

Lesson Plan: The Civil War

Subject: Social Studies

Grade Level: 5 - 8

Overview: The American Civil War - 1861-1865

The Civil War was the culmination of four decades of intense conflict and economic, social, and political differences between the North and the South. The American Civil War was the most costly of American wars in history. A savage war that split the country in half, the Civil War cost the United States over 600,000 lives, and led to over 1,000,000 casualties. Raging through the country, it affected everyone in the U.S. and even other countries. Abolishing slavery was accomplished at the highest price possible, the Civil War.

The Civil War era is one of the most critical and fascinating in our nation's history. The **purpose** of this lesson is to provide a frame for the students to use in evaluating both points of view in the Civil War and construct a historical scrapbook.

Approximate Duration: Seven - 90 Minute class periods

Louisiana Content Standards:

History: Time, Continuity and Change

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

BENCHMARKS 5-8

A. Historical Thinking Skills

H-1A-M1 describing chronological relationships and patterns; (1, 3, 4)

H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred; (1, 2, 3, 4)

H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history; (1, 2, 3, 4)

H-1A-M4 analyzing historical data using primary and secondary sources; (1, 2, 3, 4)

H-1A-M5 identifying issues and problems from the past and evaluating alternative courses of action; (1, 2, 3, 4)

H-1A-M6 conducting research in efforts to answer historical questions; (1, 2, 3, 4)

Era 5: Civil War and Reconstruction (1850-1877)

H-1B-M12 describing the causes and course of the Civil War and examining the impact of the war on the American people; (1, 3, 4)

Grade-Level Expectations (GLEs):

Grade 5

Historical Thinking Skills

- Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)
- Identify different points of view about key events in early American history (H-1A-M2)
- Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)
- Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)

Grade 7

United States History

- Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)
- Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3)
- Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)
- Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)
- Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12)
- Explain the immediate and long-term causes of the secession of the Southern states and the outbreak of the Civil War (H-1B-M12)

Grade 8

Louisiana History

- Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
- Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)

Interdisciplinary Connections:

English/Language Arts: Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Educational Technology Standards:

- Use information, media, and technology in a responsible manner which includes following the school's acceptable use policy, adhering to copyright laws, respecting the rights of others, and employing proper etiquette in all forms of communication.
- Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.

U.S. National Education Standards for American History (Grades 5 – 12)

U.S. History

NSS-USH.5-12.5 Era 5: Civil War and Reconstruction (1850-1877)

- Understands the causes of the Civil War
- Understands the course and character of the Civil War and its effects on the American people

Objectives:

The learner will ...

1. Analyze some social, political, and personal issues that American confronted during the Civil War.
2. Use the Internet to research and locate resources related to the Civil War and incorporate information from these resources by constructing a Historical Scrapbook.
3. Evaluate the central issues of the Civil War from a variety of different perspectives.
4. Share their personal reactions and present findings.

Lesson Materials and Resources:

Classroom Setup

TTW establish the following learning stations for small groups and independent work: A Planning Station, A Design Station, A Book Research Station, A Computer Research Station, A Production Station, A Digital Production Station, A Review/Art Station, and A Completion Station.

Technology Tools and Materials:

Hardware: Computers with Internet access

Software: Microsoft PowerPoint
Internet Explorer

Websites: see Webquest and resources

Other: Handouts

Day 1 – [KWL chart](#)

Day 2 – Research handouts (see links in WebQuest)

Background information:

The learner will need to know:

How to use PowerPoint

How to use the Internet

Lesson Procedures:

Day One:

Build Background

Materials:

Bake cornbread muffins

Prepare PowerPoint presentation to introduce lesson.

Civil War facts, lesson objectives, outline roles, scrapbook techniques, design rules.

Copy KWL charts for all students

- Guide students in creating a KWL chart to tap into their prior knowledge and discover what they want to know more about.

