# Juliana Berger

# Civil War Unit-Outline

# The Civil War in its first 2 years-Grade 8: 12 Day Unit for 45 minute classes-

**Standards:**

Standard 1-Students Apply Social Studies Skills and Resources.

Standard 2-Students Understand Important Historical Events.

English/Language Arts Literacy Standard-“Craft and Structure” and “Key Ideas and Details”

**Benchmarks:**

**8.1.2** Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines) to analyze, and interpret information.

**8.2.6** Explain the causes (e.g., states’ rights, slavery, differences in Northern and Southern economies) of the Civil War.

**8.2.7** Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation).

**Key Ideas and Details**

**RH.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.2** 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.

**Craft and Structure**

**RH.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Day 1:**

**What is a Civil War? How did Northern and Southern economies establish roots for slavery?**

Overview of Civil War conflict.

Understanding basic structure of the War.

Define the economies of the Northern and Southern states and how that relates to the causes of war.

ActivInspire ActivBoard Ven diagram activity-Compare and Contrast Northern and Southern Economies.

“ “ activity-placing correct boxes with correctly associated economy.

Reaction to Presidents’ Inaugural Addresses-Day 2 Entrance slip

**Day 2:**

**How did people react to slavery? How were pre-war proposals indicators of slavery reactions?**

Defining key legislation leading up to the Civil War-take away: Attempts to veer from war.

ActivInspire used to show the different pieces of legislation.

Skeleton notes to be filled in during class.

Colored and Labeled map of the United States at the time-due at the beginning of lesson 3

Mini white board activity-Why do you think the legislation did not work.

ActivBoard envelope activity-solutions to the problem of slavery.

Listen to recording of Uncle Tom’s Cabin-reaction to the problem of slavery. Students respond to, “What is the tone of this reaction to slavery,” providing evidence for their reason.

**Day 3:**

**What is secession? What states seceded from the Union? How do you think secession advanced the call to war?**

Students label map as we go through PowerPoint slides on seceding states.

Students will be able to identify which states seceded and why.

Students will annotate the excerpt, “Surrender of Fort Sumter” (Fort Sumter was opening engagement of war) to identify bias in the text. 11 states seceded from the Union after this battle-Significance.

Students work on their own to annotate, then discuss with peer.

Prepare students for Question/Vocab relay for lesson 4.

**Day 4:**

**CHECK FOR UNDERSTANDING. Do the students understand the causes and the events that lead to the beginning of the War? GOAL: Determine what (if anything) needs to be reviewed before we move on to events of war.**

Review of terms if necessary.

Question/Vocab Relay-Students work collectively (in teams) to earn group points by responding correctly.

**Day 5:**

**Day 1 of Culture and Context of War-What are historical questions (REVIEW)? Why is understanding context important when studying history? Did culture and context have an effect on the War?**

What is a historical question?

Identify meaning behind context, causes, and change.

Student volunteers help identify the type of historical question asked-context? Cause? Change?

Students explore the hypothetical situation of a civil war today and how that would affect them-Group Discussion.

Context of the time to be highlighted-close familial ties, fewer states, effects on family at home, African Americans in the war.

Close class with critical thinking questions exit slip.

**Day 6:**

**Day 2 of Culture and Context in War-How did the War affect the home front? What was life like at home during the War? What were the challenges faced at home during the War?**

Students share responses to critical thinking questions.

Students hypothesize reasons for how the war would affect them at home on the “Home Front Student Sheet.”

Students respond on paper to home life discussion questions throughout the PowerPoint.

Group Activity-Situational Experience-each student in group given a different state and scenario. Individually, students read the scenario and respond to the questions associated with their state. Students share their scenario and responses with their group that will, in turn, provide feedback to the responses. Activity based on notes from slide show.

**Day 7:**

**What was the Emmancipation Proclamation? Why was it controversial?**

**What were the causes and effects of the Emmancipation Proclamation?**

Students develop their own amendment to the constitution that gets them thinking about the Emmancipation.

Go through what the Emmancipation did and did not do.

By comparing documents, students hypothesize why the Emmancipation had many critics. Annotate documents.

Take Home Quiz

**Day 8:**

**Day 1 of “The Beginning of the End”-What was the Anaconda Plan? What were the methods involved in the Anaconda Plan? What was its significance?**

During PowerPoint lecture, students label a map of the Anaconda plan, indicating key tactics involved. Students analyze the Anaconda plan and hypothesize why some were against it and why some were in favor of it. (Group Discussion)

Assessment: Students will label key passageways map, write an entrance slip for lesson 8 of Anaconda Plan’s importance in war, its objectives, and their own personal reaction to the Anaconda Plan.

**Day 9:**

**Day 2 of “The Beginning of the End”- What was the Battle of Vicksburg? What were the course and results/effects of the battle?**

Class begins with a review of material of Anaconda Plan.

Students participate in an interactive technology activity regarding the Battle of Vicksburg. In groups of 3, they work to fulfill the checklist requirements.

Independently, students infer how the battle is relevant today.

**Day 10:**

**Day 3 of “The Beginning of the End”-What was the significance of the Battle of Gettysburg? What was the Gettysburg Address? What is its significance? How does the Gettysburg Address relate to us today?**

In lecture, we go through the course of the Battle at Gettysburg, highlighting key moves and its significance.

Students annotate hard copies of the Gettysburg Address, highlighting important words and phrases that indicate Lincoln’s goal in writing the address.

Watch “The Great Task” video-many famous people reading Lincoln’s address.

Assignment: Using technology to present, students answer the question, “How is the Gettysburg Address still relevant today?” individually.

**Day 11 and 12:**

**Day 11:** Work on project.

**Day 12:** Present

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Lesson Plan Format

Civil War Unit: Lesson 1

**Grade Level: 8**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Computer with ActivInspire installed
* Projector and ActivBoard
* Chalk or marker board
* Handout of Confederate President Jefferson Davis’s and President Abraham Lincoln’s Inaugural Addresses

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.6 Explain the causes (e.g., states’ rights, slavery, differences in Northern and Southern economies) of the Civil War

**Objectives:**

**Students will be able to:**

* Define a Civil War conflict.
* Identify the types of economies and lifestyles associated with Northern and Southern States.
* Indicate the significance of the lifestyles and economies of both regions to the tensions between the two.

