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## Was the Civil War Necessary?

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Was the Civil War necessary?

Using primary sources to discover why Americans took up arms against each other.

**Overview:**

This lesson uses Primary and Secondary sources to help the student to be able to determine whether or not the Civil War was necessary to settle the differences between the North and South of the United States of America.

**Goal:**

Fourth grade students will be able to determine whether the Civil War was necessary to settle the differences between the North and South by inferring and drawing conclusions. Fourth grade students will compare and contrast three of each major difference and similarities of the North and South.

**Objective:**

Fourth grade students will be able to draw conclusions or inferences from the primary and secondary resources to compare and contrast the North and South.

Fourth grade students will determine from the primary sources from the Library of Congress to identify the similarities and differences between the North and South uniforms.

Fourth grade students will determine from the primary sources from the Library of Congress to identify the similarities and differences between the North and South war camps.

Fourth grade students will be able to infer or draw conclusions on the focus question “Was the Civil War a necessary evil in order to settle the differences between the North and South?”, “Why do you think this?”, “What supports your viewpoint?”

**Investigative Question:**

“Was the Civil War a necessary evil in order to settle the differences of the north and south?”, “Why do you think this?”, “What supports your viewpoint?”

**Timeline:** 5-10 Days

Recommended grade level: 4th grade

**Subject Areas:**

Social Studies, Economics, Language Arts and Technology

**Standards:**

IL State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Common Core Standards: RI: 4.7 Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NETS standards for Students:

- Communicate and collaborate

- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

Credited by Rebecca Martin

**Materials/ Resources Used:**

Qwiki.com: [http://www.qwiki.com/q/#/American\\_Civil\\_War](http://www.qwiki.com/q/#/American_Civil_War)  
 Qwiki.com: [http://www.qwiki.com/q/#/Origins\\_of\\_the\\_American\\_Civil\\_War](http://www.qwiki.com/q/#/Origins_of_the_American_Civil_War)  
 Social Studies Text Lesson 3 pgs. 202-205  
 Fleischman, Paul Bull Run (to use as a reader’s theater)  
 Primary Sources from the Library of Congress  
<http://hdl.loc.gov/loc.pnp/ppmsca.37190>  
<http://hdl.loc.gov/loc.pnp/ppmsca.37193>  
<http://hdl.loc.gov/loc.pnp/ppmsca.31684>  
<http://hdl.loc.gov/loc.pnp/cwpb.01693>  
<http://hdl.loc.gov/loc.pnp/ppmsca.09878>  
<http://hdl.loc.gov/loc.pnp/cwpb.02548>  
<http://hdl.loc.gov/loc.pnp/cph.3h00046>  
<http://hdl.loc.gov/loc.pnp/ppmsca.08047>  
<http://hdl.loc.gov/loc.pnp/cph.3g13352>  
<http://hdl.loc.gov/loc.pnp/cph.3c32930>  
<http://hdl.loc.gov/loc.pnp/cph.3g11459>  
<http://hdl.loc.gov/loc.pnp/cph.3g11460>

Primary Analysis Worksheet

Polacco, Patricia Pink and Say  
 Edmodo.com

**Procedure:**

**Day 1:**

Introduce the Library of Congress website.  
 Explain to the students that through the analysis of the primary sources they are to determine and support an answer to the focus question.  
 Focus Questions  
 “Was the Civil War a necessary evil in order to settle the differences of the north and the South?”  
 Why do you think this?  
 What supports your viewpoint?  
 Next show the quick video clip from qwiki.com  
 Qwiki.com: [http://www.qwiki.com/q/#/American\\_Civil\\_War](http://www.qwiki.com/q/#/American_Civil_War)  
 Brain storm based on the video clip the differences between the north and south

**Day 2-3:**

Introduce the primary resource image of the north and south soldiers in uniform and the

analysis worksheet. Begin analyzing the pictures. This could be done as a whole group, individual, or small groups. If it is the first time analyzing Primary Sources with the analysis worksheet the teacher should model how they want the form to be filled out.

#### **Day 4-5:**

Then look at the lesson from the Social Studies text.

Then view the second video clip from Qwiki.com

Discuss more of the differences and begin to infer “Was the Civil War Necessary to settle the differences?”

#### **Day 6-7:**

(To establish this blogging capability the teacher needs to go to Edmodo.com and sign up its free and create their classes. Once this done, the teacher will receive an access code for their class or classes. This code needs to be shared to the students so they can set up their accounts.)

Blog on Edmodo.com about the focus question

#### **Day 8-10:**

Read Pink and Say revisit the original photos and reanalyze and revisit the focus questions (this could be through the use of Edmodo):

“Was the Civil War a necessary evil in order to settle the differences of the north and the South?”

“Why do you think this?”

“What supports your viewpoint?”

Possible Extensions:

Locate diaries from the Library of Congress website from the opposing sides of the war and do a compare and contrast on topics of the war.

Looking at how this war affected or not immigration struggles.

Connect to current events of bullying

Rebecca Martin’s Lesson Reflection on Using Primary Sources to Study the Civil War. 5  
May 12

#### **Considering the Lesson from an Instructional Perspective:**

What criteria do you use to judge a lesson’s success?

The criteria I use to judge the success of a lesson is by the interaction of the students and the completion of the lessons requirements whatever that maybe.

Based on these criteria, what went well in this lesson?

My students had already been introduced to Primary Sources earlier in the year. So by using Primary Sources again I was able to witness their ability to communicate in groups to identify specific items that as a class we identified. This lesson was a bit shorter but the interaction of the students was even greater because, they were able to answer higher order

thinking questions.

What didn't go well?

The only area that was a bit challenging was when I introduced the Novel Bull Run. Some of the vocabulary was difficult and the maturity level of my class was not there to handle some of the descriptions and vocabulary.

Did you alter your instructional plan as you taught the lesson? Why?

Not really I just had to extend the length of the time I had allocated because the younger grades were testing and we could not get into the computer lab.

What additional assistance, support, and/or resources would have further enhanced this lesson?

I personally did not need additional assistance because of my knowledge of this particular subject.

If you could teach the lesson again to a similar group of students, would you do anything differently? What? Why?

As I mentioned before the vocabulary and content was a bit challenging for my students because of their lack of maturity. What I would do differently is introduce the vocabulary a week earlier from the Novel Bull Run. This would probably help with the comprehension. The other thing I would do would be to divide what was read by the day instead of reading straight through the book. The focus question was to determine if the Civil War was necessary to settle the differences.

What do you plan/want to do next with this lesson? Is it ready to be shared as a TPS lesson plan?

At this point I'm uncertain.

### **Considering Student Learning as a Result of the Lesson Based on Observation and Student Work:**

What was the level of the student engagement with this lesson?

As I mentioned before my students had already been introduced to Primary Sources earlier in the year so this go around they were much more engaged.

What were the key indicators that this lesson prompted student engagement and inquiry?

The key indicator for me was when the students had to share out their discoveries of the Primary Sources, that they were asked to reflect and observe on to the whole class.

What were the key indicators of student achievement as a result of using primary sources?

When I finished presenting all the materials my students needed to go to our Edmodo blog and answer the focus question and support their viewpoint about the Civil War. Many of the responses were thought provoking and the supports that used were from the materials that were presented to them from this lesson.

