Lesson 1: Where the States Stood

Objective(s): Students will:
1. Understand the immediate causes of the Civil War, including the Election of 1860, secession, Ft. Sumter, and secession of more states.
2. Identify Union, Confederate and border states.
3. Analyze the geography of the period to hypothesize on the military strategy of the Union.

Materials:

*The Americans or a history textbook
*colored pencils
*Suggested Review Questions (to be used throughout the unit)
*Class notes 1 handout
*Teacher Edition of Class Notes 1
*Images of destruction

http://memory.loc.gov/ammem/cwphtml/cwphome.html
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg

Statistics on Casualties and Costs

http://www.digitalhistory.uh.edu/historyonline/us20.cf

Sol Notes 7
*Teacher Version of SOL Notes
*Directions for Color Coded Maps

Student Handout of United States during the Civil War:


Color-Coded Map, United States in 1860:


Selected Civil War Photographs:

http://memory.loc.gov/ammem/cwphtml/cwphome.html

Valley of the Shadow: Two American Communities in the American Civil War:

http://valley.vcdh.virginia.edu/

History Matters;

http://historymatters.gmu.edu/mse/Photos/early.html

Strategies:

1. Hook: Show the students a few photographs of the war that feature destruction, injury, and devastation

http://memory.loc.gov/ammem/cwphtml/cwphome.html
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg
This will draw the students in and get them interested in the drama of the conflict. You may also want to create a poster or a power point with statistics that also illustrate the devastation of the war – statistics on casualties and economic destruction, [http://www.digitalhistory.uh.edu/historyonline/us20.cf](http://www.digitalhistory.uh.edu/historyonline/us20.cf).

2. Ask students to review some of the key events of the 1850s that led to the out break of the Civil War that caused this devastation. Write some review questions on the board and have the students jot down their answers using their notes from SOL 7. Go over the answers to the review questions, then ask students whether they think war was inevitable at this point or if there was something the politicians of the time could have done to prevent war.

2. Distribute Class notes 1 handout to students. Go over this with them, giving them answers to fill in where necessary (see teacher version).

3. Distribute Civil War reference map and colored pencils to students. Go over the directions with students. They will use their notes to complete the maps. They should select one color for loyal states, one color for border states, and one color for seceded states. They are to color in the key and then color the states appropriately. In addition, students should indicate the Union blockade of southern states as part of the Anaconda Plan. If you think the students may need some more assistance, they can use their textbook’s map as a guide.

4. Collect the maps or go around the room to check their assignment.

**Assessment:**
Informal:
1. Walk around room to see how students are doing completing their Civil War class notes.

Formal:
2. Collect and/or check the Civil War reference map.

**Differentiation:**
If you find that your students are having trouble with the map activity, have them use their textbooks for more assistance. Many special education students have a difficult time with maps and allowing them to see another map as a guide can be very helpful to them.

**Lesson 2  Primarily Primary**

**Objectives:** Students will:
1. Demonstrate knowledge of important Civil War events using both primary sources and lecture notes
2. Successfully use primary sources to draw conclusions about historical events.
3. Demonstrate knowledge of initial military strategies of the Civil War and evaluate their success.

**Materials:**
Laptops with wireless internet,
LCD projector
Class Notes 2 Handout
Teacher Edition of Class Notes 2 Handout
Civil War Photography worksheet

![Antietam](http://www.archives.gov/education/lessons/)
![http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html](http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html)

Instructions for Civil War Photography Exhibit
Rubric for Civil War Photography Exhibit

**Strategies:**

1. The hook for the lesson will be to guide the class to a photograph from the Battle of Antietam on the Library of Congress website. Explain that photographs are another type of primary source that can be helpful in interpreting history. Ask the class some general questions about what they see in the photograph and what they can figure out from it. Ask the class why a student or historian would use a photograph or other types of primary sources to help learn about an historical event (the National Archives has excellent worksheets to analyze a variety of types of primary sources). This will set the context for the rest of the lesson in which the students will use letters and other photographs.

2. Have students take out their Civil War reference maps
   ![http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif](http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif) Distribute class notes handout 2 and begin lecture on the Union’s “Anaconda Plan.” Tell them to use their maps to see if they can figure out what the three parts to the plan might be. Give them the first two parts for them to put in their notes.