**Learning Activities:**

* “1-2-3,” to which the students respond saying, “3-2-1” with simultaneous claps. “Good morning/afternoon, eighth graders! Please make sure, as you are walking in, that you have grabbed a colored Popsicle stick and the handouts.”
* “As you are getting seated, fist to 5 on how you are doing today.” (Do this with all classes each day. It shows them that you care and are aware that not every day is the best day ever. Give personal **fist to 5** to show them how I relate to them as a person.)
* As we discussed yesterday, we are beginning our unit on the Civil War today. I asked you to begin thinking about the Civil War for your homework last night.
* Let’s break down the term: [write it on the board “Civil War” for visual learners] Can someone explain to me what the word “Civil” means? (write down the students’ thoughts. Be sure to include that it relates to the ordinary citizens.)
* And most of us have general understanding of war, but what is a simple definition that we can say would work here? (conflict among peoples)
* So from looking at the breakdown of the words that make up the Civil War, what does it mean in a more complete sentence? (Conflict between the citizens of the United States. Conflict between the people from the same place.) [objective 1] Where did this division occur? How did it even begin?
* Today we are going to look at why the Civil War broke out.
* There were very distinct differences between the North and South at this time. Their economies were remarkably different. We see that the South’s economy required more labor because its climate was different and its primary production was cotton. They used slaves as this primary source of labor. However, the North did not have this same agricultural community. After the Industrial Revolution, the North found itself in a new place of using machinery and completing the work that the cotton-growers in the south provided. They would make finished products, like clothing and paper. But yet another difference, the North could hire anyone who was willing to work. The labor was much less strenuous and more popular for the common person. [objective 3]
* Okay, let’s get five volunteers to help us fill in this Ven diagram. What were the economic and social, first, commonalities or similarities between the North and the South? [formative assessment] [visual, kinesthetic learners] [objective 2]
* Differences? (fill in the ven diagram on the ActivBoard)
* (Do the other activity on the ActivBoard as well, placing the boxes with the correctly associated economy) [formative assessment] [visual, kinesthetic learners]
* So at this point, there are two distinct areas of the United States. Those who use slaves for their labor those who do not. But if the only difference is that slaves were being used more in the South than in the North, what’s the big deal?
* (Listen to Primary Source Audio to end the lesson for the day) <http://www.pbs.org/wnet/slavery/memories/index_flash.html> [aural learners]
* Handout the two excerpts from each president’s inaugural addresses. Assign the students to read them and tell them that their entrance slip is reacting to how the two presidents each felt about the situation and upheaval.

**Assessment:**

* Ven Diagram Fill in
* Placing the boxes along with the correct Economy
* Take home President Jefferson Davis and President Abraham Lincoln’s Inaugural Addresses-lesson 2 entrance slip is reacting to how the two presidents felt about the situation and upheaval

Resources:

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/the-country-goes-to-war/>

<http://www.civilwar.org/education/history/primarysources/davisinaugural1.html>

<http://www.civilwar.org/education/history/primarysources/lincolninaugural1.html>

**Reflection:**

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Lesson Plan Format

Civil War Unit-Lesson 2

**Grade Level: 8**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Computer with ActivInspire installed
* ActivBoard with pens
* Map Handout for students to fill in as entrance slip for next class
* Skeleton Notes handout for students

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.6 Explain the causes (e.g., states’ rights, slavery, differences in Northern and Southern economies) of the Civil War
* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

**Objectives:**

* After reading primary source documents from leaders and from citizens, students will be able to discuss how individuals felt about the coming war.
* Students will be able to identify the Southern states, Northern states, and border states on a map of the United States.

**Learning Activities:**

* “1-2-3,” to which the students respond saying, “3-2-1” with simultaneous claps. “Good morning/afternoon, eighth graders! Please make sure you grab the handouts for today’s class as you walk in.”
* “As you are getting seated, fist to 5 on how you are doing today.” (Do this with all classes each day. It shows them that you care and are aware that not every day is the best day ever. Give personal **fist to 5** to show them how I relate to them as a person.)
* Begin with lecture: South-Argued for states’ rights to own slaves. Because remember that after the United States became its own independent nation, it was a huge thing that the government not be able to control their rights. Until this point, states believed that it was their right to own slaves. North Argued for slavery to be illegal. (10 minutes).
* Missouri Compromise: (show map on Inspire) As you can see, the compromise basically said anything in the Northern section must now be free and anything in the south could be slave, based on the territory of the Louisiana purchase.
* Wilmot Provisio-proposition to ban slavery in all new territories. But did it get passed? No.
* Compromise of 1850-The work did not end. People were relentless. Henry Clay tried to balance the number of slave and free states. And within this, Compromise developed the Fugitive Slave Act, which basically was a way to arrest runaway slaves and return them to their owners.
* Kansas-Nebraska Act-And then, because nothing seemed to be working, congress passed the Kansas-Nebraska Act to try to make things fair, giving the two states their choice in which belief they would like to exhibit. But the controversy in this is that many pro-slavery people from Missouri rushed to Kansas to try to influence popular opinion. In some cases, they even tried to get included on the vote.
* So, as we can see by looking at these significant historic documents and propositions, take your mini white boards for me and write why you think they did not work. (Have them show their answers.)
* Okay, so there is an obvious discontent or uneasiness with all of these propositions or suggestions, right? (cold call 6 volunteers for opening the envelope activity on the ActivBoard-make sure they are different from yesterday’s volunteers) Each of you come to the board and open an envelope to see what solutions the people developed.
* Well well well…looks like we did not see any productive solutions, (go to next chart) but there were reactions.
* Discuss Uncle Tom’s Cabin.( the story focuses on the tale of Uncle Tom, a long-suffering black slave, the central character around whose life the other characters—both fellow slaves and slave owners—revolve.) Play a recording of it for the class. (Chapter 9, 2:55) <https://archive.org/details/uncle_toms_cabin_librivox>
  + Students respond to the question, “What is the tone of this reaction to slavery? In favor of or opposed to.” Listen to the clip twice so students can provide evidence to their reaction.
* Skeleton Notes and Uncle Tom reaction are exit slip.

**Assessment:**

* Filled in skeleton notes/summative questions-exit slip.
* A colored and labeled map of the U.S. in 1860 with follow-up question ( due the following day as Entrance slip)

**Resources:**

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/the-country-goes-to-war/>

**Reflection:**

**Unit Civil War: Lesson 2 Skeleton Notes**

* States believed that it was their \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to own slaves.
* Based on the territory of the Louisiana purchase, the Missouri Compromise said
* The Wilmot Proviso was a proposition to ban slavery in all territories. Did it get passed? Why do you think it did or did not?
* Henry Clay tried to balance the number of free states versus slave states with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Within this, the Fugitive Slave Act was implemented.
* What were the Provisions of the Fugitive Slave Act?
* There was much controversy with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act because

Lesson Summative Questions:

1. Why were free and slave states having a difficult time compromising?
2. Is it always better to make things equal and “fair.”

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Lesson Plan Format

The Country Goes to War-Civil War Unit Lesson 3

**Grade Level: 8**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum guide
* Unit Civil War Lesson Powerpoint
* Printouts of “Surrender of Fort Sumter” for all students
* Outlined map of the United States for students to fill out during class

**Standards:**

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information.

