

An American Family Portrait

# The Adversaries

by Jack Cavanaugh

Teacher Lesson Plans

A Christian Historical Fiction Study Guide

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THE ADVERSARIES STUDY GUIDE – TEACHER LESSON PLANS  
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A Christian Historical Fiction Study Guide  
Based on *The Adversaries* by Jack Cavanaugh (An American Family Portrait series, Book 4)

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SAMPLE

# INCLUDED IN THESE LESSON PLANS

- ✓ Tips for Teaching Literature
- ✓ 29 Chapter by Chapter Lesson Plans
- ✓ Games and Activities
- ✓ Student Quizzes
- ✓ Final Exam
- ✓ Teacher Answer Sheets



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## The Teacher's Lounge

### Limiting Distractions

Distractions are an unfortunate part of life; not all distractions are avoidable. If you home school your student there may be other noisy children to deal with, doorbells and telephones, all of which can provide distractions. However, you can help your student by avoiding as many unnecessary distractions as possible.

- If younger children are an issue, put away noise making toys during quiet study times. It's never too early to teach siblings to respect another's work effort.
- Studying releases chemicals in the brain which make a student feel hungry. Make healthy snacks available. The idea of not eating in class is an old one, and if students have the munchies their growling stomachs are a big distraction.
- Allow fun. Encourage students to locate interesting Civil War era trivia, first-hand accounts, and photos online or at the library. Have them share what they learned with others in the class.

## Tips For Teaching Literature

Literature class is the study of stories. Stories entertain us as well as educate us. The following tips will help you make literature class enjoyable. Students can learn the art of storytelling while learning good characterization, problem solving, and increase their **vocabulary** all at the same time.

**Classroom Atmosphere:** The atmosphere of the classroom makes a big difference in the success of the students. If you are homeschooling it can be easier to control the environment, but even that has its challenges. Other children in the home, as well as pets, telephones, noisy toys, and even mail delivery can be a distraction. Limit distractions where possible, but keep in mind that throughout life your students will have to deal with distractions. Help them learn how to handle distractions so they will be prepared for them. There are some tips to handling distractions in the Teacher's Lounge sidebar. However, the recommendations are not comprehensive. Consult other teachers if possible. You can share some of your tips with them.

**Factual vs. Conceptual Teaching:** There are two ways of teaching literature; one is successful and the other has shown limited success. As a teacher you are committed to the success of your students. Naturally, you don't want to set them up for failure or make success difficult. Your goal is to equip them with the tools necessary for their success in class and also life itself. Recognizing the differences between factual and conceptual teaching will go a long way toward your goal.

Factual teaching is simply teaching facts. This works well in math class because the answers are not going to change.  $2+2$  will always equal 4. These answers can be memorized from charts, such as multiplication tables and processes such as formulas. However, factual teaching does not work well for literature classes. Literature is conceptual, meaning that concepts are subjective to the characters, story line, and writing techniques used by the author.



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## Chapter 1 — Lesson Plan

### The Teacher's Lounge

In Chapter 1 we meet Mother Kinney. This spiritual slave was very devout, not unlike the true story of Sojourner Truth.

Sojourner Truth was born a slave. Originally named Isabella, she later changed her name to Sojourner Truth to better resemble her path to spiritual knowledge.

In her memoir, which had to be dictated as she could not read or write herself, she relates a story where she came to realize she was a wicked person who needed someone to go to God on her behalf, as she was far too wicked to speak to Him personally.

In her **conflict**, she experienced what few ever do — Jesus Himself appeared to her. He said very little to her, yet in His silence He spoke volumes. Her story can be found free online at [www.loyalbooks.com](http://www.loyalbooks.com).

There is a lot of history in the Civil War and a lot to talk about with your students. As this is not a history lesson, but rather one of literature, we will have an emphasis on discussing the story, writing styles, and techniques as well as character-building lessons. We will look at many interesting historical facts, first hand accounts, even traditions and recipes which will make the lessons exciting, interesting, and memorable. While the focus of each lesson will remain on literature, students will be encouraged to research historical events and discuss how they apply to their lives today. As a teacher your job is to guide students to understand how lessons from the past apply to their present and future. You will find helps on these pages along with interesting tidbits you can use whenever you want to spice up your class.