3. Using the [Valley of the Shadow](http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html) website from your teacher laptop and LCD projector, show the class the progress of the Staunton Artillery from 1861 through Antietam, using the pause button after key battles. Ask the class why they think certain areas of Virginia and Maryland had so many battles. To help answer this question, click on the “modern cities” button.

4. Emphasize that First Manassas/Bull Run was one of the battles in which the Staunton Artillery fought. Direct students to some primary source letters about this battle (listed below), and ask the students to draw some conclusions about that battle from these sources. Where was it? When was it? Who won? What happened during the battle? Tell them to also think about what the third part of the Anaconda Plan might have been as they read through these letters. Have them jot down their conclusions.
5. Then have the students read some letters about Antietam/Sharpsburg and have them draw some conclusions from these letters.

6. Give class 15-20 minutes to read these four letters. Ask the class to share some of their conclusions. Then go over the Class Notes with them. Ask them how their conclusions compare with the class notes and how letters like this are helpful to historians.

7. Explain to students that they will be working on a Civil War unit project using photographs from the Library of Congress website. To introduce them to photography from this era, have them complete the Civil War Photography worksheet. They must turn in this assignment before the end of class. If they finish early, they should start selecting a photograph for their project.

8. To wrap-up, have students share the photographs they have chosen for their projects and why.

Assessment:
Informal:
1. Walk around room to see what conclusions students are drawing from the primary source letters. Ask the class to share some of their conclusions.
2. Walk around room to see how students are filling in their Civil War class notes.
Formal:
Collect and check the Civil War Photography worksheet.

**Differentiation:**
1. If you think students are having difficulty with the letters, have them work in pairs or small groups. If you think they may need more guidance in drawing conclusions from the letters, you could develop a short worksheet that asks them very specific questions about what they should be getting out of the letters. You could also just use one letter for each battle if the students are struggling or if you are short on time.

2. If you want to spend more time with these letters, you could develop a KWL activity. (what do they know about the battle, what do they want to know, what they learned)

3. If you’re students are more advanced, there is no need to discuss at length the value of primary sources because at this point in the year, Advanced Placement students would already be very familiar with primary sources.

**Lesson 3**  Battles of Gettysburg & Vicksburg. The Gettysburg Address

**Objectives:**  Students will:
1. Demonstrate knowledge of the turning point of the Civil War using both primary sources and lecture notes
2. Analyze the Gettysburg Address and draw conclusions about its significance to this conflict and how it reflects America’s founding principles.
3. Demonstrate knowledge of military strategies of the Civil War and evaluate their success.

**Materials:**
TV/VCR
Laptops with wireless internet
Class Notes 3 Handout
Teacher Edition of Class Notes 3 Handout
Civil War reference map
Textbook copy of Declaration of Independence
Gettysburg
National Archives copy of Gettysburg Address:
The Price of Freedom:
http://www.americanhistory.si.edu/militaryhistory

**Strategies:**
1. The students will warm up with a review of the previous day’s material. Write several questions from the previous lesson on the board and have students jot down the answers or call on students to answer the questions orally. To review the information thus far and introduce today’s lesson, ask the students which side seems to have the momentum up to this point.

2. Distribute Class notes 3 handout on Gettysburg, Vicksburg, Ulysses S. Grant, and the Gettysburg Address. Go over this with them, giving them answers to fill in where necessary (see Teacher Edition). They may also have their reference maps out to follow the geography of the lesson.

3. Have the students take out their laptops, get online, and go to the following address to view the Gettysburg Address:


   Have the students first read the Gettysburg Address to themselves. Then have a student volunteer read the speech aloud. Ask the students some questions about the speech and call on students to answer them orally.

   - What happened 87 years previous to this speech that Lincoln is referring to?
   - From what document does Lincoln seem to be getting many of his ideas?

   Have students open their textbooks to the Declaration of Independence.

   - Why would Lincoln remind listeners of this document?
   - What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
   - What do you think about Lincoln’s statement “people will little remember what we say here”?
   - Why is this document considered so important today?

