

Teacher Resource

Teaching U.S. Immigration Series:
Immigration and the
American Civil War Era





TABLE OF CONTENTS

pg. 1	Introduction
pg. 3	Lesson One: The Know-Nothing Party and Nativism
pg. 10	Images
pg. 17	Worksheet
pg. 18	Lesson Two: Immigrant Soldiers in the American Civil War
pg. 26	Images
pg. 33	Worksheets
pg. 35	Supplement: 11 Foreign-Born Heroes of the Civil War
pg. 45	Handout: Print-Friendly Guide to Resources

Introduction

Humans have been migrating throughout every place and time in our history. Since migration touches every part of life, it is relevant to almost any subject matter. The Teaching U.S. Immigration Series was created to make it easy for you to explore and incorporate immigration as it relates to the social studies topics you are already teaching.

In a secondary-level study of the Civil War, an entirely internal conflict as it is typically understood, the contributions and perspectives of immigrants are easy to overlook. With this guide, we closely examine the immigration landscape of the time period and how immigrants and immigration affected national politics and events in significant ways. Both of the lesson plans, “The Know-Nothing Party and Nativism” and “Immigrant Soldiers in the Civil War,” are designed to be flexible and adaptable based on the needs of your class, offering options such as multiple leveled texts and supporting both in-person and online class activities. Additionally, each lesson includes suggested resources for further exploration.

In the middle and late 1800s there was a significant wave of immigration to the United States, especially from European countries such as Ireland and Germany. The lessons in this guide are designed to be placed anywhere in an existing scope and sequence that works for the class, but both assume some knowledge of the historical context. If students need a refresher on immigration of the time period, we recommend, [“Irish and German Immigration Overview,”](#) a short reading from Khan Academy. If needed, this could be assigned as homework the night before the lesson or read together at an appropriate point in either lesson.

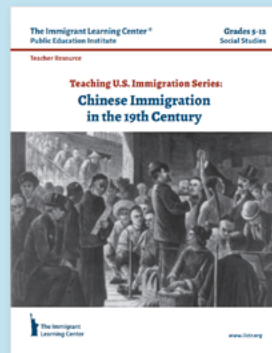
The lesson [“The Know-Nothing Party and Nativism”](#) asks students to interrogate nativism, learn about its roots in the U.S., and consider how they might recognize and counteract it today. The two political parties in the U.S. at the time were early versions of the Republican and Democratic parties of today, and students may need a reminder that both parties have evolved significantly since then. The Republican Party, the party of Abraham Lincoln and of the anti-slavery movement, also housed an anti-immigration movement, and many immigrants grappled with this tension while finding their place in the political landscape. During this major immigration wave, a third party briefly emerged, a firmly nativist and nationalist party called the Know-Nothing Party. Before dissolving during the Civil War with its members mostly absorbing into the Republican Party, the Know-Nothing Party had lasting effects on American politics.

“[Immigrant Soldiers in the Civil War](#)” invites students to think about the meaning of loyalty and hypothesize about reasons immigrants might have had for volunteering to fight for their new country, as hundreds of thousands did. Many Irish and German immigrants arrived with experiences of revolution and upheaval in their home countries, and they brought those perspectives to the American Civil War. Not all immigrants in that time period came from Ireland, Germany or England. An extension project with suggested resources asks students to research and present about the experiences of non-European immigrants in the Civil War.

A supplementary resource, “[11 Foreign-Born Heroes in the Civil War](#),” profiles 11 historical figures with an impact on the war’s outcome and includes questions for discussion and further learning. This resource can be used alone or with either lesson. It could be a starting point for students to learn more about the connections between the Civil War and global politics, conflicts and ideologies of the time period.

For a deeper dive into immigration during this time period,

check out [Teaching Chinese Immigration in the 19th Century: Lesson Plans and Resources](#).



Lesson One

The Know-Nothing Party and Nativism

Educator Notes

In this lesson, students will consider nativism as a political movement originating in the 19th century and continuing in some forms today. According to Merriam-Webster, **nativism** is the policy of favoring native inhabitants as opposed to immigrants, and is distinct from **nationalism**, loyalty and devotion to a nation and **patriotism**, love for or devotion to one's nation. Nativism is understood in this lesson to be political policy informed by **xenophobia**, the fear and hatred of strangers or foreigners or of anything that is strange or foreign (Merriam-Webster).

Beginning with an introductory [gallery walk of primary source images](#), students explore stereotypes about immigrants from that time period. If students need clarifications on the meaning of stereotype, consider carefully before using or eliciting examples of stereotypes to avoid taking the discussion in a direction harmful to marginalized students. Some common and easy-to-debunk stereotypes, such as the ideas that older adults are not good with technology or that all teenagers are addicted to social media, might suffice before returning to the content.

A short video introduces students to the basic facts of 19th century nativism before they tackle a more challenging secondary source about the topic. In this resource, there are three options for articles with similar content but different lengths and levels of complexity. Feel free to choose one that works best for the class, divide students into groups at different levels to read and discuss together, or assign different articles to individual students.

In the response questions and closing discussion, students will analyze the nativist movement in the 19th century and make connections to nativism today.

Lesson Plan:

The Know-Nothing Party and Nativism

Objectives

- Students will examine primary source images to identify stereotypes of immigrants in the 19th century.
- Students will understand and define nativism as a political viewpoint.
- Students will read and respond to an article about the Know-Nothing Party.
- Students will make connections between 19th century politics and modern nativism.

Guiding Question

- How did stereotypes, fear and nativism shape political views in the 19th century?

Common Core Standards

Grades 6-8

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic

[CCSS.ELA-LITERACY.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

(Continued on next page)

Common Core Standards (continued)

Grades 9-10 (continued)

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[CCSS.ELA-LITERACY.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12

[CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-LITERACY.RH.11-12.10](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Materials

- Images for student viewing (as a gallery walk, display board, digital image gallery, etc.). Printable versions of these suggested images are provided at the [end of this lesson plan](#). There is also a printable handout with QR codes for these images in the [Print-Friendly Guide to Resources](#) section at the end of this resource.
 - ▶ [The Usual Irish Way of Doing Things](#) (The Ohio State University, Billy Ireland Cartoon Library and Museum)
 - ▶ [Irish Mobs Attacking Police Officers](#) (Young American Republic)
 - ▶ [The American River Ganges](#) (Wikimedia Commons)
 - ▶ [Mortar of Assimilation Citizenship 1889](#) (Wikimedia Commons)
 - ▶ [The High Tide of Immigration-A National Menace](#) (The Ohio State University, Billy Ireland Cartoon Library and Museum)
 - ▶ [Irish Whiskey and Lager Bier](#) (The Civil War Era)
 - ▶ [Bravo, Bravo!](#) (Catholic Historical Research Center)
- A way to view the [Nativism](#) video on YouTube
- A printout of or access to one of the articles listed below for each student. Articles are listed from least to most complex.
 - ▶ [Know-Nothing Party](#) (Ohio History Central)
 - ▶ [The Know-Nothings](#) (Baltimore County History Labs Program)
 - ▶ [How the 19th-Century Know Nothing Party Reshaped American Politics](#) (Smithsonian Magazine)
- Physical or electronic copies of the worksheet [Nativism and the Know-Nothing Party](#), available at the end of this lesson.

Name _____ Class _____ Date _____

Worksheet: Nativism and the Know-Nothing Party

Part A: Video

1. Define nativism.

2. Identify three reasons some people in the United States were against immigration.
 - ▶
 - ▶
 - ▶

Part B: Reading

1. What were the political views of the nativists?

2. What did you learn about the decline of the Know-Nothing party?

3. What did the popularity of the Know-Nothings and other nativist groups reveal about the bias of some American citizens during that time? How do you think they would define "American"?

Lesson One: The Know-Nothing Party and Nativism Worksheet

Activities

Opening:

Share with students the Images for Student Viewing as a gallery walk, display board, digital image gallery, etc. Use the format that works best for your classroom set-up.

Ask students to think and write silently about the images: What do you notice? What questions do you have?

Give students context:

“In 1870-1900 there was a significant wave of immigration to the United States, especially from Ireland and Germany, and not everyone accepted the new arrivals. These are political cartoons from that time period that showed and spread stereotypes of these immigrants.”

If needed, define **stereotype**: a simplified belief about a category of people.

Return to the images. Ask students to turn and talk to a partner or small group for each question, and then come together and discuss as a class:

1. What stereotypes do you see in these images?
2. What purposes did these cartoons have?
3. What effects might these stereotypes have had on readers in the 19th century?
4. What messages are these cartoons trying to send?

stereotype (noun)

a simplified belief about a category of people

Watch and define:

Tell students that the rise in immigration in the 19th century also led to a rise in nativism. Let students know that they'll be watching a [short \(two-minute\) video about nativism](#) and their tasks are: **1)** define nativism, and **2)** identify three reasons some people in the United States were against immigration.

[Play the video](#) for students (depending on the age of your students, consider playing it two or three times), and discuss and clarify student answers.