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

Literacy Standard: Key Ideas and Details

* RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Literacy Standard: Craft and Structure

* RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Objectives:**

**Students will be able to:**

* Locate and correctly identify seceded states on a map.
* Use context clues to identify bias in the primary source.

**Learning Activities:**

* Call and Response “1-2-3,” greeting.
* Fist-2-5 on general understanding of yesterday’s lesson. Use as a tool to see what may need to be reviewed for the Vocab/Question relay before tomorrow.
* Start out the class by collecting entrance slips on the front desks (Labeled map and colored). Verbally indicate this and have a note on the desks to show students you are collecting them (formative assessment). Hand back entrance slip tomorrow after you have given the students grades. Review the entrance slip to be sure everyone gets it correct. Completion points given.
* Beside entrance slip have empty maps of U.S. and the excerpt of the “Surrender of Fort Sumter,” for each student. Indicate this with a sign on the desk.
* Direct students to fill out map as we go along, noting the seceded states.
* Begin with Slide 8-“South Carolina First to Secede” and advance to slide 13-In one year, 11 states seceded from the Union. This was following the first battle that began the Civil War-Fort Sumter (Slide 11) **(11 states seceded after this battle-\* Significance of the Battle \*)**
* Fort Sumter occurred in April of 1861-Confederates had enough and attacked Fort Sumter along the coast of South Carolina. Union Forces could not fight back. Opening engagement of the war.
* Have one student read the excerpt on the “Surrender of Fort Sumter.” Have the students discuss with the person behind them the perspective of this primary source. Ask them to annotate the source-highlight, underline, circle-key words or phrases. What is the bias? Is it unbiased? How can they tell?
* Ask the students for clues that helped them determine whether it was biased or not. Ask at least 5 groups to share out. Highlight on the board the clues that they gave. Suggest that the students do the same on their handout.
* By November the Confederacy was created and by July the next year, the Battle of the Bull Run (Battle of Manassas took place just outside Washington D.C. This was significant because it was the first major land battle, and the average citizen watched because they did not know what war looked like. Many of the people left in horror, and it was after this battle that the two sides realized how long and bloody this battle would be.
* Tomorrow, we are going to spend a good chunk of the class doing Question/Vocab relay. I want you to review the vocabulary and major events that we have discussed thus far in order to prepare. Let’s go through a few examples together as a class so you can better understand.
* Remind students to turn in their maps and annotation. Return at the beginning of class tomorrow.

**Assessment:**

* Fist-2-5
* Formative Assessment-note the seceded states on the map and annotation of context clues. Turned in at the end of class.
* Preparation/Review for tomorrow’s Question/Vocab Relay

**Reflection:**

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/the-country-goes-to-war/>

<http://telegraph.civilwar.org/education/curriculum/Middle/2%20The%20Country%20Goes%20To%20War/The%20Country%20Goes%20to%20War%20Lesson%20Package_Middle.pdf>

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Lesson Plan Format

Civil War Unit Lesson 4- Question/Vocab Relay

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Question and Answer slips of paper prepared ahead of class time.
* Lecture notes and PowerPoints from previous lessons (for my use and reference)
* Image of map used in lesson 2 for students to reference

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

**Objectives:**

**Students will be able to:**

* collaborate with classmates to answer questions regarding the course of the Civil War.
* recall and explain causes of the Civil War.
* recall and explain the purpose of Acts before the Civil War.
* identify key individuals and events during the Civil War.

**Learning Activities:**

* To begin class, ask if there are any last questions before we begin the Question/Vocab Relay.
* If there are no questions, review some of the Acts from before the war began.
* let’s do Question/Vocab Relay. This is a review of the lessons we have covered last unit on the causes of the Civil War, so get excited about it! Everyone please stand and warm up for this Question/Vocab Relay! (must have prepared slips of paper with questions on some and answers on others. Each student will have one question and one answer, but the pair cannot match. One student will start at one end of the class and give his/her definition or question. The student with the correct response yells the response and runs across to tag the other student who then proceeds to run back to the larger group. The rest of the students on the team can help their fellow teammates. Each student has two sheets of paper-one with a question and one with an answer. There are two teams, and the relay will be run twice for each team. It is a timed competition. The team with the best average time wins the competition.
* Question/Vocab Relay (Formative Assessment on the Lessons thus far, including Lesson 3)

Question Relay:

1. **Definition: This was the conflict of citizens vs. citizens of the United States.**
2. **Who was the President of the Union?**
3. **Why was there controversy around the Kansas-Nebraska Act?**
4. **How did the economy of the South play a part in its yearning for slavery?**
5. **What are the two arguments for the reason behind the Civil War?**
6. **What does it mean to “secede?”**
7. **Who was the President of the Confederacy?**
8. **Why would states continue to secede from the Union?**
9. **The war was essentially brother fighting against brother. Did the two sides recognize this before the beginning of the war?**
10. **What was the conflict that began the war engagement?**
11. **Battle of the Bull Run played what significant Role?**
12. **“**
13. **“**
14. **This state was the first state to secede from the Union**
15. **When reading primary sources, it is important to identify the life and culture of the writer to identify potential what?**
16. **This was the first major land battle of the War.**
17. **This is a state that seceded from the Union**
18. **“ “**
19. **“ “**
20. **“ “**
21. **This was one of the Union states that never seceded.**
22. **“ “**
23. **“ “**
24. **“ “**
25. **This act gave two states their individual choice in whether it wanted to be a slave or free state.**
26. **This was a proposition to ban slavery in all territories.**
27. **Based on the territory of the Louisiana Purchase, this stated that anything in the North was free and anything south was slave.**
28. **This was the first well-known reaction to slavery.**
29. **One major contributing factor to the different economies in the North and South was this.**
30. **The South was an agricultural community while the north was more industry focused.**

* After the conclusion of the relay, give a brief lecture on the involvement of African Americans in the War.
  + African American Soldiers were used in much greater numbers in the Union than in the South. There were hundreds of thousands of free and slave African Americans fighting in the war.
  + Eventually, the South got desperate enough to get the African American soldiers involved.
  + African American soldiers on both fronts brought culture with them to the battle grounds.
  + As we continue tomorrow discussing the home front of the war, I will point out similarities between both the culture at home and the one brought to the battle front.

**Assessment:**

* **Question/Vocab Relay**

**Reflection:**

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Lesson Plan Format

Unit Civil War Lesson 5 (2 days: Day 1) Culture and Context of the Civil War

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Civil War Map (3 maps)
* Computer with ActivInspire installed
* Projector and white screen
* PowerPoint-uploaded to class webpage and physical handout for class

**Standards:**

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines) to analyze, and interpret information

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

**Objectives:**

**Students will be able to:**

* Define a historical education.
* Identify specific types of historical questions (context, cause, change).
* Make inferences about how the war affected home life by using context clues.