4. Show students the clips from Gettysburg that feature explanations for why the soldiers are fighting and Pickett’s Charge. Using a DVD is best because you can easily cue up specific scenes. From the DVD, Side One show, “What we’re fighting for.” This scene highlights motivations for Union soldiers and is about 6 minutes long. From Side Two, show some or all of the following: “All Virginia Was Here,” “For Virginia,” Marching into battle,” “Raining Death,” and “Commanders down.” These scenes explore Confederate motivations for fighting and Pickett’s Charge and last about 20-25 minutes. If time allows, also show “Pickett’s Charge” from the Special Scenes, “The Making of Gettysburg.” This offers more historical analysis of Pickett’s Charge and lasts about 5 minutes.

   To wrap up, after the film, ask students to discuss the similarities and differences between motivations on both sides of the conflicts. Also ask them to compare military weapons and tactics between then and today. Are there differences among the weapons and tactics used? Does this type of fighting seem more dangerous than modern warfare? Why/why not?

**Assessment:**

Informal:
1. Call on students to answer review questions.
2. Walk around room to see how students are filling in their Civil War class notes.
3. Call on students to answer questions on the Gettysburg Address.
4. Call on students to compare and contrast military techniques between the Civil War and today.

**Differentiation:**

1. If some students have difficulty reading from a computer screen, they may read the textbook’s text of the Gettysburg Address.

2. If you want a more formal assessment from this lesson, prepare a worksheet with the questions on the Gettysburg Address for the students to answer individually or in pairs.

**Lesson Plan 4  African-Americans in the Civil War**

**Objectives: Students will:**
1. Demonstrate knowledge of important Civil War events and figures using both primary sources and lecture notes,
2. Examine contributions African-Americans made during the Civil War through military service.
3. Successfully use primary sources to draw conclusions about historical events.
4. Demonstrate knowledge of military strategies of the Civil War and evaluate their success.

**Materials:**
Laptops with wireless internet
TV/VCR
*The Americans* or a history text
Class Notes 4 Handout
Teacher Edition of Class Notes Handout
Civil War reference map
National Archives copy of the Emancipation Proclamation:
The Price of Freedom:
[www.americanhistory.si.edu/militaryhistory](http://www.americanhistory.si.edu/militaryhistory)

**Glory**

**Glory Questions**

Directions for History Cards
Rubric for History Cards

**Strategies:**
1. The students will warm up with a review of the previous day’s material. Write several questions from the previous lesson on the board and have students jot down the answers
or call on students to answer the questions orally. To review the information thus far and introduce today’s lesson, ask the students which side seems to have the momentum up to this point.

2. Distribute Class notes 4 handout on the Emancipation Proclamation, Frederick Douglass, and the United States Colored Troops. Go over this with them, giving them answers to fill in where necessary (see teacher version). They may also have their reference maps out to follow the geography of the lesson.

3. Have the students take out their laptops, get online, and go to the following address to view the Emancipation Proclamation:

   Have the students get into pairs to read through this document and answer some questions on a Class Notes #4 Handout on the Emancipation Proclamation. When they are finished, go over the answers with the class and/or collect the worksheets.

4. Show students some clips from Glory. There are many good scenes to try:
   - the new enlistees meet in their tent for the first time
   - troops get their first paycheck and they begin to tear them up
   - soldiers have a campfire the night before they go into conflict
   - the 54th leads the assault on Ft. Wagner

   After the film, ask students if they have any questions or points that they would like to discuss about the film.

5. Distribute directions to students for their review homework activity. Students will be creating a packet of “history cards” similar to baseball cards. They will make 6 cards that feature a person, battle, or other significant event of the war. These cards could be due next class and used in a group setting to review for the upcoming test on this unit or they could just be collected on test day without usage by the students.

Assessment:
Informal:
1. Call on students to answer review questions.
2. Walk around room to see how students are filling in their Civil War class notes.
3. Call on students to answer questions on the Gettysburg Address.
4. Call on students to compare and contrast military techniques between the Civil War and today.

Formal:
1. History cards will evaluated based on a rubric.

