Lesson 1: Creating a Visual Perspective Using Civil War Photographs

Estimated time: 1 day

Objectives:
Students will:

1. Analyze photographs of the Civil War era in order to predict what kind of feelings, thoughts, or circumstances people confronted during this event.
2. Demonstrate the ability to work with partners or in small groups in order to share inferences and debate answers
3. Contribute to a class discussion of the photographs.

Materials:
- Selected Civil War photographs- Library of Congress
- Student Handout: Analyzing Photographs of the Civil War
- Chalkboard or other large area to record student responses in class discussion
- Talking Points: What Factors Led to the “Inevitable conflict” of 1861-65?
- Clear plastic sleeves to preserve photos

Strategies:
1. Hook: Teachers should hand out packet to students. Group or pair them and randomly hand out photos. Students should answer questions on these (handout #1) and trade off with other groups until all have analyzed each photo. Students could place a “*” by the photo that stands out most to them and then voluntarily share this with the class.
2. After a discussion of their findings, the teacher will present notes of major events leading up to the Civil War.
3. Homework: Students will compose a paragraph describing what the photographs reveal about the Civil War and how as historians, they would use them to learn about various aspects of the war. For grade level ability or advanced students, have them also speak to the value of the pictures as an alternative to studying an event solely from a textbook.

Differentiation:
This activity is intended to pull together pieces of information that students have acquired through previous worksheets and notes. The photographs provide a concrete image for all levels of students. Assessment will be a matter of evaluating higher-level students for more abstract concepts about photos. For note taking, lower-level students receive fill in the blank format, as many have difficulty with this.

Lesson 2: Analysis of Selected Battles of the Civil War

Estimated time: 3 days
Objectives:
Students will:

1. Explore dates, war theatre maps and research event summaries on a time line of 1860-1865 Civil War in order to comprehend the relationship between politics, war goals and geography.
2. Examine selected battles of the Civil War in order to understand the impact of these on the direction of the war with respect to their location and chronology.
3. Comprehend the military motives/goals of pivotal battles.
4. Examine the role of Ulysses S. Grant and Robert E. Lee in the war.
5. Recognize the role of black Americans as Union soldiers.
6. Complete questions based on major battles to demonstrate comprehension of objectives 1-4 above.
7. Complete a map of 1861 United States to demonstrate awareness of Confederate & Union states, and their capitals, as well as border states.

Materials:
- Online Resources:
  a) National Park Service Sites: Ft. Sumter, Manassas, Antietam, Gettysburg, Appomattox- nps.gov/fosu (Ft. Sumter); /mana (Manassas);/anti (Antietam); /gett/(Gettysburg); /apco/ (Appomattox)
  b) Library of Congress, American Memory
     http://memory.loc.gov/ammem/cwphtml/cwphome.html
  c) The American Civil War – Time line of the Civil War
     http://americancivilwar.com
  d) The Brooklyn Public Library – interactive map and time-line
     http://www.brooklynpubliclibrary.org/civilwar/

- Talking Points on Battles
- 1861 map of U.S. to be completed using a standard U.S. history textbook
- Student Handout: Activity Sheets on Battles. These will direct them while using on-line resources to go to specific items on the sites.
- Film(s) - Teachers can use film series that focus separately on selected battles, or in the interest of time, show the Rebel Soldier from A & É’s “Foot Soldiers” series. This way, the battles are mentioned and covered briefly and students get a view of soldiers’ lives, which is another aspect of this unit.

Note for use with Culminating Assessment: For museum project, students assigned to battle research, will use NPS sites and will construct maps and/or models from materials of their choice for museum project.
Strategies:

Days 1 and 2

1. **Hook:** Students will use textbooks to complete a map of the United States in 1860 in order to reveal geographic division of Union, Confederate and border states, with reference to the establishment of West Virginia in 1863.
2. Maps will be labeled and shaded by section.
3. Class will discuss how geography will play an important part in the war.
4. With teacher-direction, students will highlight the Union’s Anaconda Plan to reveal the predicted impact of the coastal blockade, the capture of the Mississippi River, and the result of capturing the Confederate capital of Richmond.
5. Teacher will use Talking Points to present basic notes on the major battles, breaking up this activity with film(s). (Some teachers may prefer to have students complete other tasks first, and then use notes as a review, in order to ask questions and check for understanding.) Teacher can give notes as handouts - or lecture on highlights.

