An Introduction to the Civil War

Tracy Hodges

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Introduction to the Civil War

Overview: This lesson focuses on the use of documents, photos and illustrations of primary sources to conduct a cursory overview of the Civil War era to build background knowledge. More specifically, the unit will help students gain different points of view through various historical figures from the era.

Goal: Students will understand Illinois, United States, and world social history.

- Students will be able to discuss the effects of the battle of Gettysburg, paying particular attention to the Gettysburg Address.
- Students will be able to list and discuss the sequence of events leading to the end of the Civil War.
- Students will be able to identify a person from the Civil War era through reading various personal writings.

Objectives:

- Students will understand multiple perspectives of people of various social status during the Civil War.
- Students will listen to and write their reaction to the Sullivan Ballou letter.
- Students will summarize and place in chronological order events of the Civil War.
- Students will engage in a group discussion concerning the meaning and significance of the Gettysburg Address.
- Students will summarize the Civil War from the perspective of one of the people in the “Narratives” station

Investigative Question: How did the Civil War change America?

Time Required: 5-6 days; each activity 30-40 minutes

Recommended Grade Range: Grade 3

Subject: Language Arts and Social Studies

Standards:

SS16A.3c - List the important details contained in an image of life in the past.
SS16A.4c - Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts).

SS16D 1c Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women’s right to vote).
SS16D 3c - Tell about the life of people of various social status in the community/United States in the past.

CC3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CC3 R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC3.R.I 1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC3 W 8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CC3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Credits: Tracy Hodges, Dieterich Elementary School, Aurora, IL

Materials Used:

1. Question Wheel organizer for Battle/ Events Chronological station (6 wheels, 30 question sheets)
2. Battle/Events Trading Cards and summary organizer (1 copy of cards, 30 organizers)
3. Copy of the “Gettysburg Address” (30 copies)
4. Writing Routine Packet (30 copies of each)
5. Write Tools Narrative Rubric
6. Primary Source Analysis Tool (30 copies)
7. Student Reflection page (30 copies)
8. Narrative organizer (30 copies)

Resources Used:

http://www.civilwar.org/education/teachers/lesson-plans/civil-war-overview-lesson-plan/civil-war-overview-lesson.html - Trading Cards and Summarizing Events cards

http://www.scholastic.com/teachers/article/interactive-civil-war-time-line - Timeline


Books:

Title: If You Lived When There Was Slavery In America by Anne Kamma

Title: If You Lived At the Time of the Civil War by Kay Moore

Title: B is for Battle Cry A Civil War Alphabet by Patricia Bauer

Title: An Overview of the American Civil War Through Primary Sources by Carin T. Ford

Title: A True Book The Civil War by Peter Benoit

Title: The Terrible Awful Civil War by Kay Melchisedech Olsen

Photographs and Illustrations:

Title: Storming Fort Wagner
   
   URL: http://www.loc.gov/pictures/resource/pga.01949/

   Creator/ Author(s): Kurz & Allison,

   Date Created/Published: c1890 July 5.

Title: Sarah Frances Shaw Graves
URL: http://lcweb2.loc.gov/cgi-bin/query/i?ammem/mesnbib:@field(NUMBER+@band(mesnp+100126)):displayType=1:m856sd=mesnp:m856sf=100126
Date Created: between 1936-1938

Title: William Moore
URL: http://lcweb2.loc.gov/cgi-bin/query/i?ammem/mesnbib:@field(NUMBER+@band(mesnp+163132)):displayType=1:m856sd=mesnp:m856sf=163132
Date Created: between 1936-1938

Title: LeRoy Wiley Gresham
URL: http://www.loc.gov/pictures/item/2010646884/
Date Created: between 1854-8965

Title: Bickerdyke, Mary A.
URL: http://blogs.loc.gov/civil-war-voices/files/2013/04/bickerdyke-fullsize.jpg
Date Created: 1856

Title: Lee, Robert E.
URL: http://www.loc.gov/pictures/item/cwp2003000435/PP/
Creator/ Author(s)/: Julian B. Vannerson
Date Created: 1864