Students write what they know briefly about the Civil War and Slavery, under the K. They use brief descriptive words or sentences. A lot of brainstorming is done together. Everyone shares aloud what they know and a collective summary is made. They then formulate questions about what they would like to know, under the W column. The L column will be filled in as a cumulative activity to the lesson.

- Pass out cornbread muffins to each student.
- Introduce the lesson on the Civil War with [PowerPoint presentation](#).
- Explain how each person will become ‘resident experts’ in specific areas.
- Share an overview of Civil War chronology provided online by the Library of Congress.
- Share Scrapbooking Techniques and Design Rules.
- Divide the class into two groups – the North and the South. In each group have the students decide what role he/she wants to research: reporters, an enlisted soldier, an officer, a musician, a woman, a child, a surgeon, a leader, a cook, an African American, a civilian, and a spy.
- Carefully cover each Civil War character’s role. Make sure the requirements for each role is understood clearly.

- Give specific time limits for research and design and development.

Day Two:

- Have the North compete against the South to play war. (30 minutes)
- One student from the south represents one soldier. However, because of the population differences between the two regions (22 million for the north, 9 million for the south), one student from the north equals three soldiers.
- A student from the north and the south come up to a neutral table and draw the top card from the deck. Whoever draws the larger card stays in and the other soldier is defeated. Again, if the student from the south loses, he/she must sit down and be silent. If the north student loses, he sits down, but will still have two turns left.
- Students will realize that the South has virtually no way of winning the game. Now students can conceptualize how the population of the north was a tremendous advantage during the Civil War.
- Present the [Webquest](#) to the students and show how to access.
- Have students move to stations to begin research and design. (rotate 10 min)

Day Three

- Students move to stations to continue research and design. (rotate)
- Students will meet with their group to share findings and report on progress.

Day Four

- Students move to stations to complete the writing segment of the Webquest.
- Students will meet with their group to share findings and report on progress.

Day Five

- Students move to stations to complete their scrapbook pages.
- Students will meet with their group to share findings and report on progress.

Day Six

- Students move to stations to complete their scrapbook pages.
- Students will meet with their group to share findings and report on progress.
- Last day to work in class.

Day Seven

- Students present findings.
- Burn CDs for all students.
- Finalize scrapbook.

Assessment Procedures:

The lesson objectives will be assessed by:

Analyze some social, political, and personal issues that American confronted during the Civil War – Research handouts

Evaluate the central issues of the Civil War from a variety of different perspectives – Research handouts

Use the Internet to research and locate resources related to the Civil War and incorporate information from these resources by constructing a Historical Scrapbook – Rubric

Share their personal reactions and present findings

Observations will assess student time on task

Accommodations/Modifications:

Accommodations can be made for students by allowing them to use computers or finish projects during lunch and before or after school. Based on exceptionalities other accommodations may be necessary.

Reproducible Materials:

PowerPoint Scrapbook Instructions
Project Directions
Scrapbook Rubric
PowerPoint Scrapbook Sample

Explorations and Extensions:

Have students complete a research paper on one particular topic they find most interesting. Have students create a Civil War game chess set.

Lesson Development Resources:

Lesson Plans

<http://www.lessonplanspage.com/SSLAInDepthCivilWarPlan5.htm>

<http://www.smplanet.com/civilwar/civilwar.html>

<http://www.lessonplanspage.com/SSCivilWar.htm>

Videos

American Civil War: The War Years. United Learning. 1996. Unitedstreaming.
3 April 2006 <http://www.unitedstreaming.com/>

Webquests

<http://www.msdp.k12.in.us/staffdev/webquest/chhendr/index.html>

Photos and graphics

Scrapbook - **Thomas Nast** Civil War Scrapbook. 1861 – 1866.
[www.brown.edu/.../ libs/hay/history/nast.htm](http://www.brown.edu/.../libs/hay/history/nast.htm)

Battle Sites

<http://www.cr.nps.gov/hps/abpp/civil.htm>