# Civil War Curriculum Unit

Sarah Roy TAH Seminar September 22, 2011

Prior to the discussion on the Life of a Civil War soldier a review will take place on the topics that have already been introduced and discussed at length such as the Northern and Southern views of slavery, Election of 1860, session, Confederate States of America, and the Northern and Southern economies, to name a few. With this previous knowledge in mind the students will have a grasp on why tensions were mounting in the states. To make the connection and link the previous information to the new information at hand, as a class we will take a look at the power point presentation (see attachment 1 with notes on the background information to be provided for the students) which will allow them to see images from the Civil War era as well as taking a look at the reading selections (see attachment 2) discussing what it was like to be a soldier in the Civil War. They will be asked to try to put themselves in the shoes of a Civil War soldier and to imagine what it would have been like to live back then. Their task for homework is to take what they learned and put it into an editorial (see attachment 3) that is to be written in the mindset of someone who was present to see the conditions of the war and to write an article informing the people back home on how the warfront is. See the notes at the bottom of the power point slides for the information that will be shared with the class.

The following day will the used to take the information that was gained the previous class about the conditions of the soldiers and apply that knowledge to the actual battles that took place during the Civil War. Students will have to examine the details of the following battles (see attachment 5): Fort Sumter, First Manassas (Bull Run), Fort Henry & Fort Donelson, Shiloh, Jackson's Valley Campaign, Second Manassas (2<sup>nd</sup> Bull Run), Antietam, Perryville, Fredericksburg, Stones River, Chancellorsville, Gettysburg, and Vicksburg, and report back to the class on what happened in those battles with the summaries that are provided for them, where they were fought by pointing them out on a map (see attachment 5), and who won each battle. They will be able to follow along in the power point (see attachment 4 with the notes that will be provided for the students) and on the chart provided, using multiple visuals, to see the outcomes of the battles and who became victorious in the end.

Finally, we will take a look at the Gettysburg Address (see attachment 5) together as a class and the students will be prompted to answer the questions that go along with the document (see attachment 5) for homework. If there is time remaining in the block then battle scenes from the movie *Gettysburg* will be shown to provide visuals to the information that was learned over the course of the last two classes. If time runs out in the class, then the clip will be shown at the beginning of the next class.

## DAILY LESSON PLAN

Teacher: Sarah Roy

**Duration:** 1 Block (84 minutes)

Subject/Class: US I / Sophomores

Lesson: Life of a Civil War Soldier

#### Learning Standards or Strands:

USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H,G)

USI.40 Provide examples of the various effects of the Civil War

A. physical and economic destruction

### **Outcomes/Objectives:**

- To describe the terrible conditions that Union and Confederate soldiers endured.
- To summarize the key economic, political and social effects of the Civil War.
- Assuming the role of an investigative reporter, students will be able to write an article through which they will describe the daily life of a Civil War soldier, discuss the challenges soldiers faced, and describe a soldier's role within the military.
- Students will be able to describe the effects of weapons technology on soldiers and medical treatments used for wounded and sick soldiers.
- Students will be able to discuss the African American soldier's experience.

## **Concept/Topic**

Life of a Civil War Soldier

#### Materials:

- 1. Life at War Power Point Presentation
- 2. Classroom Read/Share
- 3. Writing Assignment: A Soldier's Life Editorial
- 4. The Civil War Soldier
- 5. A Soldier's Life Editorial Rubric
- 6. Digital Projector

## **Procedure:**

## Activity 1

1. Whole-class instruction with the Life at War PowerPoint presentation and associated discussion questions.

### Activity 2

- 2. Place students into several small groups.
- 3. Provide each group with a Classroom Read/Share sheet from <u>www.civilwar.org</u>. Students will read the information on their sheet and then construct a brief answer to the question at the top of that page.
- 4. Call on each group to share their question and answer with the class.

### Activity 3

1. Hand out Writing Assignment: A Soldier's Life Editorial, The Civil War Soldier (for reference material) and A Soldier's Life Editorial Rubric.

#### **Closure/Homework Assignment:**

• Begin writing the Editorial and finish for homework along with the following questions:

#### \*Questions to be answered on Edmodo:

- 1. What role did the average Civil War soldier play during the war?
- 2. Do you think soldiers were thought of as individuals?
- 3. What were common challenges that soldiers faced during the war?
- 4. How do you think technology affected a soldier's experience?

### DAILY LESSON PLAN

Teacher: Sarah Roy

Duration: 1 Block (84 minutes)

Subject/Class: US I / Sophomores

Lesson: Battle of the Civil War

## Learning Standards or Strands:

USI.39 Analyze the roles and policies of various Civil War leaders and describe important Civil War battles and events

#### **Outcomes/Objectives:**

- Students will be able to place the historical developments between the attack on Fort Sumter and the battles of Gettysburg and Vicksburg on a timeline and a map.
- Students will be able to discuss the political, social, and military effects of the Union victories at Gettysburg and Vicksburg.
- Students will be able to analyze the impact of the Gettysburg Address during the Civil War and evaluate its importance and relevance today.

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## **Concept/Topic**

Battles of the Civil War

#### Materials:

- 1. Shifting Tides PowerPoint
- 2. Battle Cards
- 3. Blue and Black Colored Pencils
- 4. Shifting Tide Timeline and Map
- 5. Shifting Tide Timeline Teacher Version
- 6. The Gettysburg Address
- 7. Gettysburg Address Questions
- 8. *Gettysburg* DVD
- 9.

## <u>DAY 1</u>

## **Procedure:**

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can be on the printed slides, but won't be seen by your students during the presentation.

## Activity 1

- 1. Use the Shifting Tides PowerPoint to guide the lesson.
- 2. Break students into pairs/groups.
- 3. Hand each pair a Battle Card; this will be the battle they are responsible for reporting on during the PowerPoint presentation.

- 4. Hand out the Shifting Tides Timeline and Map
- 5. Allow students a few minutes to fill in the timeline.
- 6. Have the pairs/groups read over the Battle Cards
- 7. Be sure to have the pairs/groups identify their battle on their Shifting Tides Map
- 8. Begin the PowerPoint presentation—students will fill in battle information on their maps during the discussion.

### Activity 2

- 1. When you arrive at the Gettysburg Address in the PowerPoint presentation, pass out the Gettysburg Address and read it as a class.
- 2. Hand out the Gettysburg Address Questions and review the discussion questions on the worksheet.
- 3. Have students answer the questions independently for homework.

### Activity 3

1. View scenes from *Gettysburg* if time allows, if not view at the beginning of next class.

#### **Closure/Homework Assignment:**

#### \*Questions to be answered on Edmodo:

- 1. At this point in the war, Lincoln feels that it is important to go to Gettysburg and give a speech to the American people. Why do you think he chooses this point in the war?
- 2. What do you think his speech does for the American people?
- 3. Why do you think Lincoln started out talking about the past and our fathers?
- 4. For what cause(s) did President Lincoln believe the U.S. soldiers were fighting during the American Civil War?
- 5. According to Lincoln, how does a nation make sure that free governments (democracies) "shall not perish from the earth"?
- 6. According to Lincoln, what do the American people have to do to make sure that the U.S. soldiers who were killed at Gettysburg (and other battlefields) had not died "in vain"?
- 7. What do you think Lincoln meant by the phrase "...government of the people, by the people, and for the people..."?