Title: Lamar Rifles
URL: http://hdl.loc.gov/loc.pnp/cwpb.04402
Creator/ Author(s)/: New York Historical Society
Date Created: 1861

Interviews/Oral Histories:

http://memory.loc.gov/ammem/snhtml/snvoices02.html - Sarah Francis Shaw Graves, female slave

http://memory.loc.gov/ammem/snhtml/snvoices07.html - William Moore, male slave

http://blogs.loc.gov/civil-war-voices/if-father-were-only-here/ - LeRoy Wiley Gresham, young boy

http://blogs.loc.gov/civil-war-voices/about/mary-ann-bickerdyke/ - Mary Bickerdyke, Union nurse

http://blogs.loc.gov/civil-war-voices/about/robert-e-lee/ - Robert E. Lee

http://blogs.loc.gov/civil-war-voices/about/james-steptoe-johnston/ - James Steptoe Johnson, Confederate soldier

Web Sites:
Description of Procedure:

**Activity 1: Primary Source Analysis of the Civil War**

1. Provide students with the Primary Source Analysis Tool. Discuss what a Primary source is. Teachers may need to model how to use this organizer using another picture before using the Civil War illustration.
3. Students analyze the illustration and working as a class, discuss and complete the Analysis Tool. Have some questions ready to focus and prompt analysis and discussion.

**Activity 2: B is for Battle Cry A Civil War Alphabet** by Patricia Bauer

1. Read the book all the way through. Then reread stopping and discuss throughout using the close reading questions to elicit deeper comprehension.
   
   Example questions: What is the author telling you here? Did you hear any hard or important words? What does the author want you to understand? How does the author play with language to add meaning?

**Activity 3: Timeline / Slave Artifacts**

2. Have different students come to the Smartboard to reveal what happened next on the timeline. Have the student read it to the class. Discuss any points along the way that you would like to expand on or class make connections to the Civil War Alphabet.
3. In pairs, have students complete the timeline. Place the dates in correct order and match the picture with the description.
4. Next, display the slave tags and log. Conduct a class discussion.
5. As an Exit Slip activity or free response activity students could respond to meaningful questions such as:
   
   - This makes me feel...
   - I liked/disliked ....
   - I never thought of ....
   - I wonder.....
   - I think......
**Activity 4: Stations**

**Voices/Narratives**

1. One photo and one narrative of each person in the station.
2. As a group, students will study all 6 pictures and read all 6 narratives.
3. Students will match each narrative to the photo.
4. Each member of the group will decide on one photo and complete the Narrative organizer.

**Battle / Event Trading Cards**

1. Students will cut out the cards and place them in chronological order by the dates on the cards. Glue them onto construction paper or interactive notebook.
2. Students will complete the Who, What, Where, When, Why, How question organizer for one to two of the events.

**Gettysburg Address**

1. A copy for each student will be available of the “Gettysburg Address”.
2. Students read individually, then orally in the group.
3. Watch the Gettysburg Address video on laptops and students are to write down two or three thoughts about the address.
4. Students then have an oral discussion with others in their group giving their ideas on the meaning and significance of the speech.

**Battle/ Event Summaries**

1. Have a set of the battle/ event summaries cards at the station.
2. Students will read each card and complete the Battle / Event summary organizer.

**Nonfiction Strategies**

1. Selection of at least 5 books (or use the one listed in lesson plan)
2. Non-fiction reading Response Choice Board organizer (1 per student)
3. Non-fiction Response organizer (1 per student)
4. Vocabulary organizer (1 per student)

**Activity 5 Writing Assessment**

1. Have the students write a paragraph to either prompt:
   - Write a letter summarizing the Civil War from the viewpoint of one of the people from the Narratives activity.
2. Grade using the included rubric if needed.
Organizers and Materials:

