translation makes this more useful to students and teachers who are not fluent in French. And wouldn't it be fun if a History Teacher and a French Teacher collaborated on an inquiry about "The Attitude of California to the Civil War."

Teaching Notes:

Hi Ann,

I actually work at Fort Point so these resources are perfect! I've been looking for ways to incorporate music into my program so I'm excited to think of ways to incorporate the sheet music. I was looking at the Question Formulation Technique and will be brainstorming with my intern on how we can use this.

Thank you so much for all the helpful suggestions and resources!!

Teaching Notes:

Hi Michelle,

These links look super helpful! I currently have a newspaper article from the time period, but I've been thinking about how it would be helpful to add more perspectives so I'll definitely check out Chronicling America.

Also agree with you that I may need to broaden my topic and look at the West. This is also helpful in narrowing down the key takeaways I'd like for students to come away with.

I appreciate all the great resources and suggestions, thank you so much!

Teaching Notes:

Hi Mary,

These are wonderful resources!! I have another education program at Fort Point that is focused on the Gold Rush and I think these resources would be perfect for that. I can't wait to dive into these sources and share what I learn with my colleagues and students.

Thank you so much for the helpful resources and for your translation services!

Teaching Notes:

Sherry,

I am so glad to read that you are working at Fort Point and have access to all of their primary sources. I thrilled that you are thinking about a QFT lesson with Fort Point primary sources. Sheet Music, newspaper articles, maps or images would all make good Q-Fouses.

Let me know if you have questions about the QFT process. That is a top priority passion of mine and I would enjoy collaborating with you.

--Ann