Differentiation:
1. If time permits, show the entire film. I find students are very interested in this movie. Use the Glory worksheet of questions if the entire film is shown.
Lesson Plan 5  Reconstruction

Overview: This would be the final lesson on the Civil War and Reconstruction. In this lesson, students will: review material from the Civil War; learn about Lee’s surrender to Grant at Appomattox; the assassination of Lincoln; and then address some of the achievements and shortfalls of Reconstruction. The Crosswalk for Content in the SOLs suggests about 2 weeks on the Civil War and Reconstruction which is not much time. If you find that you are ahead of schedule and you want to cover this lesson’s material more in depth, you could probably spread this lesson over two days. Suggestions for this are located in the “Differentiation” section.

Objectives: Students will:
1. Demonstrate knowledge of important events at the conclusion of the Civil War.
2. Demonstrate knowledge of the achievements and consequences of the Reconstruction period.

Materials:
Wireless laptops for students
LCD projector for teacher computer
SOL 7 Review Sheet
Teacher Edition of SOL 7 Review Sheet
Worksheet on Reconstruction Images

http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html#05b

Civil War reference map of loyal, border, and seceded states

http://www.click2history.com/abraham_lincoln/lincoln_assassination.htm
http://www.nps.gov/apco/surrend.htm
http://www.eyewitnesstohistory.com/appomatrix.htm

Civil War Quiz

Strategies:
1. For the warm-up, pass out the SOL 7 Review Sheet to students
   Have them fill out information on SOL 7a (except on Appomattox) and 7b as their daily review. After about 10-15 minutes, call on students to give correct answers.

2. On the Review Sheet, go over Appomattox with the students as well as SOL 7c, inserting additional information about those events as you wish. Again, this portion could be stretched if you have the luxury of spending an additional day on finishing SOL 7 before moving on to SOL 8. Relaying stories from Jay Winik’s April 1865 would be very helpful in this portion of the lesson.
3. Have the students take out their laptops and go to http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html#05b You can distribute the worksheet for this and have students work in pairs to answer the questions, or you could ask questions orally about the different images and call on students to answer them.

4. Remind students that their projects are due next class. You might consider displaying the projects so all students could view them and it would act as a closure to the unit.

Assessment:
Informal:
1. Call on students to answer SOL Review Sheet questions.
2. Optional - Call on students to answer questions about Reconstruction images if you choose not to use the Reconstruction worksheet.
Formal:
1. Civil War Photography Project due next class.
2. Unit Quiz next class
3. Optional – Collect and grade Reconstruction images worksheet.

Differentiation:
1. Do the worksheet on the Reconstruction images.

2. Many students are interested in the Lincoln Assassination. If you want to spend more time on this topic, try this website: http://www.click2history.com/abraham_lincoln/lincoln_assassination.htm
It offers many primary sources and visuals from places like the Library of Congress, the New York Public Library, and the National Park Service. Some information does come from some .com sources, but it seems to be pretty reliable. You could have students do a variety of things with this site: a worksheet with several questions, a re-enactment of some of the trials, a group activity in which students present information on some of the key people in the conspiracy.

3. If you want to examine Appomattox more in depth, there are a few web sources the students could use:
http://www.nps.gov/apco/surrend.htm
http://www.eyewitnesstohistory.com/appomatx.htm
You could do similar activities to those suggested for the assassination based on these websites.

Lesson Plan 6  Reconstruction  (Optional, if your timetable allows)

Objectives: Students will:
1. Demonstrate knowledge of some of the achievements and failures of Reconstruction.

Materials:
Student wireless laptops
Supplemental Web Activity on Reconstruction

**Strategies:**
1. This is an online lesson on some other aspects of Reconstruction not thoroughly covered in Lesson Plan Five. Have students take out their laptops and follow the directions on the Supplemental Web Activity on Reconstruction. They will be viewing documents and video clips on topics such as labor and violence during this period. [http://www.pbs.org/wgbh/amex/reconstruction/]  

**Assessment:**
Formal:
1. Collect Supplemental Web Activity on Reconstruction.
Informal
2. Instead of making this an individual activity and collecting the worksheet, the teacher could lead the students through the activity as a class and pause throughout to have different students answer the questions and discuss further if desired.

**Differentiation:**
1. See Informal Assessment suggestion.