**Learning Activities:**

* Have handouts at a front desk for the students to pick up as they walk in.
* Begin by handing back the students’ maps they had turned in. Have the students get into heterogeneous groups of 2-3 and compare maps, correcting mistakes they had made. (3 minutes) After the 3 minutes, pull up the correct map on the board so they have a larger visual representation to view of the map.
* Today we are going to go through the context and culture of the Civil War-both citizens not involved and African American and Caucasian troops. Show the second slide of the PowerPoint. Review with the students the importance of historical questions. Review context, cause, and change and sample questions that go along with each. Have 3 different students volunteer to read the question and explain why it relates to that subject of historical question.[formative assessment] (5 minutes)
* Continue to slide 3 and ask the question relating to context (How can knowing context help us in studying history?). (Allow for 3 or 4 students to respond to the question on paper) [formative assessment] Take time on this. It is important for students to understand. (5 minutes).
* Today is going to be a lot of lecture and fewer activities, just to warn you. But I need you to focus because understanding the culture and context at the time of the war is very important.
* We have already established the economies of both the North and South at the time before the war began. Students turn to desk/table buddy. One describes the North and the other the South. (Cold call 2 students-one to describe the North and one the South. They respond to both what the economies were like and how the economies affected the entrance into war for that location). This is important for context of the war. But we also need to understand the soldiers and citizens during the war. (5 minutes)
* What do you think it would be like if the United States split now and entered into a war with each other? I want you to think about who you would be fighting. What do you think about this? (responses could vary-looking for them to think that they could be fighting friends and family. Ask questions to get them to think deeper-How would you feel? Who would you be fighting? Do you know people in the southern United States? How old are those people?) (5 minutes).
* Both white and black troops during this time were fighting. But bigger yet was that they were fighting brother against brother, and in some cases, literally. Look at the maps that you picked up as you walked in. Look at the map key and examine the map. Compare the number of states then to now. At least now if the country split, there would be much less of a chance that you would harm someone from your family. During the Civil War, that was not the case. It was brother fighting brother. That had a major impact on soldiers of the civil. (5 minutes)
* (Go to slide 4 on African American troops-discuss the use of African Americans) What kind of controversy do you think the citizens were worried about? (5 minutes)
* Let’s take a look at the maps you picked up as you walked in the room. I’ll give you a minute or so to look over the maps and take it all in. (1 minute)
* Go to slide 4 and go through the questions as a class [formative assessment]. Note the significant free population. Most think that all African Americans were slaves at the time. (7 minutes)
* To end class, I have a couple critical thinking questions to consider. I will give you the remaining class time to answer them. There are no right or wrong answers, I just want to know how you think. (Have the questions on the last slide of the PowerPoint)

**Assessment:**

* **Multiple formative assessments (Historical questions, African American troop Questions, Map Questions)**
* **Critical thinking questions**

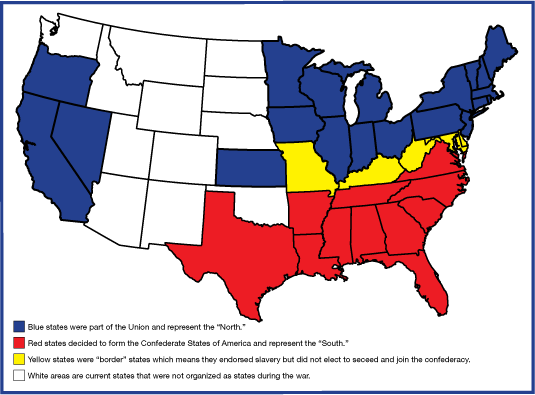
1. **What is an example of a historical question? Explain how it is a historical question.**
2. **How do you think African Americans who were fighting in the war felt about their involvement?**
3. **Are you surprised by the free African American population? Why or why not?**

Resources:

<http://www.civilwar.org/education/teachers/lesson-plans/united-states-colored-troops-lesson-plan/who-were-the-handouts.pdf> --Handouts and Maps and Primary Source

<http://www.civilwar.org/education/teachers/lesson-plans/united-states-colored-troops-lesson-plan/who-were-the-teacher.pdf>

<file:///E:/Senior%20Year/Instructional%20Strategies/Civil%20War%20Unit/Unit%20Civil%20War%20Lesson%205%20Map%20of%20Free%20and%20Slave%20Populations.pdf> -Handouts

**Reflection:**

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Lesson Plan Format

Unit Civil War Lesson 6 (2 days: Day 2) Culture and Context of the Civil War

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Civil War Handouts-Student “Home Front Sheet” and “Situational Experience” sheet (multiple copies of each state)
* Home Front PowerPoint
* Copies of PowerPoint for students
* Computer with PowerPoint installed
* Projector and screen/whiteboard

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions **of key individuals**, key battles, The Emancipation Proclamation).
* 8.1.2 Use various primary and secondary resources (e.g., historical maps, **diaries**, speeches, **pictures**, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and

interpret information.

**Objectives:**

**Students will be able to:**

* list examples of how and discuss why the war affected every citizen’s day-to-day life.
* discuss the impact of the Civil War on families and describe the challenges faced by those on the home front during the Civil War.
* address questions concerning what actions an individual might take in a typical war time scenario.

**Learning Activities:**

* Greeting-Fist-2-5
* Students grab handouts upon entering the room.
* Review the concepts of yesterday. Start with a very brief recap of the importance of context. “We talked about context yesterday. What were some of the reasons we decided it was important.” (3 minutes)
* Recap on the involvement of African Americans in the war. Ask 3 students to share an answer to one of the questions from their critical thinking question sheet. (each student answers a different question) (5 minutes)
* Handout “Home Front Student Sheet.” (Have some with examples for students who may not completely understand the directions) (adaptation/modification). Pair the students in groups of 2 based on opposite gender with the same hair color (heterogenous grouping-mixed perceptions of life on the home front). Remind them that they are a civilian being affected by war. Have them discuss how the war is affecting them with their group partner. Write down three reasons on the sheet (5 minutes).
* Go through the Home Front PowerPoint (10 slides) as a group. Notes on what to say are on each slide. Ask discussion questions throughout the PowerPoint. Have slides printed for students (print some slides with the notes page for students who cannot follow discussion well just aurally-adaptation/modification). (20 minutes). Watch the video link before Tillie Pearce page-https://www.youtube.com/watch?v=ufdcQVVFkbc-Video on how women served during the Civil War.
* Have the students write down some key points of the discussion on home life during the PowerPoint discussion questions (Intrapersonal). They will want to use the PowerPoint and their responses for the next activity.
* Handout directions for the Activity.
* For the remaining part of the hour, there is an activity (Situational Experience Activity-images and descriptions are on the activity sheet.). Number off in groups of 4 for this activity. (Interpersonal) (number them off and try to group heterogeneously). Hand out four different states sheets to each group. The students will be given instruction to note the state they are given and to read the situation present on the sheet. They are to respond to each question relating to their given situation. After responding, the each student in the group shares out loud with the other group members their situation and response. (Give students cues as to when they should be sharing with group members based on the time left in class. Have a timer running on the board.) After sharing, if students struggled with any particular part of their “Experience” the group is to provide guidance and critical thinking questions to help them develop an accurate response. The activity is based on notes from the slide show. It can be used as a form of notes for the students as well as assessment.