1. **Nativism**: the favoring of people born in a country over immigrants, or hostility toward immigrants.
2. Reasons some Americans in the 19th century were against immigration:
 - ▶ Economic: fear of losing their jobs
 - ▶ Views of immigrants as bringing crime and poverty
 - ▶ Religious prejudice (against Catholics and Jews)

(Continued on next page)

Activities (continued)

Watch and define (continued):

Let students know they'll be reading a text about a political party that was based on this 19th century nativism. While they read, they should keep in mind these three reasons behind nativist feelings and think about how stereotypes affect politics and ideas of what it means to be American.

Distribute one of the three articles to students and give them time to read and respond to the questions. Reading response questions for individual or group work:

1. What were the political views of the nativists?
2. What did you learn about the decline of the Know-Nothing party?
3. What did the popularity of the Know-Nothings and other nativist groups reveal about the bias of some American citizens during that time? How do you think they would define "American"?

Questions for whole class discussion (adapt as needed):

- ▶ How do you see fear playing a role in politics in the 19th century? Politics today?
- ▶ How were stereotypes about immigrants in the 19th century used to shape people's political views? What stereotypes about different groups do you see affecting politics today?
- ▶ Do we still see nativism today? If so, how is it similar to or different from nativism of the 19th century?

Closing:

Create a list as a class, ideally on a large sheet of paper or something that can remain visible or be shared. Work with students to generate ideas for each of the following questions:

1. How can we recognize nativism today?
2. What can we do to counter nativism?

More Resources



Immigration versus Nativism

Lesson plan by Emerging America that uses primary sources, including music and political cartoons, to understand nativism in the 19th century. Writing rubric and Universal Design for Learning Chart are included. Grades 9-12.

<https://bit.ly/3kDMu4L>



Analyzing Anti-Immigrant Attitudes in Political Cartoons

A lesson plan covering nativism in political cartoons from Re-imagining Migration.

<https://bit.ly/3vKIsPu>



The Know-Nothing Party

An in-depth article on the Know-Nothing Party featuring primary sources, part of a Villanova University library exhibit titled “Chaos in the Streets! The Philadelphia Riots of 1844.”

<https://bit.ly/3OVXvfU>



When America Despised the Irish: the 19th Century's Refugee Crisis

An article on the causes and effects of Irish immigration with images from History.com.

<https://bit.ly/3MTbjFU>



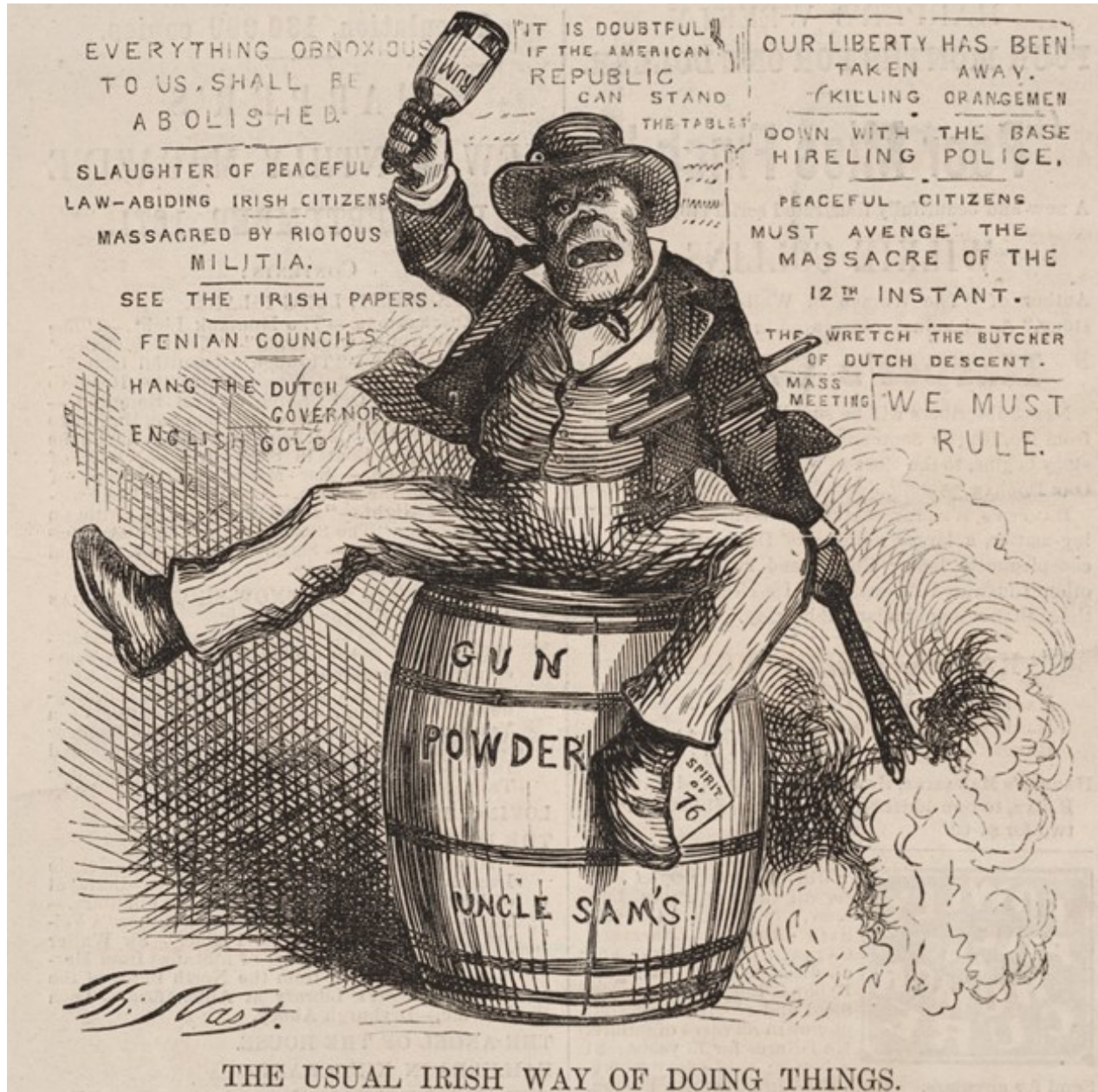
Know-Nothings: Chronicling America

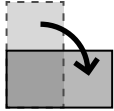
A sampling of articles from historic newspapers on the topic of the Know-Nothing Party from the Library of Congress.

<https://bit.ly/3LMzQMK>

Materials: Images for student viewing

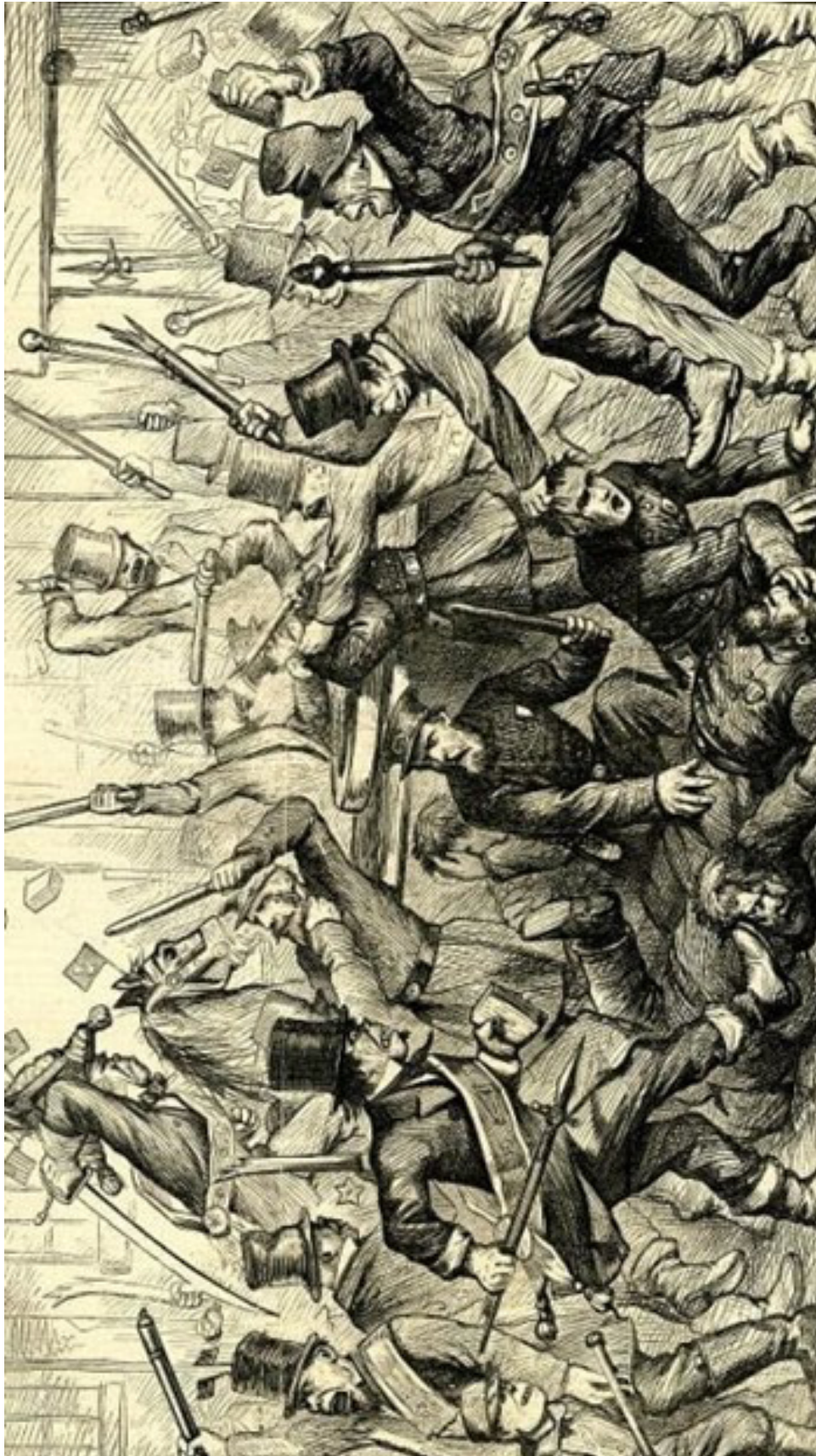
Nast, T. (1871, September 2) *The usual Irish way of doing things.* [Cartoon] *Harper's Weekly*. Retrieved from The Ohio State University Billy Ireland Cartoon Library and Museum: <https://bit.ly/3uugR3i>