Day 3

1. Students will use website “c” (The American Civil War) to answer questions about each battle on Student Activity Sheets on Battles provided. Student sheets will seek information on dates, location, major military leaders at that battle, objective, outcome, and impact of battle.
2. Students will also look for and list events of intrigue or importance, such as elections, new laws or documents that occur near that battle date, or other significant military events that may have taken place in another theatre of the Civil War.
3. Students will visit the Library of Congress website- American Memory, to view wartime photographs, emphasizing those that portray major battles. As the unit does not specify coverage of weaponry or the naval aspects of the war, teachers may wish to encourage students to view photos of that nature.

**Differentiation:**
Grade-level students should be able to handle worksheet completion without a problem. Lower level students may require assistance with questions that involve analysis, such as “why do you think the Union chose this strategy?” Students who need more challenge may consider clicking on the highlighted terms and names in order to enhance their knowledge. There are also smaller engagements listed with major battle events that are described and mapped on the site.

**Lesson 3:** Soldier and Civilian Experience: Voices of the “Cause”

**Estimated time:** 2 days

**Objectives:**
Students will:

1. Read personal narratives of civilians and soldiers in order to identify issues or circumstances that characterized their lives.
2. Be able to describe the purpose of documents such as letters, diaries and photographs in teaching history and how these differ from textbook information.
3. State arguments made by Frederick Douglass in favor of creating black regiments in the Union Army.

**Materials:**
- Online Resources: (including some excerpted entries)
  a) The Brooklyn Public Library – time line, Union soldier’s letters
     http://www.brooklynpubliclibrary.org/civilwar/
  b) Documenting the American South, University of North Carolina, Chapel Hill Libraries
     http://docsouth.unc.edu
  c) Library of Congress- Frederick Douglass – excerpt from “Men of Color to Arms”
     http://loc.gov/ammem/doughtml/doughome.html
  d) The Valley of the Shadow: Two Communities in the Civil War
     http://valley.vcdh.virginia.edu
  e) National Park Service site – Clara Barton, Congress compensates/commissions work
     www.nps.gov/clba
- Teacher-generated Resources:
  a) Talking Points on Soldier and Civilian Experience
  b) Student Handout: Soldiers Diaries: Voices From Both Sides of the Conflict
  c) Student Handout: Fighting for the Greatest Cause: Frederick Douglass and Black Soldiers
  d) Student Handout: Casualties of War: the Civilian Experience

**Strategies:**

**Day 1**
1. **Hook:** Using a Web Site: Read from the excerpted student selections - just a sentence or two from any that may get students interested in discovering more. Teachers can also pull some of the photos from lesson #1 and use these to ask questions about soldiers, civilians, and their possible experiences.
2. Have students work on the National Park Service site about Clara Barton and then go the interactive map and time-line of Union soldier James Vanderhoef’s experiences on the Brooklyn Public Library site and complete Student Handout: Soldiers Diaries: Voices From Both Sides of the Conflict.
3. After they complete this activity, they will read the excerpts from L. Leon as a Confederate soldier (The Diary of a Tar-Heel Confederate)- and compare the experiences of the two men.

Day 2
1. Using excerpts from Frederick Douglass and Valley of the Shadow narratives of a black soldier, Student Handout: Fighting for the Greatest Cause: Frederick Douglass and Black Soldiers, students will explore the issues of unequal pay and other forms of discrimination against black enlisted men in the Civil War. On the Valley of the Shadow website is the diary of a Union soldier stationed in Virginia after the war’s end (Demus and Christy letters).