**Assessment:**

* **Home Front Student Sheet**
* **Situational Experience Activity-completed sheet and share with group**
* [**file:///E:/Senior%20Year/Instructional%20Strategies/Civil%20War%20Unit/Unit%20Civil%20War%20Lesson%206%20Handouts.pdf**](file:///E:/Senior%20Year/Instructional%20Strategies/Civil%20War%20Unit/Unit%20Civil%20War%20Lesson%206%20Handouts.pdf) **-Handouts**

Resources:

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/the-home-front/>

<http://telegraph.civilwar.org/education/curriculum/Middle/5%20Home%20Front/The%20Home%20Front%20Lesson%20Package_Middle.pdf> Handouts and Materials

\* I will not be using everything from this pdf. Most of what I will be using can be found on the final pages regarding home life in different states. I will also use the format for the “Home Front Student Sheet” for the students to fill in.

Information and ideas for response have been presented in the Home Front PowerPoint.

**Reflection:**

**HANDOUTS:**

**Directions for “Situational Experience Activity.”**

Each of the following pages contains a state and a situation to which each group member will respond.

1. Students are placed in groups of 3–4.
2. Use state page to write notes in response to your given situation.
3. You will share your responses to the questions with your group members.
4. Share your scenario with your group. Share your responses.
5. Ask for feedback from group members. Do they agree with your answers? Would they change anything?

University of Mary Division of Education

Lesson Plan Format

Civil War Unit Lesson 7-Emancipation Proclamation-Lesson specifically targeting differentiated instruction and diverse learners

**Grade Level: 8th Grade**

**Subject(s) Area: Social Studies**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Computer with PowerPoint installed.
* Projector and screen or ActivBoard and Projector.
* Marker board or chalkboard.
* Dry erase markers or chalk.
* 3M Large Notepad paper and markers.
* Paper Handout of the Emancipation Proclamation for each student.
* Paper handout of the primary source journal for each student.
* PowerPoint uploaded to class webpage before class.
* Colored Popsicle sticks.

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information

Literacy Standard: Key Ideas and Details

* RH.2 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.

Literacy Standard: Craft and Structure

* RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Objectives:**

**Students will be able to:**

* explain the effects of the Emancipation Proclamation.
* recognize the similarities between the Emancipation Proclamation’s changes and other slave experiences.
* critique the effects of the Emancipation Proclamation.

**Learning Activities:**

* (On the board, the following must be written: “Each group needs to designate one gatherer, one writer, and one spokesperson. If you have more than 3 people in your group, the remaining members will help with ideas. Gatherer-gets big notepad of paper and marker. Writer-writes the amendment on the paper, explaining it and who’s excluded. Spokesperson-shares the amendment with the class.)
* Beginning greeting.
* Your task to start the class is this: Write a short Amendment to the Constitution. BUT this Amendment must exclude a group of people or group of things that would normally be included, but you decided not to include them because you are the law writer, and you can do that. Once you have your stick, find the other group members with the same stick and look at the board for further instructions, and you may get started. You will present this new amendment in 4 minutes. (There should be about 6 groups ranging from 3-4 in each group. Make sure there is at least one boy in each group or one girl. Want them grouped heterogeneously.)
* (Give the class the 4 minutes you said you would give them, not less.)
* (After the 4 minutes have elapsed, start having each group share starting with the pink group and picking a different color as you go along. **Be sure to ask them who is excluded and why the group decided on that Amendment and to exclude that group or item. Get them to think beyond the Amendment. [Higher order])**
* After each group shares, continue teaching saying, “How does this activity relate to what we have been studying regarding the Civil War?” (Allow 7 seconds for the students to respond before you rephrase the question or ask it again. You should get answers along the lines of: slaves were not treated justly, every man was a citizen and could own land EXCEPT slaves, Slaves only counted as 3/5 of a person in population counts, Slaves could not vote, Slaves were not free, Slaves were deliberately excluded from new colony laws.)
* “This activity also relates to today’s topic on the Civil War-the Emancipation Proclamation. The Battle of Antietam was a major battle in the Civil War mostly because of how its outcome affected the Abraham Lincoln. In the final attack made by the Union, they pushed the Confederate Army over a bridge at Antietam Creek. They continued pushing, and although the end of the battle (the bloodiest single day battle in American military history) ended in a draw, Abraham Lincoln used the Confederate retreat as a motive for issuing the Emancipation Proclamation.
* Let’s take a look at the actual document that you picked up as you walked in. At first glance, as you look it over, what do you notice? (Pause for 1 minute as they look it over.) Could I get a couple people to share their thoughts? (Pick a couple students who raise their hands to share things. If they do not mention that it sounds repetitive or that it is fairly short, be sure to point those things out in addition to whatever they say. Be sure to recognize each student’s input as valid and important saying things such as, “I had never thought about it in that way,” or “Thank you for sharing.”
* Continue on with a slide show that explains the Emancipation Proclamation. On the 2nd slide there are two lists labeled “DID” and “DID NOT.” This gives the students a clear understanding of what the Emancipation Proclamation did do while debunking some of the stereotypes, clearly marking what it did not do. “The Emancipation Proclamation **did not** make slavery illegal. It **did not** free all slaves. It **did not** declare war (it did create a greater divide, however. Some think Lincoln did this on purpose). It did not change the view of slaves in the south. It **did**, however, change the status of slaves is designated areas of the south from “slave” or “free” persons. It **did** help promote change for slaves. It **did** allow for freed persons to take positions in certain US armed services. It **did** have many critics.”