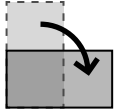




Rotate paper 90 degrees clockwise to view image properly.

Nast, T. (1863, August 1) *Irish mobs attacking police officers*. [Cartoon] *Harper's Weekly*. Retrieved from Young American Republic: <https://bit.ly/3NUNIWZ>

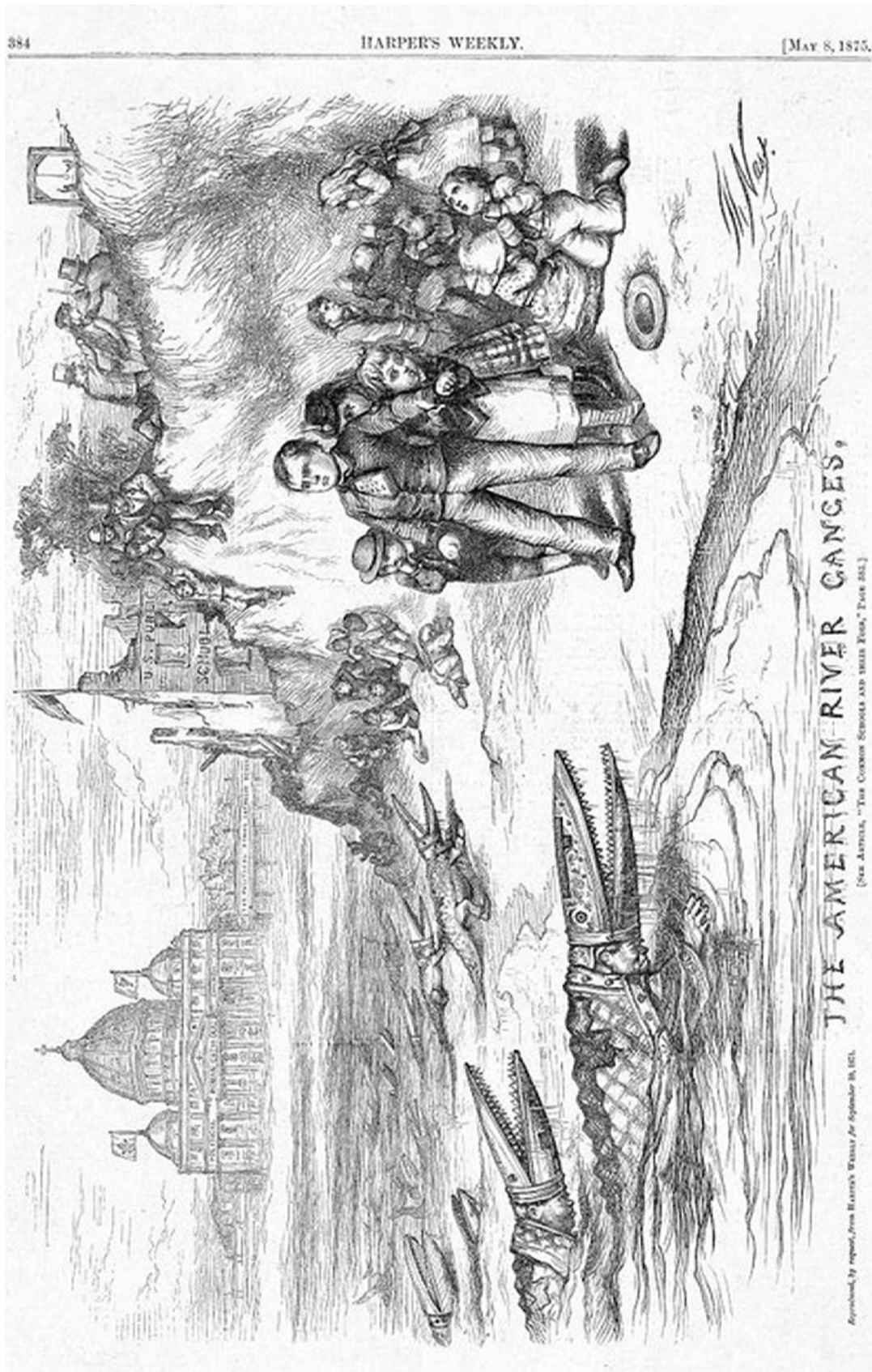




Rotate paper 90 degrees clockwise to view image properly.

Nast, T. (1875, May 8) *The American River Ganges*. [Cartoon] *Harper's Weekly*.

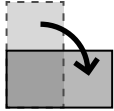
Retrieved from Wikimedia Commons: <https://bit.ly/3LRuBez>



Taylor, C. J. (1889, June) *The mortar of assimilation—And the one element that won't mix.*

[Cartoon] Puck. Retrieved from Wikimedia Commons: <https://bit.ly/37460TE>

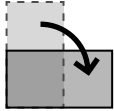




Rotate paper 90 degrees clockwise to view image properly.

Dalrymple, L. (1903, August 22) *The high tide of immigration—A national menace.*
[Cartoon] Judge. Retrieved from The Ohio State University Billy Ireland Cartoon
Library and Museum: <https://bit.ly/3v9t3Wl>





Rotate paper 90 degrees clockwise to view image properly.

Irish Whiskey and Lager Bier. (n.d.) [Cartoon]

Retrieved from The Civil War Era: <https://bit.ly/3KpNK6W>



Nast, T. (1871, July 29) *Bravo, Bravo!* [Cartoon] *Harper's Weekly*.

Retrieved from Catholic Historical Research Center Digital Collections: <https://bit.ly/3KwDzxB>

HARPER'S WEEKLY

A JOURNAL OF CIVILIZATION

Vol. XV.—No. 761.] NEW YORK, SATURDAY, JULY 29, 1871. [WITH A SUPPLEMENT. PRICE TEN CENTS.

THUCKLING TO THE MOB.

THE MARCH TO THE GRANDESERRE.
NEXT week before the day appointed for the parade of the Orange societies Mayor Haas addressed the following letter to JOHN J. HOOD, Esq., the head of the Orangemen. It forthwith was the order signed by Superintendent KELAN, which evidently proceeded from the same pen:

REVEREND DEAR SIR,
CITY HALL,
New York, July 6, 1871.
John J. Hood, Esq.,
C. M. R. G. P.

DEAR SIR.—From your letter to the Superintendent of Police, from your explanation to me, and from a letter which you addressed to the Floor 1 state that an order or prohibition of individuals, over which you are the chief, proposes to celebrate by a street procession and other public the victory achieved in 1800 by WILLIAM III., now King of England, over JAMES II., now King of France, in the battle of the Boyne, which was the cause of the Protestant religion in the country wherein the events happened hereafter were attended by public processions. Besides, in the year 1800, the great have several times occurred in Canada and in the United States during the celebration of a like important. Last summer a procession in this city grew out of the public processions and public which were celebrated in your order. You seem to apprehend that such a procession this year on account of the proposed celebration, and that I am justified by your written and published statements in holding your own opinion to be the best public discourse most advantageously result from the celebration, because of the religious as well as a socially political character of the event celebrated. Assurances of any kind to place of public processions and public demonstrations of every character, have never become an established right. In accordance, however, with the experience of free institutions they are generally permitted, and usually only by regular annual or semi-annual observance, though subject to an absolute prohibition of public processions. They, therefore, become a matter of public regulation and supervision. If not so impossible, it is nevertheless a delicate task for the authorities to decide when such regulations and supervision shall begin, or how far it shall extend. The appropriate rule seems to be that the greatest good and security of the greatest number should be consulted in the decision. Your proposed celebration appears to be unnecessary. And it certainly seems at first glance to be singular that a foreign event occurring nearly two hundred years ago, and with which American citizens are not naturally sympathetic, should become an event so well the subject for celebration, commemoration. Moreover, might not the friends and associates of old Catholics, from whom we almost certainly come, be naturally engaged in our country? They are in our danger, in their own, that celebration inspired by their enthusiasm. How would be taken advantage of by the Orangemen, who always have furnished by such opportunities? It has been said from the bench that an individual ought ever to be permitted to publicly assemble with persons whose inscriptions would be calculated to influence the passions of other men; and, in view of what took place last year, they it can be thought by even your words, that a reported participation by your organization would seem like a concerted effort to irritate the public. permit I could request more energetic for celebrating your Anniversary events which would result inevitably in a riotous public display and the rising public disorder. Inquiries, for instance, that a considerable number of New York residents of South

side birth should propose to celebrate the battle of Bull Run, that occurred in this month, and should, by means of banners and music, succeed in arousing the bad temper of the thousands of citizens who not only could never sympathize with the event, but, under such personal, emotional, or national feeling, display it; or suppose that, in view of recent events that have occurred in Europe, a body of French soldiers, citizens, furnished with banners and music, should be in honor of the battle of the Boyne, and the surrender which was its consequence.