2. The Civilian Experience: Students will read excerpts from the Valley of the Shadow site. One civilian is Franklin County’s Rachel Cormany who describes Gettysburg town life during the battle in 1863 and answer the questions on Student Handout: Casualties of War: The Civilian Experience.

**Differentiation:** Lower level students may struggle with reading some of the diary passages, especially those that are in rough spelling and grammar. These should be read aloud by the teacher who can make a bit of a game out of listing the “mystery” words and having students try to decode them. As always, teachers should modify amount of reading content according to time constraints and student ability or motivation. Advanced students can go into the websites and read the entire contents of the diaries or explore further on the Valley of the Shadow to get additional perspectives on the war if they finish ahead of others.

**Lesson 4:** Analyzing Civil War Documents

**Estimated time:** 1 day

**Objectives:**
Students will:

1. Read selected documents from the Civil War in order to find key concepts presented.
2. Identify the audience for whom the document is intended.
3. Express the ideas or circumstances of selected leaders in this event after reading these documents.
4. Analyze the document in light of the author’s motivation for writing it, the status of the Civil War at the time of its delivery, and the importance of the document in history.

**Materials:**
On-Line Resources/Primary Documents: (some excerpted)

- The Emancipation Proclamation
http://www.archives.gov/exhibit_hall/index.html

- The Gettysburg Address
  http://www.loc.gov/exhibits/gadd

- Lincoln’s Second Inaugural Address
  www.nps.gov/foth/secinaug.html

- Lee’s Surrender-letter to Grant
  http://www.fordham.edu/halsall/mod/1865RELee-surrender.html

- Grant- letter to Edwin M. Stanton, Sec. Of War, March 1865 (Abraham Lincoln Papers. LOC)
  http://memory.loc.gov/ammem/alhtml/malhome.html

- Jefferson Davis, Lincoln as Stage Manager- cartoons
  http://www.harpweek.com/09Cartoon/SearchByTopicCartoon.asp?Month=May&Date27(January&Date31)

- Cartoon- Prisoners At Point Lookout, Stamp- Jefferson Davis as traitor
  http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhshome.html

Teacher-Generated Materials:
- Talking Points: Analyzing Civil War Documents
- Student Handout: The Politics of War: Analyzing Primary Source Documents
- Black board/chalk

Strategies:
1. Introduce the lesson by asking the students to brainstorm aloud and state the most commonly quoted phrases from famous American documents. Write these on the board and then briefly discuss the speech or document of origin.

2. Ask why they remember some lines as opposed to other ones from history. Discuss if this tendency reflects the importance of the document to our history and why it stands out as memorable. (From experience, the Gettysburg Address is usually the first speech from which the students recite phrases. If not, teacher may prompt, or introduce the document shortly into the lesson.)

3. Next, conduct a short discussion about what sources historians could use to understand the Civil War. Discuss the importance of newspaper articles and letters in addition to formal documents, as these can provide more insight into why people took certain courses of action, how others reacted at the time, and what feelings people experienced either in doing or being affected by the situations which prompted the documents.
4. Present students with the selected documents and have them work in small groups. The teacher should circulate to assist groups with questions as students complete their charts. Charts will include such information as “What type of document is this? Who is the author? How does this affect point of view? What are the messages? How does this contribute to understanding of the Civil War?”

5. Have students report out what they found. Use the Talking Points to clarify, correct or expand on students’ findings.

6. **Homework:** Allow two nights. Students will create their own cartoon, short song, poem, letter, or short speech about the Civil War. They may assume the perspective of a public official, military leader, journalist/political cartoonist or writer.

**Differentiation:** These documents are not excessive in length. With lower level students, pair them and have them read to one another aloud, taking turns, or if necessary, form a small group of struggling readers and read to them, having them address questions on their charts at each point in reading as the document answers them. Even within a certain level classroom, teachers can grade students individually based on what they know of their strengths and weaknesses. For instance, the depth of these answers should be greater for college-bound students, but there are some who have writing difficulties or are struggling, but motivated. Teachers may even want to consider allowing some students to dictate answers.

