**COURSE TITLE: History**

GRADE LEVEL: Fourth

UNIT: Civil War

**Abstract:** For this unit, students will be learning about the Civil War. They will ultimately be engaging in a Civil War game as an assessment for the lesson. Before the game, however, the students will learn about the causes of the war, the main battles within the Civil War, Abraham Lincoln’s influence in that time, and the rebuilding process after the war ended. The students will also be constructing a time line for this period in history.

**Focus Questions:**

Why did the Civil War occur?

Who was Abraham Lincoln?

What were the battles of the Civil War?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| SS.4.1.7 2007The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.SS.4.1.8 2007The Civil War Era and Later Development: 1850 to 1900. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War. | The students will create a timeline depicting the battles of the Civil War.The students will answer questions regarding the Civil War, including battles, Abraham Lincoln, and causes of the Civil War. | NorthSouthWarLincoln |

**Instructional Resources:**

Indiana Memory:

* (Letter from Oliver Morton to Abraham Lincoln) <https://digital.library.in.gov/Record/IHS_dc008-617>
* (Lincoln Raising the Flag) <https://digital.library.in.gov/Record/IHS_dc008-257>
* (Civil War Veterans) <https://digital.library.in.gov/Record/WV3_scc-388>
* (Powder Horn) <https://digital.library.in.gov/Record/WV3_scc-371>

http://www.google.com/imgres?um=1&hl=en&sa=N&authuser=0&biw=1185&bih=606&tbm=isch&tbnid=yEPegaFjUnjk2M:&imgrefurl=http://www.one-eternal-day.com/2011\_01\_01\_archive.html&docid=DzCCW7HPZmRbwM&imgurl=http://4.bp.blogspot.com/\_F2xmLAzQ8Ho/TSyl9VXImeI/AAAAAAAAFfk/c3-kEQ7AFv0/s1600/Civil-War.jpg&w=600&h=410&ei=tECXT9jTLLSN6QHCgIXEDg&zoom=1&iact=hc&vpx=773&vpy=147&dur=1876&hovh=185&hovw=272&tx=116&ty=69&sig=107872239387617374644&page=2&tbnh=127&tbnw=163&start=21&ndsp=24&ved=1t:429,r:10,s:21,i:207

http://blueandgraytrail.com/event/Important\_Battles\_of\_the\_Civil\_War1

**Teacher Made Materials:**

**Catalog of Lessons:**

**Lesson 1: Civil War Anticipation – Picture Analysis**

To activate student’s prior knowledge of the Civil War, we will be showing the students a painting that is depicting a battle from the Civil War. The students will make observations to the picture as we ask the students questions such as “What is this flag?” “Who were these people?” “What were they fighting for?”

http://www.mce.k12tn.net/civil\_war/

**Lesson 2: Abraham Lincoln**

First to start the lesson plan, we want the students to activate prior knowledge by showing the students a picture of Abraham Lincoln. Do not tell the students who the picture is, but ask if they know whom the picture is of? What number of president was he? What is he most known for during his time of presidency?

After the students are finished discussing the picture, they will then be taking notes over a PowerPoint presentation about Abraham Lincoln. They will be learning about when Abraham Lincoln became president and the events that happened during the time that he was president. They will also be learning about the early life of Abraham Lincoln, and humanize him for students to make connections to today. The PowerPoint will also include good and poor decisions Abraham Lincoln made, we want the students to understand the Abraham Lincoln was a good man, but was not without flaws. Students will need to keep notes to study for the assessment game.

**Lesson 3: Causes of the Civil War**

There are 9 main events that led to the Civil War. Students will be put into groups of 9 and given a main event. The students will then get a chance to research about their event and how that could of helped cause the Civil War.

The main events the students will be getting are:

• The Mexican War Ended – 1848

• Fugitive Slave Act – 1850

• *Uncle Tom's Cabin* Was Released

• Bleeding Kansas shocked Northerners

• Charles Sumner is attacked by Preston on the Floor of the Senate

• Dred Scott Decision

• Lecompton Constitution Rejected

• John Brown Raided Harper's Ferry

• Abraham Lincoln Was Elected President

After the students have gotten their event, they will be given time to get on the computer and research their event. The students will gather up information about their events and then present to the entire class. The students will need to make sure they hit on points about why they believe their event helped lead to the civil war.

**Lesson 4: Famous Battles of the Civil War – Timeline**

There were eight important battles of the Civil War. We will go over each battle in order, discuss why it is important, deaths, and which side won. We will also find survivors’ letters after the battles so the students can understand the time period and the differences from war today and war during the 1800s. The students will then have to put the battles in order themselves on a timeline and research any important information. They will be assessed on this task.