GENERAL ORDER, NO. 57.
On discovering that the "glittering generalship" of his rhetoric had no effect upon the Orangemen, the Mayor directed Superintendent of Police KELAN to issue the following order prohibiting the parade:

In honor of the battle of the Boyne, and the surrender which was its consequence. These several commemorative victories on the soil of Ireland by our English king over another one, nearly two centuries ago, exceptional national differences which have dominated from generation to generation with increasing autonomy, and have led to situations participating in those feelings have parts of our community.

The Superintendent has been legally advised to abstain from all any street celebration that involves trade and amusement being solely to the history of other countries than our own, and which requires the public police to enforce the public order should not of course.

The proposed celebration, as it claims to be every which way, belongs to the national time. Last year, upon the same calendar day, an unexpected public celebration of the birthday event just named was accompanied by the streets with banners and other public advice, by which our citizens had been, despite the interference of the police. This violation was apparently unopposed, and resulted from what may be termed spontaneous enthusiasm. This year, however, the government has been assigned such a task, and several arrangements have been made to avoid the violation of participants by accustoming them to the rights and from other places.

It is given out that some preparations for the parade have been made by the members of the parading bodies. Indeed, the prohibited procession appears to have been especially organized beyond the limits of any previous one, and is considered with apprehensions that apparently every effort will be made to prevent a demonstration to occur. It is to be regretted, the events which attended last year's celebration, and some of the leaders have stated to the Superintendent that they considered a collection inevitable. If this would be a general disturbance it would require the opportunity always ample for the law and the discipline of the community to participate in it, and to carry consequences as far as to radiate the safety of persons and property.

Recent disturbances have been announced from Great Britain by cable dispatches as having to similar public demonstration by the Orange battalions in that country. And upon a closer survey the Superintendent is convinced that if the proposed procession, in form of a march with the banners and traditional music, would mean anything, such, and forbidden spectators who are not in sympathy with the Orange body which the procession is intended to glorify, that the police would perhaps search of the military force of the city might be required to protect the procession, and large sections of the city might be watching would be left unguarded.

If any procession for any purpose, including a matter of right, or would be a matter of right, then it should, at all hazards, receive every aid and guard, because the authorities should place that which is matter of right to the population in general, and in every subject-matter for public discussion, and is always subject to public regulation and supervision. The surrender of the Orangemen to large numbers of men, and the individual rights of other citizens, and those they engaged are, in the language of the law, punishable offenses. The celebration of a procession, and authority in perhaps due to the fact that about meetings and parades always represent some national or sectarian aim at all calculated to provoke but blood. In every subject-matter for public discussion, and is always subject to public regulation and supervision. The surrender of the Orangemen to large numbers of men, and the individual rights of other citizens, and those they engaged are, in the language of the law, punishable offenses. The celebration of a procession, and authority in perhaps due to the fact that about meetings and parades always represent some national or sectarian aim at all calculated to provoke but blood. In every subject-matter for public discussion, and is always subject to public regulation and supervision.



BRAVO! BRAVO!—New York, July 12, 1871.

right and sound to citizens of German birth, should such through members of our city that are inhibited by the latter. I content myself at present with simply submitting to you these very general considerations, and with asking you whether it would not be more judicious for you and your friends to temper any popular or public demonstration of the event in which you and they attach so much importance. Very truly yours,
A. GRACE HAAS, Mayor of the City of New York.

ORDER OF THE SCOTCHMEN OF POLICE OF NEW YORK.
600 Broadway St., New York, July 16, 1871.
DEPT. OF POLICE.—
CITIZENS OUNCE, No. 12.—The Superintendent has been applied to by the Grand Master of the Orange Lodges in this United States to give police support to a celebration by a procession through principal streets and avenues of the city of New York on the 15th inst.

individual rights of other citizens, and those they engaged are, in the language of the law, punishable offenses. The celebration of a procession, and authority in perhaps due to the fact that about meetings and parades always represent some national or sectarian aim at all calculated to provoke but blood. In every subject-matter for public discussion, and is always subject to public regulation and supervision. The surrender of the Orangemen to large numbers of men, and the individual rights of other citizens, and those they engaged are, in the language of the law, punishable offenses. The celebration of a procession, and authority in perhaps due to the fact that about meetings and parades always represent some national or sectarian aim at all calculated to provoke but blood. In every subject-matter for public discussion, and is always subject to public regulation and supervision.

Worksheet: Nativism and the Know-Nothing Party

Part A: Video

1. Define nativism.
2. Identify three reasons some people in the United States were against immigration.
 - ▶
 - ▶
 - ▶

Part B: Reading

1. What were the political views of the nativists?
2. What did you learn about the decline of the Know-Nothing party?
3. What did the popularity of the Know-Nothings and other nativist groups reveal about the bias of some American citizens during that time? How do you think they would define "American"?

Lesson Two

Immigrant Soldiers in the American Civil War

Educator Notes

Students will consider the perspectives and motivations of immigrant soldiers who chose to fight in the Civil War, an internal conflict in their new country. This lesson focuses on immigrant students in the Union, as roughly one quarter to one third of the Union army was foreign-born, compared with just five percent of Confederate soldiers. The opening activity, any version of [Four Corners](#) that works for your classroom setup, invites students to consider assumptions and beliefs about loyalty to a place, such as a hometown. Personalize these statements by connecting them to local communities and neighborhoods, even sports teams. Can people who have moved be fans of the old local team, the new local team or both? Give space for students to share their own stories, and help students use these examples to dismantle the notion that immigrants aren't as loyal to their new country as those who were born there.

Students will engage with a [gallery walk](#) of primary sources to investigate and form hypotheses in response to the guiding question, "Why did some immigrants choose to fight in the Civil War?" and then check their theories by reading an article by a Civil War historian. Suggested written reflection questions ask students to critically analyze the effect or importance of including immigrant perspectives and contributions to our understanding of Civil War history.

For those wishing to make connections between this history and the present, the More Resources section contains some suggested articles and fact sheets about immigrants in the military today.

Lesson Plan:

Immigrant Soldiers in the American Civil War

Objectives

- Students will examine primary sources to draw conclusions about immigrant soldiers' motivations for enlisting during the Civil War.
- Students will read an expert secondary source about immigrants in the Civil War and respond in writing.
- Students will form and defend an opinion about the importance of including immigrant perspectives and contributions in histories of the Civil War.

Guiding Question

- Why did some immigrants choose to fight in the Civil War?

Common Core Standards

Grades 6-8

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic

[CCSS.ELA-LITERACY.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

(Continued on next page)

Common Core Standards (continued)

Grades 9-10 (continued)

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[CCSS.ELA-LITERACY.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12

[CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-LITERACY.RH.11-12.10](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Materials

- Setup for a [Four Corners](#) or similar activity. Prepare labels for the four corners of the room reading “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Suggestions for virtual alternatives are given in the Activities section.
- Civil War posters from the New-York Historical Society for student viewing (as a gallery walk, display board, digital image gallery, etc.). Printable versions of these suggested images are provided at the [end of this lesson plan](#). There is also a printable handout with QR codes for these images in the [Print-Friendly Guide to Resources](#) section at the end of this resource.
 - ▶ [*Armée du general F. Sigel. Avis aux etrangers les Francais, Italiens, Allemands, Espagnols et les autres etrangers peuvent s'enroler dans un regiment actuellement en campagne dans la Virginie*](#)
 - ▶ [*Das Sechste Senatorial-Distrikt Regiment, Perkin's Rifles, Oberst W. Mayer. Hauptquartier: 46 & 48 East Houston Str. Eine seltene Gelegenheit für activen Dienst! Dieses Regiment wird speziell für General Sigel*](#)
 - ▶ [*Metropolitan New-York Cavallerie! Kommt! Tretet ein! Lasst euch nicht zwingen! Rekruten verlangt! Für dieses neue Regiment.*](#)
 - ▶ [*Garibaldi guard! Patrioti Italliani! Honvedek! Amis de la liberte! Deutsche Freiheits Kaempfer! Appeal!*](#)
 - ▶ [*Spinola's Empire Brigade! Bounty! Bounty! 100 dollars Ver. St., wovon 25 dollars voraus bezahlt werden! 50 dollars Staat New-York, wird bei der Einmusterung bezahlt.*](#)
 - ▶ [*Deutsche Jäger-Eliten-Compagnie! Drittes Regiment, Spinola's Empire Brigade, commandirt von Colonel F.X. Braulick und Lieut. Colonel Leverich*](#)
 - ▶ [*Corcoran's Irish Legion! Remember Fontenoy! Sarsfield Guard! Irishmen, remember the city of the violated treaty! 2d Regiment, Corcoran's Irish Legion! Col. Peter McDermott. Irishmen, you are now training to meet your English enemies!*](#)
- Copies of or access to the [Primary Source Analysis Tool](#) (Library of Congress) or other space for students to take notes
- Copies of or access to the article [The Civil War Was Won by Immigrant Soldiers](#) (TIME)
- Copies of or access to [Article Analysis Worksheet: The Civil War Was Won by Immigrant Soldiers](#)
- Copies of or access to [Response Worksheet: Immigrant Soldiers in the Civil War](#)

Name _____ Class _____ Date _____

Article Analysis Worksheet:
"The Civil War Was Won by Immigrant Soldiers"

1. Why did so many immigrants fight in the Civil War?
2. What arguments did Americans hold against foreign-born soldiers?
3. Why are the names of immigrant soldiers often left out of the Civil War narrative?
4. **Extended** What might have been the ideological justification or differences between U.S. born and foreign-born northern soldiers who volunteered to fight?