**Lesson 5: Sharing the Civil War Experience: Creating an Exhibit**

**Estimated time:** 6 days

**Objectives:**

Students will:

1. Complete all of their previous lessons in order to compile a comprehensive portfolio of the Civil War.
2. Choose a partner or group of 3-4 (depending on size of class) with whom to construct a topic-specific exhibit.
3. Demonstrate recognition of features typical to museum exhibits, following a brief class discussion by verbally giving examples of the kinds of items that might be exhibited.
4. Utilize teacher-approved websites as well as classroom, library and portfolio resources to research items for exhibits and to enhance knowledge of their topic.
5. Assume responsibility for task division within their groups, including choosing materials for their project and out of school work sessions.
6. Evaluate their group members’ and their own contribution based on a rubric.
7. Construct an exhibit of posterboard size- (2D or 3D) which accurately and creatively presents an assigned sub-topic of the Civil War.
8. Present their exhibit orally.
9. Provide feedback on classmates’ exhibits and participate in a peer discussion of these.

Materials:
- Student Peer Evaluation Sheet
- Grading Rubric for Civil War Museum Exhibits
- Online resources- students may use all websites in this project as well as others that meet teacher approval for legitimacy of information
- Classroom, library, CW portfolio resources
- Blackboard or flip chart for discussion and ideas
- Any art resources teachers can provide- paints, markers, glue, scissors, construction paper, fabric scraps, as well as display board for exhibits.
- Video materials or equipment should any groups choose to include this in their exhibits.
- If there is an instructional fund that allows teachers to make small purchases directly rather than through a catalog, get a “wish list” from students, and provide a portion of items which enable them to be creative- felt, clay, model-construction supplies, etc...

Optional: Encourage students to visit a local museum that may have Civil War exhibits or 19th century items – museums of county histories can be great resources.

Strategies:

Day 1
1. Have the students brainstorm a given number of things they learned about the Civil War after having completed the unit. Call on students to share their list and have others check off items that appear on their lists. Ask if anyone has any items that have not been mentioned by others.

2. On the board, list the categories of “Key Leaders”, “Documents- Public and Private”, “Major Battles”, “Soldiers’ Lives”, “Civilian Life” “Life at The War’s End”. Teachers may choose different categories, but these happen to follow this unit.

3. Teachers may assign students to groups and topics, or survey them based on areas of interest, placing names in categories. This way, it may force students to work with classmates other than those with whom they socialize, and this is always worth encouraging! To provide consistency of group size, teachers may have to do a combination of both tactics above or determine which topics may require more work and assign a larger group to those.

4. As groups, students should meet and have a finite amount of time to come up with an informal idea of what they will do, how they will research and how they will divide tasks. They must plan for contacting one another outside of school, if this
is possible. Depending on individual school schedules, this activity could be done entirely in class if teachers choose to have students complete some of the previous lessons at home.

Days 2 & 3
1. Give students a reasonable amount of time in school, such as two library days (90 min. blocks) to do research online or in books. Series such Time Life have books that have a wealth of visual images are common in school libraries.

Days 4 & 5
1. Rubrics were already in portfolio packets so that students were cognizant of specific requirements for projects and could keep this in mind while completing lessons.

2. Allow sufficient time for groups to begin constructing exhibits and then have a working day in class so each group can coordinate their members’ projects into the exhibit. Teachers should visit with each group to check progress or provide assistance.

Day 6
1. Completion & Presentation: This can be a class event or can be open to others for viewing and presentation. For the amount of effort, students may appreciate a class-only presentation session, followed by public viewing. During class presentations, students will complete peer evaluation forms of other groups’ exhibits. This will be followed by a feedback session. Students may amend any of their exhibits before the public viewing.

2. Wrap up: Students will complete self and group member evaluation forms. The latter will be done anonymously- can use multiple choice type survey so confidentiality is not compromised- students will evaluate more honestly this way. These will be attached to teacher’s assessment.