* “Table talk now: Why do you think the Emancipation Proclamation had many critics? Of what in the text did people from the North and the South have to be critical?”
* “Let’s take a look at the other handout I gave you. This is a personal document written by President Jefferson Davis. I know we have already heard his name, but who is Jefferson Davis, again? Who is he president over? (wait for response) Please take a moment to read this short excerpt to yourself.”
* “After reading this excerpt, I want a few students to come forward and highlight/underline lines of critique.” (pick 3 students) After several students share, put up the slide highlighting some of the critiques. (The PowerPoint for today’s lesson is available on the class webpage, which the students know)
* Have a blank slide just like the “DID” and “DID NOT” slide, but not completed. Have students volunteer to fill in the blank bullets by writing either on the ActivBoard or the marker board, depending on what is used. Once a student writes a bullet, ask for class feedback. “Class, what do you think? Did he/she put it under the correct column? Thumbs up or down.”
* Summary of Lesson (Begin with about 3 minutes left in the class): “Ending today’s lesson, we noticed a couple things about the Emancipation Proclamation that are troublesome. First: it did not end slavery in the United States and it had many critiques which we analyzed. So, as you leave today, I want you to be thinking for tomorrow about what needed to be added or changed in the document to make it better. This will help us transition into the Civil War. Any questions before the bell rings? (pause for questions) Have a splendid rest of your day!” (Students gather their things. Stand by the door as the students leave. Offer high fives or side hugs or whatever the individual is comfortable with as they exit.)

**\*Adaptations for Diverse Learners:**

- Handouts and PowerPoint: Visual learners.

- Handouts: Learn by Reading

- Groups Activities: Active/Kinesthetic Learners

- Aural Presentations of Amendments: Aural Learners

- Highlighted Information on Handouts: Helps learners who may have ADHD, autism, or are dyslexic to help zero in on the important information, giving them a more specific lens.

**References:**

[http://www.brooklynhistory.org/blog/2014/01/07/the-emancipation-proclamation jefferson-davis-responds/](http://www.brooklynhistory.org/blog/2014/01/07/the-emancipation-proclamation%20jefferson-davis-responds/)

<https://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html>

<http://www.historynet.com/emancipation-proclamation>

<http://www.civilwar.org/battlefields/antietam.html>

<http://www.brooklynhistory.org/blog/2014/01/07/the-emancipation-proclamation-jefferson-davis-responds/>

**Assessment:**

* Take Home Quiz

**HANDOUTS and TAKE-HOME QUIZ:**

Letter from Jefferson Davis:

“We may well leave it to the instincts of that common humanity which a beneficent Creator has implanted in the breasts of our fellow-men of all countries to pass judgment on a measure by which several millions of human beings of an inferior race, peaceful and contented laborers in their sphere, are doomed to extermination, while at the same time they are encouraged to a general assassination of their masters by the insidious recommendation ‘to abstain from violence unless in necessary self-defense.’ Our own detestation of those who have attempted by the most excrable measure recorded in the history of guilty man is tempered by a profound contempt for the impotent rage which it discloses.  …” <http://www.brooklynhistory.org/blog/2014/01/07/the-emancipation-proclamation-jefferson-davis-responds/>

|  |
| --- |
| **The Emancipation Proclamation** **January 1, 1863**  **A Transcription**  By the President of the United States of America:  A Proclamation.  Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:  "That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.  "That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."  Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:  Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[)], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.  And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.  And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.  And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.  And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military  necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.  In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.  Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.  By the President: ABRAHAM LINCOLN  WILLIAM H. SEWARD, Secretary of State.  **Directions for analyzing Emancipation and Jefferson Davis’s Letter (3 minutes each document):**  Read and review each document at the proper time Mrs. Berger indicates during class. When reading, annotate the documents. Highlight, circle, or underline key passages, words, or phrases. Write notes on the side to indicate how certain speaking patterns elude to events, people, or places. Write your personal reaction to the documents at the bottom of each sheet.  **Helpful Tools for Analysis:**  Ask yourself the following questions:  Who is speaking?  Why is this document important to this person?  How much of this document is intentionally directed toward another group?  At what point during the war was this written? How could this effect the way the document is written?  What did this word or phrase mean at the time?-Write the difference in definition on the side.  Draw pictures by key people, places, events, words to help you make sense of document lines.  Write your personal reaction to the documents. How would you have felt at the time? How does it make you feel now? |

New Heights: The Emancipation Proclamation

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: | Mrs. Berger | Name: |  |
| Class: | US History II | Date: |  |

Instructions

Answer the following questions by circling the letter and writing the letter to the correct answer in the blank provided. Choose the letter that best answers the question. There is only **one** correct answer to each question.

Part I: Activities and Sources

|  |  |  |
| --- | --- | --- |
| 1) |  | Your Amendment was to exclude a certain group or item, relating to |
|  | a. | How the Emancipation Proclamation excluded groups like other slave laws had. |
|  | b. | Discrimination as a global problem. |
|  | c. | How the Emancipation Proclamation identified with the common person’s belief of slavery. |

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| 2) |  | Jefferson Davis, President of the Confederacy, wrote a personal letter to his son regarding the Emancipation Proclamation. From this letter, we can conclude that |
|  | a. | Jefferson Davis disagreed with President Lincoln on domestic (at home/U.S.) matters. |
|  | b. | Not everyone supported the Emancipation Proclamation. |
|  | c. | The Emancipation Proclamation was accepted overall by people in the Confederacy. |

Part II: The Emancipation Proclamation-The Document

|  |  |  |
| --- | --- | --- |
| 1) |  | The Emancipation Proclamation was written |
|  | a. | During the War. |
|  | b. | After the War. |
|  | c. | Before the War. |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 2) |  | At face value (as it appears), the Emancipation Proclamation was good because it |
|  | a. | Defined war among regions as unlawful. |
|  | b. | Made slavery illegal in the United States. |
|  | c. | Changed the slave status for slaves in certain areas of the south. |
|  | d. | Gave slaves the freedom to vote. |

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| --- | --- | --- |
| 3) |  | The Emancipation Proclamation |
|  | a. | Made slavery illegal in the United States. |
|  | b. | Named Jefferson Davis the president of the Confederacy. |
|  | c. | Declared a civil war. |
|  | d. | Allowed freed persons to take positions in the armed services. |
| 4) |  |  |
|  | a. | Slave Rebellion.  **Many were critical of the Emancipation Proclamation because they foresaw it leading to** |
|  | b. | A world conflict. |
|  | c. | A declaration of war. |
|  | d. | Both A and C |

|  |  |  |
| --- | --- | --- |
| 5) |  | The Emancipation Proclamation contributed to the beginning of the Civil War because |
|  | a. | It issued the war. |
|  | b. | It caused more controversy about slavery among Northerners and Southerners. |
|  | c. | It helped promote change for slaves. |
|  | d. | Both B and C. |
|  | e. | All of the above. |

|  |  |  |
| --- | --- | --- |
| 6) |  | Jefferson Davis was a critic of the Emancipation Proclamation. One reason for this may have been that he was |
|  | a. | Common enemy of the government. |
|  | b. | In favor of slavery. |
|  | c. | A democrat. |
|  | d. | A republican. |
|  |  |  |

Part III: Short Answer Questions:

Please respond to the following questions as clearly and concisely as possible. Your answer need not exceed 3 sentences each question. Answer in complete sentences, unless the question states otherwise.