Lesson Two Immigrant Soldiers in the American Civil War Worksheet

Name _____ Class _____ Date _____

Response Worksheet:
Immigrant Soldiers in the Civil War

Much of the time, the Civil War is told as a story exclusively of Americans fighting with and against other Americans. Choose one question to respond to.

1. How does including immigrant perspectives and contributions change your understanding of this history?
2. Why is it important that immigrant perspectives and contributions are included in the way this history is shared and taught?

Lesson Two Immigrant Soldiers in the American Civil War Worksheet

Activities

Opening:

Set up a Four Corners activity by labeling the four corners of the room Agree, Somewhat Agree, Somewhat Disagree, Disagree. (Alternatively, use one long wall or line as a single Agree/Disagree spectrum and let students choose places on the line rather than corners for this activity.) This format can be replicated virtually using a platform like Google Jamboard, or simply by asking students to type their stance in the chat box or hold up one to four fingers.

Begin by asking a few students to define loyalty. Push their definitions by asking, “What does it mean to be loyal to a place?” Let them know that they’ll be responding to statements about loyalty, specifically about loyalty to places, and that they should move to the spot that best represents their opinion about the statement. Read each statement, allow time for movement and then call on students from various perspectives to discuss. Encourage students to use personal and/or historical examples.

- ▶ Loyalty doesn’t change.
- ▶ People are loyal to the place they are born.
- ▶ People are loyal to the place they live.
- ▶ People can be loyal to several places at once.
- ▶ It’s possible to prove loyalty.
- ▶ It’s necessary to prove loyalty.

After students have returned to their seats, let them know that today they’ll be learning about the contributions of immigrants in the Civil War. Hundreds of thousands of immigrants fought in the Civil War, even though many U.S.-born citizens questioned their loyalty to their new home.

Give students context:

Share with students the Civil War posters (on a display board, as a gallery walk, with copies at tables or as a digital image gallery, etc.). Ask students to view the images silently and take notes on their own or in an organizer like the Library of Congress’ [Primary Source Analysis Tool](#). If students are taking their own notes, ask them to divide their notes into Observations, Reflections and Questions.

Come together and ask students to share what they noticed. If students are unfamiliar with the word “bounty,” encourage them to use context clues to determine its meaning before supplying the definition, “a sum of money paid to a soldier upon enlisting.” This practice was outlawed in 1917.

Guide students toward making a list of possible answers to the question, “**Why would immigrants to the U.S. volunteer to fight in a civil war?**” Let students know that they should keep this list in mind as they read an article by a Civil War historian.

(Continued on next page)

Activities (continued)

Reading and Response:

Share with students the *TIME* article, [The Civil War Was Won by Immigrant Soldiers](#). Have students read the article independently, in pairs, or as a class, and refer back to see which of their hypotheses for immigrant soldier motivations are confirmed by the article.

Have students complete the [Article Analysis Worksheet: The Civil War Was Won by Immigrant Soldiers](#) (modify based on grade and skill level):

1. Why did so many immigrants fight in the Civil War?
2. What prejudices did Americans hold against foreign-born soldiers?
3. Why are the stories of immigrant soldiers often left out of the Civil War narrative?
4. What might have been the ideological similarities or differences between U.S.-born and foreign-born soldiers who volunteered to fight for the Union?

Closing:

Ask students to complete the [Response Worksheet: Immigrant Soldiers in the Civil War](#) (adapt as needed). Consider giving students one or both options and adding other supports or requirements as necessary.

Much of the time, the Civil War is told as a story exclusively of Americans fighting with and against other Americans. Choose one question to respond to:

- a. How does including immigrant perspectives and contributions change our understanding of this history?
- b. Why is it important that immigrant perspectives and contributions are included in the way this history is retold and taught?

Extension: Research Project

Most immigrants in the years leading up to the Civil War came from Ireland, England and Germany, and most enlisted soldiers were white European immigrants. However, there was also immigration from China, Mexico, several Caribbean islands and Hawaii, which was an independent nation at that time. Ask students to conduct short research projects and present to their peers what they learn about the involvement of non-European groups in the Civil War. Some possible resources include:

- ▶ [Books by the National Park Service](#) (full text linked below):
 - ▶ [Hispanics and the Civil War](#)
 - ▶ [Asians and Pacific Islanders and the Civil War](#)
 - ▶ [Native Americans and the Civil War](#)
- ▶ [Latino Patriots in American Military History](#), a bilingual (English/Spanish) collection (Smithsonian Latino Center)
- ▶ [Historian Recounts Role of Chinese Americans Who Fought in US Civil War](#) (VOA)
- ▶ [“Mulatto, Indian, Or What”: The Racialization Of Chinese Soldiers And The American Civil War](#) (*The Gettysburg College Journal of the Civil War Era*)
- ▶ [Hispanic Americans in the Civil War](#) (American Battlefield Trust)

More Resources



Impact of German Immigrants in the Civil War

Primary source-based lesson plan for grade 4, grade 8 and high school from OzarksCivilWar.org (Community & Conflict: The Impact of the Civil War in the Ozarks).

<https://bit.ly/3vIKLSh>



Ethnic and Immigrant Troops in the Civil War

C-SPAN Video (Nov. 13, 2020, 1 hour and 18 minutes)

<https://bit.ly/37iTmBM>



Immigrants in the Union Army

Article and resources from Essential Civil War Curriculum

<https://bit.ly/37YAA32>



Immigrants and American Wars: The Irish Confederate Experience

Article addressing why Irish Americans, who did not have a direct connection to slavery, chose to fight for the Confederacy. From the University of North Carolina Press.

<https://bit.ly/3sbsRoW>

Present-Day Immigrants in the Military



Non-Citizens in the U.S. Military Fact Sheet

Veterans for
New Americans

<https://bit.ly/3yaZAi4>



Immigrant Veterans in the United States

Migration Policy Institute

<https://bit.ly/3KJDiGO>



New Americans in Our Nation's Military

Center for American
Progress

<https://ampr.gs/3FjMuRi>



Immigrants in the Military - A History of Service

Bipartisan Policy Center

<https://bit.ly/3vHwmWf>

Materials: Images for student viewing

Sigel, F., & Saviatti, E. (n.d.) *Armée du general F. Sigel*. [Poster] Baker & Godwin.
Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/3KBCOE4>



**ARMÉE DU
GENERAL F. SIGEL.**

AVIS AUX ETRANGERS
Les Français, Italiens, Allemands, Espagnols et les autres
étrangers peuvent s'enrôler dans un Regiment actuellement
en Campagne dans la Virginie.
Le Capitaine d'Etat Major **ERCOLE SAVIATTI**,
a été sur la demande expresse du MAJ. GEN. SIGEL, autorise le
26 Juillet, par son Excellence le Gouverneur de l'état de New
York, a organiser 4 Compagnies de Tirailleurs Etrangers.

S'adresser de suite a l'office de recrutement,
53 BOWERY.
TERMES D'ENROLEMENT AVANTAGEUX.
Capt. E. SAVIATTI, Maj. Gen. Sigel's Staff.

BAKER & GODWIN, Printers, Printing-House Square, Opposite City Hall, New York.

Mayer, W. & Sigel, F. (n.d.) *Das Sechste Senatorial-Distrikt Regiment*. [Poster].

Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/37A6Us8>

**Das Sechste Senatorial-Distrikt
Regiment,
PERKIN'S RIFLES,
Oberst W. Mayer.**



Hauptquartier: 46 & 48 East Houston Str.
Eine seltene Gelegenheit für activen Dienst!
Dieses Regiment wird speziell für
General Sigel
angeworben und von den tüchtigsten Offizieren commandirt.
Bürger der Vereinigten Staaten! Eilt zu den Waffen, ehe es zu spät wird! Eilt den Rebellen
die Flagge des Verraths zu entreißen!
Laßt uns unsere Stimmen erheben und einstimmig unsere Namen auf die Rolle der Ehre setzen, damit auch wir beitragen den Kampf
für Vaterland und Freiheit zu entscheiden.