As the story opens we see Marshall Morgan aiding runaway slaves on the Underground Railroad. Discuss how the term, “Underground Railroad,” served as an **analogy** or **metaphor** to an actual railroad. Students may find the era of the Underground Railroad to be of great interest. The story of Harriet Tubman, founder of the Underground Railroad, is available on [www.loyalbooks.com](http://www.loyalbooks.com) for free. I highly recommend this site for free books which can be used in class to bolster interest. You can download the app on your smartphone or use the website to play audio recordings of the books for you. We will have more information on the Underground Railroad later in the study. So if you're students are interested...let them know there's more to come and to stay tuned!

Discuss with the students how their words, grammar, and way of speaking reveal their level of education or ignorance. Their manner of speech can greatly affect them when they apply for a job, have a college interview, or other important life opportunities. Encourage students to choose their words wisely and avoid profanity or inappropriate jokes as these are indicative of low character.

Sadly, the Civil War divided many families; brother against brother, father against son, and women torn between all of them. Allow students to share their thoughts on what life must have been like for these families. Remind students that comforts like air conditioning and central heating were nonexistent, so sickness and injuries were made all the more insufferable. **Tip:** Students may enjoy discussing how bad conditions were. Allow time for this. Doing so often gives the students a better mental picture of the situation the characters in



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the novel are facing and often draws them more into the story. A “drawn in” student will be attentive in class, and you will not have problems getting them to read the lessons or participate in discussions.

### 19<sup>th</sup> Century Grooming

Considering the lack of conveniences during the Civil War, your students might be interested to know that soldiers often bathed in lakes and rivers while fully clothed. Interestingly enough, deodorant as we know it today was not invented until 1888. The first commercially available deodorant was called Mum and is currently on store shelves as Ban deodorant.

**Teaching Tip:** Discussing the Civil War can be a very gloomy topic. Some sensitive students may not want to focus on the separation of families and the abuse of slaves. Remind students that knowing our history, both the good and bad parts, is very important to keep us from repeating the terrible errors of our past. Follow such discussions with something humorous or of a lighter nature. Many such things will be placed throughout the teacher’s pages as a “**Lighten Up!**” section. Please use these items whenever you would like, regardless of what lesson plan they may be associated with.

**Lighten Up!** Don’t let the class get too heavy! Here’s an activity which you can pull out at any time...perhaps more than once! Civil War soldiers, hunters, and other travelers often used “hardtack” for food. In various first hand accounts of the war hardtack is called, tack, ironplate biscuits, and army bread,. Below is a recipe for making your own hardtack.

**Warning!** It is very hard on the teeth! So be careful!

Soldiers often dipped their hardtack in hot water, milk, or coffee to make it edible. Often the soldiers received hardtack that had been shipped from a long distance. It often arrived filled with maggots! Eww!

### HARDTACK RECIPE

- 5 cups flour (unbleached)
- 1 tablespoon baking powder
- 1 tablespoon salt
- 1 — 1 1/4 cups water
- Preheated oven to 450-degrees

Combine the ingredients in a bowl, making “stiff” dough. (It doesn’t stick much to your hands.) Roll out the dough onto a cookie sheet 1/2-inch thick. (Works best if your cookie sheet has a lip around the edges, not the flat edged kind.) Use a knife to divide the dough into 3x3 squares.



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Take a CLEAN 10-penny nail and put a matrix of holes into the surface of the dough, all the way through. (Students love this!) Space the holes evenly. You can buy special kitchen tools at novelty shops to do this, but using the nail is so much more fun and authentic!

Put in the oven at 450-degrees for about 20 minutes or until the dough is lightly browned. Allow to cool.

SAMPLE



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Below are the Democrat and Republican Party Platforms from 1860. Ask students to locate both good and bad planks in both platforms.

### **Democrat Party Platform (1860)**

1. Resolved, That we, the Democracy of the Union in Convention assembled, hereby declare our affirmance of the resolutions unanimously adopted and declared as a platform of principles by the Democratic Convention at Cincinnati, in the year 1856, believing that Democratic principles are unchangeable in their nature, when applied to the same subject matters; and we recommend, as the only further resolutions, the following:

2. Inasmuch as difference of opinion exists in the Democratic party as to the nature and extent of the powers of a Territorial Legislature, and as to the powers and duties of Congress, under the Constitution of the United States, over the institution of slavery within the Territories,

Resolved, That the Democratic party will abide by the decision of the Supreme Court of the United States upon these questions of Constitutional law.

3. Resolved, That it is the duty of the United States to afford ample and complete protection to all its citizens, whether at home or abroad, and whether native or foreign born.