1. At the beginning of this lesson, I asked you to create an amendment to the Constitution. In 2-3 sentences, explain the guidelines in creating the amendment and how it related to the Emancipation Proclamation and other slave laws.
2. List 3 things that the Emancipation Proclamation did complete and 3 things that it did not. This answer does not need to be in complete sentences.

DID DID NOT

Part IV: Matching

Instructions:

Column A describes important features and events relating to the Emancipation Proclamation. Column B lists the people, places, and events. Match the letter in Column B to the corresponding statement in Column A by writing the letter in the blank behind each statement. There is only one correct answer to each question. Each letter will only be used once but not every letter will be used.

**Column A**

1. Did not occur because of the Emancipation Proclamation \_\_\_\_\_
2. The Proclamation could have contributed to \_\_\_\_\_
3. Jefferson Davis was President here \_\_\_\_\_
4. Describes Lincoln’s motives for writing the Proclamation \_\_\_\_\_
5. People affected because of the Emancipation Proclamation \_\_\_\_\_

**Column B**

1. Confederacy
2. Southern Slaves
3. Critics
4. Abraham Lincoln
5. Unclear
6. Jefferson Davis
7. Slaves and Free persons
8. Northern Slaves
9. The Civil War
10. Brought awareness to slave problems
11. Declare war
12. Certain

Part V: True and False

Read each question carefully. Then write T (true) or F (false) on the line next to the question. Correct the false questions by underlining the word(s) that make it false and replace or add words below the statement to make the statement true.

1. The Emancipation Proclamation freed slaves in the North.
2. Abraham Lincoln’s motives for writing the Emancipation Proclamation are uncertain.
3. Critics argued that the Emancipation Proclamation would give slaves too much freedom and cause rebellion.
4. Jefferson Davis’s critique is significant because he was the President of the Confederacy.
5. Critics argued that the Emancipation Proclamation would make the situation with the slaves worse.

Part VI: Essay

Instructions: Please respond to the following question, writing in complete sentences, in a minimum of 3 paragraphs (at least 3 sentences each) (Introduction/Body/Conclusion). Cite specific resources we used in class in your answer in order to receive full credit. Spelling and grammar count in your score. You can finish the essay on the back of this sheet if you need more room. (15 pts)

President Abraham Lincoln wrote and issued the Emancipation Proclamation. From reading the Emancipation Proclamation and Jefferson Davis’s critiques, what do we know about Lincoln’s motives for issuing the Emancipation Proclamation? Does Davis believe Lincoln’s motives were to protect the slaves? Do you think his motives are genuine to the cause of protecting the slaves? Explain your opinion relating it to Lincoln’s possible ulterior motives.

University of Mary Division of Education

Lesson Plan Format

The Anaconda Plan, Battle of Vicksburg, and Battle at Gettysburg and the Gettysburg Address: Civil War Unit Lessons 8,9, & 10

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Computer with PowerPoint
* Skeleton Notes Handouts
* Projector and Screen
* Copies of Anaconda Plan for students without home computers

**Standards:**

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines) to analyze, and interpret information

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

**Objectives:**

**Students will be able to:**

* demonstrate understanding of the Anaconda Plan by drawing a map of the strategy.
* summarize the strategic display and importance of the Anaconda Plan by writing a reflection.

**Learning Activities:**

* Begin with normal class beginning; 1-2-3 Claps and Fist-2-Five
* Watch video on the Anaconda Plan-https://www.youtube.com/watch?v=gF7qzQ4Vx0A – 1:34
* Developed by Winfield Scott.
* The goal was to defeat the rebellion by blockading southern ports and controlling the Mississippi river. This would cut off and isolate the south from the outside world. It would prevent the south from sending and receiving food and supplies that could aid in the war.
* After reading what the goals were of this strategy, can someone hypothesize why he/she thinks it was called the “Anaconda Plan?” Table talk for 25 seconds about why you think it was given that name. Share out with a group in close proximity (clarify word choice if students are confused) once you have agreed on a reason as a group.
* Was given the name “Anaconda Plan” not because Winfield Scott wanted to, but because the approach seemed like a constriction similar to that of an Anaconda snake.
* George McClellan was a commanding officer of Union forces who did neither support or condemn Scott’s plan. However, he did not agree with it more than support. In their communications with one another, McClellan remarks that the way to win the South is not in blockading ports but in ravaging Richmond, a key city of the war.
  + Keep this point in mind as we continue and look at the arguments for and against the plan
* Still, though, the Anaconda Plan was not completely agreed upon, but tactics devised within it were used in the succession of the war.
* Arguments for and against the Anaconda Plan;
  + For: fewer deaths would have occurred because they would have stopped it at the source
  + Against: blockading would not win the war but would just place a Band-Aid over the problem.
* Looking back at McClellan’s idea instead of the Anaconda Plan, why do you think some still thought the Anaconda Plan was better? Why did some think the Anaconda Plan was still a bad idea? (put the arguments and the point of George McClellan on one slide so students can see them side by side and compare)
* The objectives of the Plan: (First Ask-From the video, what could you infer were some objectives of the plan?)
  + The first objective was to set up a naval blockade of the Atlantic and Gulf of Mexico ports that were controlled by the Confederacy. GOAL-block trade
  + The second objective of the plan was to transport roughly 60,000 Union troops in 40 steam transports escorted by upwards of 20 steam gunboats down the Mississippi river. GOAL- capture and take control of forts and towns along the way.
* Present homework assignment and allow them time to begin working on the map. Have handouts of the anaconda plan so students without computers can take it home as a guide for his/her map

**Assessment:**

* Homework:
  + Students will draw and label a map of the United States with the Anaconda Strategy marked. Students will label key passageways on the map. Students will also write a reflection explaining the Anaconda Plan, its importance in the war, and its objectives as an entrance slip for tomorrow.