Bounties und Unterstützungen
sogleich bei der Einmusterung.
Bezahlung, Rationen und Verpflegung
vom Tage der Einschwörung.
Verrentirungs-Office :

Cropsey, J. W. (n.d.) *Metropolitan New-York Cavallerie! Kommt! Tretet ein! Lasst euch nicht zwingen! Rekruten verlangt! Für dieses neue Regiment.* [Poster]. Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/3xnQxtF>

**Metropolitan
New-York Cavallerie!**

Kommt! Tretet ein! Lasst Euch nicht zwingen!



Rekruten verlangt!
Für dieses neue Regiment.

Bounty 150 Dollars.

Hauptquartier: 117 Cedar Street.
Diese Compagnie wird von regulären Offizieren commandirt werden.

John W. Cropsey, Capt.
1ter Lieut.
2ter Lieut.

D'Utassy, F. G., Ripetti, A., & Waring, G. E. (n.d.) *Garibaldi guard! Patrioti Italliani! Honvedek! Amis de la liberte! Deutsche Freiheits Kaempfer! Appeal!* [Poster] Baker & Godwin.
Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/3v9aGRF>

Claassen, P. J., Philips, H. W., & Winterbotham, J. R. (n.d.) *Spinola's Empire Brigade!* *Bounty! Bounty! 100 dollars Ver. St., wovon 25 dollars voraus bezahlt werden! 50 dollars Staat New-York, wird bei der Einmusterung bezahlt.* [Poster]. Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/3EosXEy>

SPINOLA'S EMPIRE BRIGADE!

BOUNTY! BOUNTY!
100 Dollars Ver. St., wovon 25 Dollars voraus bezahlt werden!
50 Dollars Staat New-York, wird bei der Einmusterung bezahlt!
2 Dollars Handgeld!
Einmonatliche Löhnung im Voraus!
Löhnung von 13 bis 23 Dollars pro Monat.
Tüchtige Männer werden gesucht!

Um die Compagnie C, Capitain G. W. Philips, vom zweiten Regiment, Oberst V. J. Claassen, in dieser prächtigen Brigade, zu ergänzen.
Gute Uniform, bequemes Quartier, und reichliche Rationen werden sogleich nach der Einmusterung an jeden Mann verabreicht.
Bei sofortiger Anmeldung sichert sich der Eintretende die Prämien und entgeht der bevorstehenden zwangsweißen Militairpflicht.

Lieut. J. R. Winterbotham,
Rekrutierungs-Offizier,
32 Broadway, New-York.

Braulick, F. X., Leverich, L., Dittrich, H., Lafontaine, L. (n.d.) *Deutsche Jäger-Eliten-Compagnie! Drittes Regiment, Spinola's Empire Brigade, commandirt von Colonel F.X. Braulick und Lieut. Colonel Leverich.* [Poster]. Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/35ZOpNB>

Deutsche Jäger-Eliten-Compagnie!



Drittes Regiment, Spinola's Empire Brigade,
Commandirt von
Colonel F. X. Braulick und Lieut. Colonel Leverich
Kräftige junge Deutsche, die sich vor schwerem Dienste nicht scheuen, werden aufgefodert sich schleunigst obiger Compagnie anzuschließen. Die Unterzeichneten sind vom Gouverneur geschnähig hierzu autorisirt, laut Special Order No. 2051.
Berpflegung und Einkleidung sofort.
Bounties und Handgeld wie bei den anderen Compagnien dieses Regiments.
Ebenso wird für die Familien der Angeworbenen bestens geforgt.
Hugo Dittrich, Capt.,
Früher Offizier in der Oestreichischen Armeer.
L. Lafontaine, 2ter Lieut.,
Früher Offizier in Französischen Diensten.
Hauptquartier: New Bowerly House, 91 Bowerly.

McDermott, P., Murphy, M. C., Gallagher, J., & Olone, H. (n.d.) *Corcoran's Irish Legion!*
[Poster] Baker & Godwin. Retrieved from the Collection of the New-York Historical Society: <https://bit.ly/3urPZBo>

CORCORAN'S IRISH LEGION!

REMEMBER



FONTENROY!

SARSFIELD GUARD!

Irishmen, remember the City of the Violated Treaty!

2d REGIMENT CORCORAN'S IRISH LEGION!
COL. PETER MCDERMOTT.

Irishmen, you are now training to meet your English enemies!

**\$100 FROM THE UNITED STATES,
50 FROM THE CITY,
50 FROM THE STATE,
13 (ONE MONTH'S PAY) IN ADVANCE.**

The above Bounties, in addition to all Local Bounties, will be secured for every Volunteer joining the above Regiment.

**Capt. MICHAEL C. MURPHY, 477 Canal Street.
1st Lieut. JOHN GALLAGHER, 174 Varick Street.
2d Lieut. HUGH OLONE, 370 Hudson Street.**

BAKER & GODWIN, Printers, Printing-House Square, cor. Nassau and Spruce Streets, New York.

Name _____ Class _____ Date _____

Article Analysis Worksheet: *The Civil War Was Won by Immigrant Soldiers*

1. Why did so many immigrants fight in the Civil War?

2. What prejudices did Americans hold against foreign-born soldiers?

3. Why are the stories of immigrant soldiers often left out of the Civil War narrative?

4. **[Extension]** What might have been the ideological similarities or differences between U.S.-born and foreign-born Northern soldiers who volunteered to fight?

Name _____ Class _____ Date _____

Response Worksheet: Immigrant Soldiers in the Civil War

Much of the time, the Civil War is told as a story exclusively of Americans fighting with and against other Americans. Choose one question to respond to:

a. How does including immigrant perspectives and contributions change our understanding of this history?

b. Why is it important that immigrant perspectives and contributions are included in the way this history is retold and taught?

Supplement

Eleven Foreign-Born Heroes of the Civil War

Educator Notes

This student-friendly resource summarizes the contributions of 11 foreign-born figures during the Civil War. It is designed to be easily distributed directly to students but could also inspire a short research project in the form of a written response, or digital or oral presentation. Regardless of how these heroes' stories are explored, we encourage use of the discussion questions for a more dynamic and deeper engagement with the history.

It is important to note, or allow students to observe, that many of these famous figures were white men, as are the majority of the heroes who are remembered for their actions during the Civil War. In the unequal society of the time, only white men were typically able to pursue careers that would earn them these accolades, but every one of them was supported by women, enslaved people and/or others without whom the war could not have been waged at all. The demographic breakdown of the time period's heroes is influenced by factors such as immigration and citizenship laws, lack of support for non-white or non-male volunteers enlisting and taking command, and whose stories are revered and remembered.

Asking students to critically examine society (both of the time period and today) and the way history is told will deepen their understanding of the content and its connection to the present day.

Discussion Questions

1. Choose one of these influential figures. What were their reasons for taking part in the Civil War? Were their reasons personal, influenced by their home country or both?
2. Though all of the people listed were born outside the United States, most were men of white, European descent.
 - a. What factors in the society of the time, and the recording or telling of history, led to this imbalance?
 - b. Are there other definitions of "hero" that would include those who contributed less visibly during the Civil War?

Handout: 11 Foreign-Born Heroes of the Civil War

Federico Fernández Cavada (Cuba)

Born in Cuba, Federico Fernández Cavada's father died when he was young, and his mother, a native of Philadelphia, moved her family back to Pennsylvania to raise her sons. Back home after spending time learning civil engineering in Panama, Cavada became inspired by the issue of abolition, and he enlisted in the Union Army as a captain in 1861. He was detailed for duty as an engineer, riding in hydrogen balloons to sketch the positions of Confederate forces. Cavada rose to the rank of major and then colonel, but he was captured in 1863 and spent six months in a Confederate prison in Virginia where he spent his time writing a book about his brutal experience in that prison. Later, Cavada was appointed U.S. Consul to Cuba, until he resigned to fight in the Cuban revolution against Spain. Eventually becoming commander-in-chief of all Cuban forces, he was captured and executed by the Spanish in 1871.



Edward Day Cohota (China)

As a young boy, Edward Day Cohota was befriended by an American ship captain, Sargent Day, and sailed around the world from China to Massachusetts. Cohota, taking the name of the ship he sailed on, was raised by the Day family. He falsified his age to enlist in the Union Army at the age of 15 and fought bravely in the infantry at several major battles, saving the life of a fellow soldier at the Battle of Cold Harbor. After the Civil War ended, Cohota returned to Massachusetts but was unable to find work, eventually reenlisting in the army and serving for 30 years. He married a Norwegian immigrant, Anna Halstensen, and had six children, but in 1912 his application for a homestead in Nebraska, where he lived and worked, was denied. Though he was a veteran, he was not allowed to become a citizen due to the Chinese Exclusion Act of 1882.