**Question Wheel**

*White/white = knowledge (easy 1 pt)*

*Black/white = comprehension (medium 2 pts)*

*White/black = application or analysis (medium 2 pts)*

*Black/black = evaluation or synthesis (difficult 3 pts)*
<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Definition</th>
<th>Synonyms</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence</td>
<td>Picture/Symbol</td>
<td>Sentence</td>
<td>Picture/Symbol</td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td>Word</td>
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<td></td>
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</tr>
</tbody>
</table>

This page contains a template for creating vocabulary flashcards. Each row includes spaces for synonyms, definitions, sentences, and pictures/icons.
# Non-Fiction Reading Response

**Choice Board**

<table>
<thead>
<tr>
<th>Interesting Fact</th>
<th>What I Learned</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the most interesting thing you learned from the reading and why it stood out for you. Be specific &amp; reference the text.</td>
<td>What are two new pieces of information that you learned from your reading?</td>
<td>What is your opinion on the topic you read about? How do you feel about the issue? Are there any moral issues present?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Vocabulary</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the main idea of the text? In other words, what is the passage mostly about?</td>
<td>Pick 4 vocabulary words that either you don't know the meaning of or are important to understanding the text. Complete a Frayer Model card for each word.</td>
<td>What are 3 details from the text that support the main idea?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Visual Images</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reading the article or selection, what are 2 questions you have that you could research to find more about?</td>
<td>Choose a diagram, map, chart, graph or image that is important to the text. Draw the image &amp; explain its significance to the text.</td>
<td>Use who, what, when, where, and why to summarize what you read.</td>
</tr>
</tbody>
</table>

**Directions:** Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Use the attached templates, cut them out and glue them into your reading notebook.

*Use evidence from text!*
Fort Sumter

Fort Sumter was fired on by Confederate troops on April 12, 1861. It was located in Charleston Harbor, Charleston, SC. General P. G. T. Beauregard commanded the Confederate troops. Robert Anderson, a United States officer, was in command of the fort at the time. South Carolina wanted the Union troops out of the fort. Lincoln sent supply ships that were not permitted to dock at the fort. The Union troops surrendered. The battle lasted 34 hours. The Civil War had begun.

Battle of First Manassas / Bull Run

The first major battle of the war took place on July 28, 1861. The battle lasted one day. It took place in Manassas, VA, a town in northern Virginia. General P. G. T. Beauregard was in charge of the Confederate forces and General Irwin McDowell commanded the Union troops. Civilians from Washington, D.C. rode in carriages to watch the battle. General Thomas Jackson earned the nickname "Stonewall" during the battle. With this Confederate victory, both sides knew that the war would not end quickly after the battle.

Battle of Fredericksburg

The Battle of Fredericksburg took place from December 11-15, 1862. Fredericksburg, VA is halfway between the two capitals of Washington, D.C. and Richmond, VA. General Robert E. Lee was in command of the Confederate troops and General Ambrose E. Burnside was in command of the Union forces. The battle was a Confederate victory with Union casualties numbering 12,653 and Confederate casualties at 5,377.

