



4-1-2014

The Battle of Chancellorsville

Sue Caler

Recommended Citation

Caler, Sue, "The Battle of Chancellorsville" (2014). *Lesson Plans*. Paper 7.
<http://via.library.depaul.edu/tps-lesson-plans/7>

This Article is brought to you for free and open access by the Teaching with Primary Sources Program at Via Sapientiae. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Via Sapientiae. For more information, please contact mbernal2@depaul.edu, MHES88@depaul.edu.

TITLE

Battle of Chancellorsville

OVERVIEW

Students will review battle maps, letters and video about the Civil War Battle of Chancellorsville.

GOAL

Students will determine if leadership makes a difference in battle outcome.

OBJECTIVES

Students will study the battle information and opposing sides battle plans.

INVESTIGATIVE QUESTION

Can an army be out numbered and still become victorious?

TIME REQUIRED

1 - 40 minute class period

RECOMMENDED GRADE RANGE

8th grade

SUBJECT

Social Studies

STANDARDSIllinois state standards:**16. A**

Apply the skills of historical analysis and interpretation

16.A.3a

Make inferences about historical events and eras using historical maps and other historical Sources.

Common Core State Standards:

C.C.6-8 R.H.2 Key Ideas and Details: 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.

C.C. 6-8 R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

C.C. 6-8 W. HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

CREDITS: Sue Calder, St. Damian School, Oak Forest, IL

PREPARATION

Materials Used

This lesson requires, handouts - map, photo - internet video, primary source analysis tool worksheets, Access to a computer with internet access and a projector will be required for portion of lesson where students will watch an online presentation.

Primary Source Analysis Tool:

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary Source Analysis Tool. Pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary%20Source%20Analysis%20Tool.Pdf)

Teacher's guide for Analyzing Photographs and Prints:

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Photographs and Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing%20Photographs%20and%20Prints.pdf)

Teacher's Guide for Analyzing Maps:

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing%20Maps.pdf)

Resources Used:

Title: Map of the battle of Chancellorsville, including operations from April 29th to May 5th, 1863

URL: <http://www.loc.gov/item/CABIB20002937>

Author/Creator: Sneden, Robert Knox

Dates: 1861 to 1865

Title: Belle Plain, Virginia. Camp of 150th Pennsylvania Infantry

URL: <http://hdl.loc.gov/loc.pnp/cwpb.00935>

Author/Creator: Unknown

Date: 1863

Title: Battle-field of Chancellorsville Skulls & bones of unburied soldiers on south side of Plank road in 1865

URL: <http://www.loc.gov/pictures/item/2009634193>

Author/Creator: Photographed by a member of the field staff organized by M.B. Brady and possibly by George N. Barnard

Date: 1865

Title: Roswell K. Bishop, CO I, 123 Reg. N.Y.S.V, Killed at the Battle of Chancellorsville, May 3rd, 1863

URL: <http://www.loc.gov/pictures/resource/ppmsca.31225>

Author/Creator: Unknown

Date: between 1861 and 1863

PROCEDURE:

1. Review background knowledge of early Civil War Battles and leadership issues, leading up to the Battle of Chancellorsville

Connect:

North outnumbered the South in factories, population & railroads
Jackson & Lee good military minds
Union had trouble finding strong military leader

2. Watch short video: civilwaranimated.com/ChancellorsvilleAnimation.html

3. Discussion of video.

Wonder:

Can an army be outnumbered and still win the battle, (i.e...The Battle of Chancellorsville)
Does battle location, quality of leaders and leaders experience make a difference?

4. Students get into small groups to see 1st primary source picture of camp, they fill out the analysis tools worksheet together, group discussion of answers and what they hope to find out.

Investigate: (in small groups, hopefully each group will analyze 2 primary sources)

South - 60,000 men, General Lee & General Jackson (great military men)
North - 130,000 men, 412 artillery pieces, more than twice the strength of Lee in all 3 combat arms - General Hooker (arrogance - My plans are perfect, - May God have mercy on General Lee, for I will have none)

- a. Analyze battle map
- b. Analyze photo of camp
- c. Analyze photo - aftermath of the battle

5. Continue discussions with next picture of Bishop Roswell, students fill out analysis tool sheet and have group discussion. Next will be the battle map, students fill out the analysis worksheet about map, discussion strategies.

6. Class discussion of actual battle, statistics, outcome, leadership.

7. Move onto picture of aftermath, fill out analysis sheet, discuss how you can go on, is war worth it, leadership abilities.

8. Lastly, re-show picture of Bishop Roswell, putting themselves into a leadership position, as a group writing a condolence letter to his family, defending the aspect of war and the loss of life.

Have students look at their initial analysis tool worksheet regarding this picture to see if they would change anything they wrote or were inquiring about.

Construct:

Experience and leadership can be very beneficial to a battle, wins are not determined solely on numbers and supplies

*Using primary source photo - the students are to imagine that they are the commanding officer of Roswell K. Bishop, who was killed at the battle of Chancellorsville, and they have to write a letter of condolence to his parents.

Express:

Share the facts we have learned about the battle, including....

- Union had encountered no opposition to this point, instead of attacking they decided to halt and wait for additional Union troops, even though he had over 40,000 well - equipped Yankees.
- Hooker was not prepared for an attack from Jackson, he had to fall back, and he left his right flank vulnerable to an attack.
- Lee decides to split his troops to divert attention. Union officers warned about an attack, but the warnings were dismissed.
- As the see-saw fighting went on, Hooker failed to resupply his cannons with ammunition or shift infantry reserves to critical areas.

Battle Statistics

*@40,000 Union troops had done no fighting whatsoever,

*Union suffered 17,000 casualties, about 13% of his total strength

*Confederate suffered 13, 000 casualties, about 22% of their army

Student volunteers read their letter of condolence.

9. Move on to reflection question to keep in mind for the next day as class ends.

Reflect:

How does General Jackson's death affect the outcome of other battles?

Did either side win major battles while being outnumbered by their enemy?

EVALUATION

Oral discussion about the battle and their point of view, letters of condolence due the following day.

REFLECTION

I think my lesson turned out fairly well. From an instructional perspective - I think the best way to judge a lesson's success is to ask the student - oral discussions - questions and answers. I think most of my students had some good questions and thoughts regarding the primary sources. Some even had more input regarding the pictures the next day, they went online to see the picture of the aftermath of the battle and came back in with more details and questions.

I do think I planned a little too much to do in one class period. If I retaught the lesson I would probably spend more time with each picture/map and make it be at least 2 lessons, so that we could have more discussions and inquiry, also to get input from all students, not just a few. I think if I spread the lesson out a bit, there might be more insightful responses and perhaps that would lead to more questions. I did stick pretty closely to my original plan and if it was carried over to another class time, it probably would have gone better.

I believe that my students were very well engaged, there was some good questions and answering. The indicators were the interactions the students had and their interest in the primary sources. The students did go onto the Library of Congress site the next day and tried to find more primary sources from the Battle of Chancellorsville, which I thought was a great indicator that they were interested and engaged, not only in the battle but looking for all of the primary sources that are out there and how huge the Library of Congress's website is.

I think that by using primary sources it brings the students' interest levels to a high engagement. By using primary sources they get firsthand knowledge of events, i.e... photos, letters, maps, journals, even sound recordings. The photos can give them a closer image and idea as to what happened at a specific time or event. Once the students realized the amount of primary sources available to them, through the LOC, it has really peaked their curiosity to see what other information they can find. I think that I have learned more by using the LOC and primary sources. As a teacher, the primary sources give me a vast supply of information from all different historical time periods.