Tufve Nilsson Hasselquist (Sweden)

Tufve Nilsson Hasselquist was born in Sweden in 1816. He was ordained in the Church of Sweden in 1839 and immigrated to the United States in 1852. He established the religious journal *Hemlandet* and became president of the Augustana Seminary in Illinois. As an influential leader in the Swedish immigrant community, Hasselquist engaged with national politics as editor of his journal, which became openly partisan. Though he was wary of the Republican Party's association with the anti-immigrant Know-Nothing Party, he firmly established a stance against slavery and stood by the Union. Using his platform, he encouraged his fellow Swedes to support and vote for Republicans, and an estimated 4,000 Swedish volunteers fought in the Union Army during the Civil War.



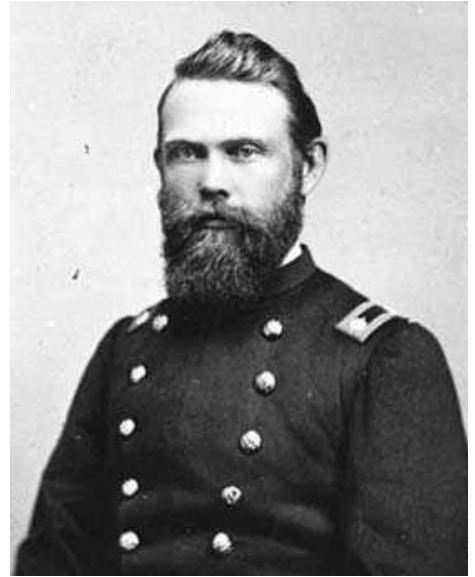
Hans Christian Heg (Norway)

Hans Christian Heg immigrated to Wisconsin from Norway as a child in 1840. After a brief time in California during the Gold Rush, he returned to Wisconsin to manage the family farm and became active in local politics, joining the Republican Party. In 1859, Heg was elected state prison commissioner, using this position to promote vocational training over the punishment of prisoners. When the Civil War broke out in 1861, Heg was appointed colonel of a Scandinavian regiment, made up primarily of recent immigrants from Norway, Sweden and Denmark. Known as a skilled and brave leader, Heg was mortally wounded at the battle of Chicamauga, Georgia, in 1863, dying in a field hospital. A monument marks the spot where he was wounded.



Hans Mattson (Sweden)

Hans Mattson, born on a farm in Sweden, immigrated to the U.S. and founded a Swedish settlement in Minnesota. Strongly opposed to slavery, Mattson organized a company of soldiers from Sweden and Norway to fight for the Union. He served throughout the Civil War and rose from the rank of captain to colonel. After the war, Mattson worked as an immigration booster, welcoming Scandinavian new arrivals and eventually traveling to Europe to promote immigration to Minnesota. He proposed the creation of a state Board of Immigration and was named its first secretary. Mattson later became the state's first Swedish elected official when he was elected secretary of state in 1870.



Thomas Meagher (Ireland)

Thomas Meagher began his career as a young Irish revolutionary, helping to create the modern Irish flag and dedicating himself to Irish independence from Great Britain. His actions led to a sentence of life imprisonment in Australia, but he escaped and made his way to New York in 1852. He studied law and journalism and founded a newspaper called The Irish News. When the Civil War broke out, Meagher recruited Irish men to join the Union Army and served as captain of the New York volunteers. In 1861, he formed the Irish Brigade, which included both Irish Americans and soldiers from Ireland, and he was promoted to Brigadier General. After the war, he moved into politics and was appointed secretary and then acting governor of the Montana Territory, helping to create the state's first constitution.



Peter Osterhaus (Germany)

Peter Osterhaus was born in Germany in 1823. He graduated from military school and participated in the failed German rebellion of 1848, after which he fled the country along with many of his fellow revolutionaries. Osterhaus landed in Illinois, where he opened a store catering to the local German-American community. He later moved to St. Louis, Missouri, where he became involved in pro-Union politics, and he volunteered for the army when war broke out. He quickly rose from private to colonel and eventually to Major General of Volunteers, becoming known as a skilled commander and playing key roles in campaigns with both Gen. Grant and Gen. Sherman. After the war ended, Osterhaus served as Military Commander of the District of Mississippi and later the U.S. Consul to Lyon, France.



Franz Sigel (Germany)

One of the best-known foreign-born Union generals of the Civil War, Franz Sigel began his military career as a high-ranking revolutionary officer in the German Revolution of 1848. After immigrating to New York, Sigel was embraced by the German-American community as a war hero and local leader, taking a public stance against anti-immigrant sentiments and against slavery. Sigel became an active member of the Republican Party, and immediately volunteered to join the Union Army when the Civil War began. Sigel became a colonel and then a brigadier general, supporting Union victories and inspiring other German-Americans to join and fight for their new country.



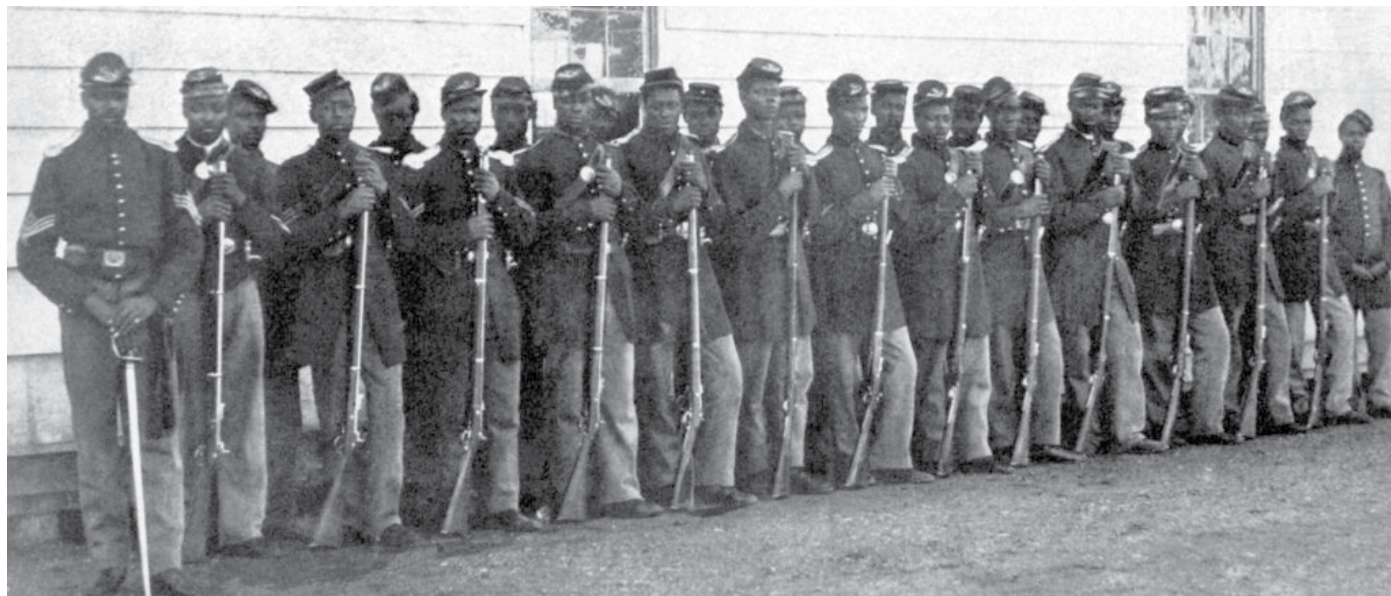
Robert John Simmons (Bermuda)

A former clerk, Robert John Simmons joined the 54th Massachusetts Volunteer Infantry Regiment, the Union's first all-black regiment, formed by the abolitionist Governor of Massachusetts after the Emancipation Proclamation. Simmons was introduced to Francis George Shaw, father of the regiment's colonel Robert Gould Shaw, by William Wells Brown, a prominent abolitionist and former slave. Wells described Simmons as "a young man of more than ordinary abilities who had learned the science of war in the British Army."



The Storming of Fort Wagner
by Kurz & Allison

The 54th regiment is known for its courage in leading the failed Union assault on Fort Wagner, South Carolina, in 1863. The hundreds of casualties included both Colonel Shaw and First Sergeant Simmons, who was captured and died of his wounds. The valor of Simmons and the 54th regiment encouraged the army to recruit more Black soldiers, a key part of the Union's victory.



The 54th Massachusetts Regiment.

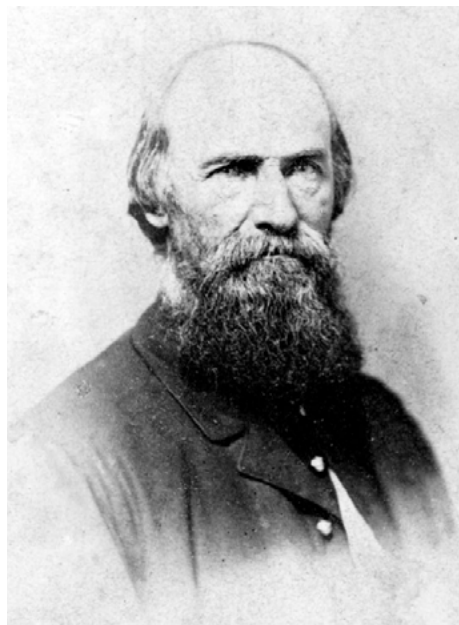
Marie Tepe (France)

Born in France, Marie immigrated to the United States and married a tailor in Philadelphia. When her husband enlisted as a private in the 27th Pennsylvania Infantry in 1861, Marie insisted on accompanying him to war. Marie marched with the regiment, sold supplies to the troops and tended to the wounded in field hospitals. Marie, nicknamed “French Mary,” carried her own pistol and participated in many battles, frequently within range of enemy fire. Despite taking a bullet in her ankle, she continued marching with her unit, and is considered the only enlisted woman at the Battle of Gettysburg. Her courage earned her the Kearny Cross in 1863, and she stayed with the Union Army throughout the war.