Emancipation Proclamation

On January 1, 1863, President Lincoln’s Emancipation Proclamation freed the slaves in the Confederate states and made the issue of slavery the new focus of the war. The spirit of the Union was renewed and many slaves joined the army.
<table>
<thead>
<tr>
<th>Siege of Vicksburg</th>
<th>Gettysburg Address</th>
</tr>
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<tbody>
<tr>
<td>This siege took place from May 18, 1863 through the fall of the fort on July 3. Vicksburg was important because whoever controlled the port controlled the Mississippi River and the supply routes. General John Pemberton was in charge of the Confederate forces and General Ulysses S. Grant commanded the Union troops. Grant took over the fort and control of the Mississippi supply routes, splitting the Confederacy in half, on July 3, 1863.</td>
<td>President Abraham Lincoln gave the Gettysburg Address during the dedication of the cemetery for Union soldiers who fought and died in the Battle of Gettysburg. In the address he encourages Americans to remember the sacrifices made by these soldiers. “...we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.”</td>
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<tr>
<th>Battle of Gettysburg</th>
<th>Appomattox Courthouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Battle of Gettysburg was the bloodiest of the war. It took place in Gettysburg, Pennsylvania beginning on July 1, 1863 and ending on July 3 after three days of fighting. General Robert E. Lee commanded the Confederate troops and General George Meade had just taken control of the Union forces. Union troops had and held the high ground. This was a Union victory and was the turning point of war. The Confederates would never again invade the North and would be fighting a defensive war for the next two years.</td>
<td>As the Union troops continued to be victorious on the battlefield following Vicksburg and Gettysburg, the condition of the Confederate army deteriorated. Lee’s troops were starving, ragged, and steadily deserting. Finally, in April of 1865, Grant’s forces trapped Lee’s men at Appomattox Courthouse in Virginia. Unable to fight back, Lee arranged to meet with Grant to surrender. Lee’s surrender to Grant on April 9, 1865 marked the end of the Civil War.</td>
</tr>
</tbody>
</table>
Use the clues to write summaries of the Battle / Event Cards. Each team member should take a turn as recorder to write the summaries. Include all groups member names on the finished summaries.

1. The Confederacy wanted Fort Sumter:
   - So they:
   - Then Major Anderson:
   - This was the:

2. In the Battle of First Manassas everyone wanted to:
   - Civilians:
   - Thomas Jackson:
   - Victory but:

3. In the Battle of Fredericksburg the Union wanted to:
   - But the Confederates:

4. On January 1, 1863:
   - This gave the Union armies a new:
   - Many slaves:

5. Vicksburg was important because:
   - Grant wanted:
   - On July 3, 1863:
   - The Confederacy was:

6. The Battle of Gettysburg took place on:
   - Where:
   - High ground:
   - Turning point:
   - Never again:

7. The Gettysburg Address was given by:
   - Because:
   - It said:

8. Appomattox Courthouse is important:
   - Lee felt:
   - So he:
   - Marked the end:
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For the past week you have been learning about the Civil War, the important battles, events and peoples’ lives during the era. Take a minute to reflect (think back) on the four stations and write a paragraph telling me which station you like the best and why.

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Reflection of Civil War Lesson

In reflecting on my Civil War lesson, I found the students very engaged because the content was all new and presented in different ways.

The inquiry activity with the Primary Source Analyzing tool was very successful and the students were relatively proficient at it because I had utilized the tool to introduce 3 other units. The B is for Battle Cry book followed up nicely as the students could evaluate some of their reflections and answer their own questions from the Primary Source Analyzing tool from the previous day. For me, at my school, the Promethean Board could NOT be downloaded which was a huge disappointment as it is a very interesting and engaging activity. I left it in my lesson plans because if you post the lesson some teachers may be able to implement it. In place of the Promethean Board I substituted with various YouTube videos and the Teaching the Civil War using Primary Sources book from the library cited in my lesson plans. As for the stations, this was my favorite part as I love to create activities for the students to have hands-on learning. This just takes a huge amount of prep work. I felt they were all a bit challenging, but I had taught all the concepts before. Hoping the students would transfer their knowledge and stretch. I asked the students to also reflect on what their favorite and least favorite station was and why. The conclusion from the majority of the class was: the favorite was the Gettysburg Address because they used technology, got to highlight and they really enjoyed the primary pictures during the video. The class votes the least favorite was the Summary of Battles and Events because it had a lot of reading, was the most challenging (code for “not sure what to do”), and space too small to write in. Reading their reflections was very insightful for me. The final writing activity on perspective was also challenging but I feel like the narratives station help with this assignment. I had a few blank papers but a few students nailed the idea and gave me chills to read their papers—they did such an amazing job. The 4th grade teacher will be glad to know that we even tried an assignment of this nature because they write a five paragraph letter point of view paper for the Revolutionary War.

In conclusion, the TPS class and this lesson was just as much a wonderful learning experience for me as well as the students. Thank you for giving me the opportunity to reach out of my comfort zone for this assignment.