Resources:

<https://www.loc.gov/resource/g3701s.cw0011000/> Image of Anaconda Map

**Reflection:**

Civil War Unit Lesson 8

1. This new strategic plan was created by \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.
2. The creator had a specific goal in mind after implementing this plan. In order to defeat the rebellion, they would need to \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ the Missouri River. This would cut off and isolate the \_\_\_\_\_\_\_\_\_\_ from the outside world. It would prevent the south from sending and receiving \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ that could aid in the war.
3. It was given the name “\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_” not because the approach behaved like a \_\_\_\_\_\_\_\_\_\_\_\_ similar to that of an Anaconda snake.
4. \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ was a commanding officer of \_\_\_\_\_\_\_\_\_\_ forces who did neither support nor condemn Scott’s plan. He believed a better idea, however, would be to ravage \_\_\_\_\_\_\_\_\_\_\_\_\_, a key city of the war.
5. Still, though the Anaconda Plan was not completely agreed upon, \_\_\_\_\_\_\_\_\_\_devised within it were used in the succession of the war.
6. Arguments for and against the Anaconda Plan:
   * For: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ would have occurred because they would have stopped activity at the source.
   * Against: blockading would not win the war but would just place a \_\_\_\_\_\_-\_\_\_\_\_\_\_ over the problem.
7. The objectives of the Plan:
   1. The first objective was to set up a \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ of the Atlantic and Gulf of Mexico ports that were controlled by the Confederacy. GOAL-\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
   2. The second objective of the plan was to \_\_\_\_\_\_\_\_\_\_\_\_ roughly 60,000 Union troops in 40 steam transports escorted by upwards of 20 steam gunboats down the \_\_\_\_\_\_\_\_\_\_\_ river. GOAL- capture and take control of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ along the way.

University of Mary Division of Education

Lesson Plan Format

The Anaconda Plan, Battle of Vicksburg, and Battle at Gettysburg and the Gettysburg Address: Lessons 8,9, & 10

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Whip Around Questions
* Directions handout
* Personal Computers for each group of students
* Access to the Internet and website link below
* Checklist for completion and correctness on group activity

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation).

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines) to analyze, and interpret information.

**Objectives:**

**Students will be able to:**

* use technology to explain the importance of seizing Vicksburg, the campaign, and the result of the battle.
* work collaboratively to develop a summary of the seizing of Vicksburg, the campaign, and result of the battle.
* describe the relevance of the Battle at Vicksburg to today.

**Learning Activities:**

* Start class with a fist to 5 on whether the Anaconda plan would have been a good idea had the Union decided to use it.
* Review the Anaconda Plan and key individuals from yesterday.
* As Review, do a whip around. Ask different questions based on the past few lessons regarding the Anaconda Plan. Do not spend too much time on this in order to provide ample time for the big activity.
* Have printed directions for the group activity.
* Students will be grouped heterogeneously in groups of 3. The groups can have fewer but not more, otherwise someone is likely to not participate.
* Group designates a leader to get the directions from me

**Assessment:**

* In groups of 3, using the following sites <http://www.civilwar.org/photos/galleries/vicksburg/vicksburg.html> <http://www.civilwar.org/battlefields/vicksburg.html>students will read and view images explaining the campaign and Battle at Vicksburg, and the students will watch sections of an animation explaining the war. The video is approximately 20 minutes long. They do not have to watch it in its entirety, but enough to help them finish the assignment. After viewing the gallery, each group will collaborate and develop a summary explaining the importance of seizing Vicksburg, the campaign, and the result of the battle. They will also explain how the result of the battle affected both the Confederate and Union armies. (As a group-only need one document handed in for the group-typed or handwritten).
* Finally, each member within the group will insinuate, on his/her own, how this is relevant today. (Alone)

Checklist for Group Activity to be Handed to Students:

Summary **Accurately** Explains:

Seizing Vicksburg \_\_\_\_\_\_

The Campaign \_\_\_\_\_\_

The Result of the Battle \_\_\_\_\_\_

Accurately Explain the Battle’s Effects on Confederate and Union Forces \_\_\_\_\_\_

Resources:

<http://www.civilwar.org/battlefields/vicksburg.html>

<http://www.civilwar.org/photos/galleries/vicksburg/vicksburg.html>

**Reflection:**

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Lesson Plan Format

The Anaconda Plan, Battle of Vicksburg, and Battle at Gettysburg and the Gettysburg Address: Lessons 8,9, & 10 (3 Days including work day for assignment)

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Student copies of the Gettysburg Address.
* Projector and screen
* Computer with PowerPoint installed
* Internet access
* “The Great Task” video link and availability

**Standards:**

Standard 1: Students apply Social Studies skills and resources.

* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information

Standard 2: Students understand important historical events.

* 8.2.7: Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

Literacy Standard: Key Ideas and Details

* RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
* RH.2 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.

**Objectives:**

**Students will be able to:**

* list at least two events that led up to Lincoln’s Gettysburg Address.
* construct and present an argument describing why Lincoln gave The Gettysburg Address.
* summarize portions of the Gettysburg Address in their own words or present an overall summary of the document.
* discuss why they believe the Gettysburg Address is still relevant in today’s society

**Learning Activities:**

* Gettysburg Battle was a crucial battle and reason for address-Union victory put the Confederacy on defensive and General Robert E. Lee became less ambitious. Lee would never recover after this battle.
* First day of battle seemed like confederate victory-both sides suffered devastating losses but Unions were more significant.
* Day 2 and 3 Union begins to pull ahead. General Lee gets too ambitious.
* Day 3 Confederate forces tried to penetrate center of Union brigade. Ended in a failed attempt because only 1 Confederate brigade temporarily reached the top of Cemetery Ridge where the Union was. Lee had no choice but to retreat.
* Hand out copy of the Gettysburg Address
* Go through the Lesson 9 PowerPoint
* During the discussion of the language used in the Address have students highlight important words or phrases in their copy of The Gettysburg Address. (annotate).
* Watch “The Great Task” video—link below. (will help both visual and aural learners better understand the address. Have them continue annotating during the video)
* At that time, many white slave owners had declared themselves to be “true” Americans, pointing to the fact that the Constitution did not prohibit slavery; according to Lincoln, the nation formed in 1776 was “dedicated to the proposition that all men are created equal.”
* Lincoln’s historic address redefined the Civil War as a struggle not just for the Union, but also for the principle of human equality.

**Assessment:**

* Assignment “How is the Gettysburg Address Still Relevant today?”
  + Students individually present using technology (PowerPoint, Prezi, Video Recording of themselves) summarizing the main points of Lincoln’s Address and his purpose in writing it. By using this information and outside sources, the students explain its relevance to at least 2 topics today.
    - Students must also address culture, Northern and Southern economies at the time, and the use of 1 primary and 1 secondary source to support their evidence.
  + See Attached Rubric

Resources:

<http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/the-gettysburg-address-lesson.html#anticipatoryhook> –The Great Task Video

<http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/gettysburg-address-outline.pdf> - Timeline of Events Notes

<http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/gettysburg-address-lesson.pdf> - Sample Lesson Plan

<http://www.history.com/topics/american-civil-war/gettysburg-address>

<https://memory.loc.gov/ammem/today/jul03.html> (Really good/accurate resource)

**Reflection:**

**Lessons 11 and 12:**

Work day and Presentation of project (Rubric attached in portfolio)