August Willich (Germany)

Beginning his life as an aristocrat in East Prussia (historically German, now part of Poland) and entering the Prussian military at a young age, Johann August Ernst von Willich came to believe that oppression of working people by a ruling class was unacceptable. He adopted a more common form of his name, August Willich, and became a carpenter and a socialist, later sailing for the U.S. and ending up in Cincinnati. When the Civil War broke out, Willich immediately enlisted alongside hundreds of German immigrants in Ohio, and as an experienced soldier he was soon given command of a German regiment. General Willich was known for his bravery and military prowess, as well as bold and innovative tactics on the battlefield, and he made significant contributions to the Union war effort.



Bibliography: 11 Foreign-Born Heroes of the Civil War

Federico Fernández Cavada



Biography of Federico
Fernández Cavada
American Battlefield Trust
<https://bit.ly/3rbv7Mz>



*The story of a Cuban-born veteran
of the Civil War*
Pennsylvania in the Civil War
[https://www.penncivilwar.com/
post/adios-cuba](https://www.penncivilwar.com/post/adios-cuba)

Edward Day Cohota



The Chinese Patriot
National Park Service
<https://bit.ly/38GGcyO>



Biography of Edward
Day Cohota
Cape Ann Museum
[https://www.capeannmuseum.
org/edward-day-cohota](https://www.capeannmuseum.org/edward-day-cohota)

Tufve Nilsson Hasselquist



*T.N. Hasselquist : the career and
influence of a Swedish-American
clergyman, journalist, and educator*
Augustana Historical Society
<https://bit.ly/3urJw9e>



Biography of Tufve
Nilsson Hasselquist
Spartacus Educational
[https://spartacus-educational.
com/USAhasselquist.htm](https://spartacus-educational.com/USAhasselquist.htm)

Hans Christian Heg



Biography of Hans
Christian Heg
National Park Service
[https://www.nps.gov/people/
hans-heg.htm](https://www.nps.gov/people/hans-heg.htm)



Biography of Hans
Christian Heg
Wisconsin Historical Society
<https://bit.ly/3JpAP3z>

Hans Mattson



Mattson, Hans (1832–1893)
MNopedia (Minnesota
Encyclopedia)
<https://bit.ly/3rfrkYOY>



*Hans Mattson and Family - An
Inventory of Their Papers at the
Minnesota Historical Society*
Minnesota Historical Society
<https://bit.ly/3xfr8lZ>

Thomas Meagher



Biography of Thomas Meagher
American Battlefield Trust
<https://bit.ly/3Kx7iq1>



Thomas Francis Meagher
Encyclopedia Britannica
<https://bit.ly/3O5eQTK>

Peter Osterhaus



Biography of Peter Osterhaus
The Civil War Muse
<https://bit.ly/3ut1kB6>



Biography of Peter Osterhaus
Spartacus Educational
<https://spartacus-educational.com/USACWosterhaus.htm>

Franz Sigel



Biography of Franz Sigel
The Kansas City Public Library
<https://bit.ly/3jw6G85>



Biography of Franz Sigel
American Battlefield Trust
<https://bit.ly/3rhpUmf>

Robert John Simmons



On the March to Fort Wagner
National Park Service
<https://bit.ly/3E9C3Pt>



Article on the 54th
Massachusetts Regiment
National Park Service
<https://bit.ly/3jmX6Va>



Robert John Simmons
Civil War Wiki
<https://bit.ly/3DZimts>

Marie Tepe



Fearless French Mary
Historynet
[https://www.historynet.com/
fearless-french-mary.htm](https://www.historynet.com/fearless-french-mary.htm)



Biography of Marie Tepe
History of American
Women Blog
<https://bit.ly/38vwGOM>

August Willich



*August Willich - No Ordinary
General*
The History Engine
<https://bit.ly/38uzMdJ>



Article on August Willich
Cincinnati Magazine
<https://bit.ly/3KwJD98>

Handout

Print-Friendly Guide to Resources

Introduction (pages 1 - 2)



Irish and German Immigration

Overview

[https://bit.ly/3\]noUn3](https://bit.ly/3]noUn3)



Teaching Chinese Immigration

in the 19th Century: Lesson

Plans and Resources

<https://bit.ly/38R2pKI>

Lesson One: Educator Notes (page 3)



Gallery Walk of Primary

Source Images

<https://bit.ly/3vaEmO6>

Lesson One: Lesson Plan – Materials (page 6)



The Usual Irish Way of Doing

Things

<https://bit.ly/3uugR3i>



Irish Mobs Attacking Police

Officers

<https://bit.ly/3NUNIWZ>



The American River Ganges

<https://bit.ly/3LRuBez>



Mortar of Assimilation

Citizenship 1889

<https://bit.ly/3746oTE>

(continued on next page)

Lesson One: Lesson Plan – Materials (page 6, continued)



*The High Tide of Immigration -
A National Menace*
<https://bit.ly/3v9t3Wl>



Irish Whiskey and Lager Bier
<https://bit.ly/3KpNK6W>



Bravo, Bravo!
<https://bit.ly/3KwDzxB>



Nativism
<https://bit.ly/37D9aig>



Know-Nothing Party
https://ohiohistorycentral.org/w/Know-Nothing_Party



The Know-Nothings
<https://bit.ly/3vbtol8>



*How the 19th-Century Know
Nothing Party Reshaped
American Politics*
<https://bit.ly/37xQouj>

For links on pages 7-11:

Find QR codes on pages 41-42, under the section "Lesson One: Lesson Plan – Materials."

Lesson One: Lesson Plan – Activities (page 12)



Nativism
<https://bit.ly/37D9aig>

Lesson Two: Educator Notes (page 15)



Four Corners

<https://bit.ly/3vaEJrY>



Gallery Walk of Primary Source Images

<https://bit.ly/3vaEmO6>

Lesson Two: Lesson Plan – Materials (page 18)



Four Corners

<https://bit.ly/3vaEJrY>



Armée du general F. Sigel...

<https://bit.ly/3KBGOE4>



Das Sechste Senatorial...

<https://bit.ly/37A6Us8>



Metropolitan New-York Cavallerie!...

<https://bit.ly/3xnQxtF>



Garibaldi guard!...

<https://bit.ly/3v9aGRF>



Spinola's Empire Brigade!...

<https://bit.ly/3EosXEy>



Deutsche Jäger-Eliten-Compagnie!...

<https://bit.ly/35ZOpNB>



Corcoran's Irish Legion!...

<https://bit.ly/3urPZBo>



Primary Source Analysis Tool

<https://bit.ly/3uqIYAG>



The Civil War Was Won by Immigrant Soldiers

<https://time.com/3940428/civil-war-immigrant-soldiers/>

For links on pages 19-25:

Find QR codes on pages 43, under the section "Lesson Two: Lesson Plan – Materials."

Lesson Two: Lesson Plan – Activities (page 26)



Primary Source Analysis Tool

<https://bit.ly/3uq1YAG>

Lesson Two: Extension – Research Project (page 30)



Books by the National
Park Service

[https://www.nps.gov/civilwar/
books.htm](https://www.nps.gov/civilwar/books.htm)



Hispanics and the Civil War

<https://bit.ly/38vl6TM>



*Asians and Pacific Islanders
and the Civil War*

<https://bit.ly/3LVMVDA>



*Native Americans and the
Civil War*

<https://bit.ly/3jq78EY>



*Latino Patriots in American
Military History*

<https://s.si.edu/3LT3Kii>



*Historian Recounts Role of
Chinese Americans Who Fought
in US Civil War*

<https://bit.ly/3xyiYW7>



*"Mulatto, Indian, Or What": The
Racialization Of Chinese Soldiers
And The American Civil War*

<https://bit.ly/38GhwXb>



*Hispanic Americans in
the Civil War*

<https://bit.ly/35ZODer>



The Immigrant Learning Center

About The Immigrant Learning Center

The Immigrant Learning Center, Inc. (The ILC) of Malden, MA, is a not-for-profit organization that gives immigrants a voice in three ways. The English Language Program provides free, year-round English classes to help immigrant and refugee adults in Greater Boston become successful workers, parents and community members. The Public Education Institute informs Americans about immigrants and immigration in the United States, and the Institute for Immigration Research, a joint venture with George Mason University, conducts research on the economic contributions of immigrants. For more information, visit the website <http://www.ilctr.org>.

Stay Informed



Sign up for our newsletter for more resources like this
(<https://qr.go.page.link/cuNNz>)



Sign up to receive information about the next educator webinar
(<https://qr.go.page.link/CSu7f>)