4. Resolved, That one of the necessities of the age, in a military, commercial, and postal point of view, is speedy communication between the Atlantic and Pacific States; and the Democratic party pledge such Constitutional Government aid as will insure the construction of a Railroad to the Pacific coast, at the earliest practicable period.

5. Resolved, That the Democratic party are in favor of the acquisition of the Island of Cuba on such terms as shall be honorable to ourselves and just to Spain.

6. Resolved, That the enactments of the State Legislatures to defeat the faithful execution of the Fugitive Slave Law, are hostile in character, subversive of the Constitution, and revolutionary in their effect.

7. Resolved, That it is in accordance with the interpretation of the Cincinnati platform, that during the existence of the Territorial Governments the measure of restriction, whatever it may be, imposed by the Federal Constitution on the power of the Territorial Legislature over the subject of the domestic relations, as the same has been, or shall hereafter be finally determined by the Supreme Court of the United States, should be respected by all good citizens, and enforced with promptness and fidelity by every branch of the general government.

**Citation:** Democratic Party Platforms: "1860 Democratic Party Platform," June 18, 1860. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=29577>.





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## The Republican Party Platform (1860)

Resolved, That we, the delegated representatives of the Republican electors of the United States in Convention assembled, in discharge of the duty we owe to our constituents and our country, unite in the following declarations:

1. That the history of the nation during the last four years, has fully established the propriety and necessity of the organization and perpetuation of the Republican party, and that the causes which called it into existence are permanent in their nature, and now, more than ever before, demand its peaceful and constitutional triumph.
2. That the maintenance of the principles promulgated in the Declaration of Independence and embodied in the Federal Constitution, "That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed," is essential to the preservation of our Republican institutions; and that the Federal Constitution, the Rights of the States, and the Union of the States must and shall be preserved.
3. That to the Union of the States this nation owes its unprecedented increase in population, its surprising development of material resources, its rapid augmentation of wealth, its happiness at home and its honor abroad; and we hold in abhorrence all schemes for disunion, come from whatever source they may. And we congratulate the country that no Republican member of Congress has uttered or countenanced the threats of disunion so often made by Democratic members, without rebuke and with applause from their political associates; and we denounce those threats of disunion, in case of a popular overthrow of their ascendancy as denying the vital principles of a free government, and as an avowal of contemplated treason, which it is the imperative duty of an indignant people sternly to rebuke and forever silence.
4. That the maintenance inviolate of the rights of the states, and especially the right of each state to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of powers on which the perfection and endurance of our political fabric depends; and we denounce the lawless invasion by armed force of the soil of any state or territory, no matter under what pretext, as among the gravest of crimes.
5. That the present Democratic Administration has far exceeded our worst apprehensions, in its measureless subserviency to the exactions of a sectional interest, as especially evinced in its desperate exertions to force the infamous Lecompton Constitution upon the protesting people of Kansas; in construing the personal relations between master and servant to involve an unqualified property in persons; in its attempted enforcement everywhere, on land and sea, through the intervention of Congress



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## Vocabulary Review

The following vocabulary words are from prior worksheets. In your own words explain the definition for each word using complete sentences.

Story Line

Direction

Speculate

Objective

Ponder

Conversion

Adept

Emotional Thinking

Urgent Decision

Rational Thinking

Legacy

Conscription

Intensity

Imagery

Framing

## Test Answers — Chapters 25-28

First-hand accounts of historical events tell us how things really were and how people felt about them.

Answer each question, using complete sentences.

1. In your own words, explain why President Lincoln did not want to agree with Jeremiah's and Seth's idea publicly. **Students should explain the social politics of public statements and appearances.**

2. What is humanitarian aid? **Aid given to keep people alive during a crisis, to save lives; medicine, water, clothing, etc. Students should mention that these items should not be sold at a profit when people are struggling.**

3. Why was McKenna's smuggling goods wrong? **He profited from the sufferings of others.**

4. Explain what the maggot in Chapter 26 tells the reader about Willy's living conditions and frame of mind. **Hopeless, depressed, ready to die.**

5. What does reading do to your brain? **Reading activates the brain. Students may use other descriptors.**

6. Explain why pictures can be so powerful. **Images us to see the condition (in war, suffering) of others in a powerful way.**

7. What was Johnny Clem famous for? **Entering the military at a young age. He became a military hero.**

8. In your own words, explain why speculation in the study of literature is so important. What benefit does it give you later in life? **Students should include problem solving, critical thinking, and reasoning skills in their answers.**

9. What increased the value of Willy's small pencil? **The fact that he could not replace it easily.**