* **First Bull Run (First Manassas)**
* First significant action of The American Civil War, Bull Run shocked the North into the realization that it would not be a three-month war. The battle falsely buoyed the South's hopes of negotiating an end to the war.
* **Shiloh (Pittsburg Landing) April 6, 1862 - April 7, 1862**
* At the time, Shiloh was both the bloodiest single day and bloodiest two-day battle in American history. It served as America's introduction to the "total warfare" of the rest of the Civil War. Until Ulysses S. Grant's advance down the Tennessee River, engagements in the Civil War had been relatively small. The engagement also saw the death of Sidney Albert Johnston, on whom Jefferson Davis had pinned his hopes in the West.
* **Antietam September 17, 1862**
* Bloodiest day of the Civil War, this battle gave Abraham Lincoln the perceived victory he desired to release the Emancipation Proclamation. The costly battle also ended Robert E. Lee's advance into Maryland.
* **Vicksburg (surrendered July 4, 1863)**
* Lincoln realized early in the war that control of the Mississippi was a major goal of the Western forces. Ulysses S. Grant delivered the city when the Army of Mississippi surrendered after a prolonged siege. In response Lincoln proclaimed "I have found the man who can win this war."
* **Seven Days Retreat June 25, 1862 to July 1, 1862**
* With the success of George McClellan's Peninsula Campaign, Lincoln and Edwin Stanton agreed on closing the recruitment offices in the north. Then Lee replaced Joe Johnston as commander of the Army of Northern Virginia and aggressively pursued the Army of the Potomac as it retreated down Virginia's Lower Peninsula. Lincoln and Stanton had to admit they were wrong and re-open the offices.
* **Gettysburg July 1, 1863 to July 3, 1863**
* George Meade won the largest and most costly battle in American history fought on the farms and hillsides of southern Pennsylvania. The Union victory ended Lee's belief that a single massive victory would defeat the Army of the Potomac.
* **Chattanooga November 23, 1863 to November 25, 1863**
* Following the worst defeat of any United States army at Chickamauga Lincoln dispatched three of his best generals (Grant, William Tecumseh Sherman, and Joseph Hooker) to Chattanooga. Six weeks later Grant broke out of the city, drove the Confederate Army into Georgia, and began preparing for the spring campaigns.
* **Fort Sumter April 12, 1861 to April 13, 1861**
* First action between United States and Confederate forces, this artillery duel resulted in the surrender of the bastion of Fort Sumter in Charleston Harbor but no casualties. It served as an indication that the South was willing to fight for federal property it considered to be its own following secession.

**Lesson 5: Rebuilding After the War**

There were a lot of changes once the Civil War was over. There were four things that Lincoln asked of the southerners in order to rejoin the Union: to free the slaves, Confederate government disband, no former leaders of the Confederate or high ranking officers could be a part of the new government, and for new state governments for each Southern state be formed. Five days later, Lincoln was assassinated. The fourteenth and fifteenth amendments were also constructed, which gave all blacks citizenship of the United States and the ability to vote. Then, the class will discuss what it may have been like for the slaves to adjust to their newly-found free life. The students will then draw a political cartoon depicting a freed slave.

**Assessments:**

**Assessment 1:**

Abstract: The students will play a card game which has questions, answers, and debates on the cards.

Prompt: The students will work as a class to answer the questions. In order to play the game, the students will need to sit in a circle and will need the game cards.

Directions:

1. Place all the desks in a circle.
2. Evenly pass out the answer cards.
3. One by one, in a clockwise fashion, the students will kick out a card from the description pile and read it aloud. If the student draws a debate card, he will read it aloud and state his opinion.
4. The student with the correct answer card will say “I have \_\_\_\_\_.” If a debate card is pulled, other students will also state their opinion.
5. Repeat steps 3 and 4 until there are no more description cards.
6. When students pick a discussion card there will be discussions on how we view War today compared to how War was viewed during the time of the Civil War. The students will be finding out War today is not found in the country today. For example we want the students to make connections to war as in who was allowed in the military, where the fighting took place, who was fighting against each other, and the rules of war that do not apply today.
7. Students can also draw a discussion card that asks the students to name positives and negatives of the Civil War.

Procedure:

Have all the desks placed in a circle. Have two separate piles: One for the answers and one for the descriptions. Make sure both piles are shuffled well. Pass out the answer cards evenly passed out to the students and explain the game. The teacher will go to the student’s desk and have the first student draw a description card. The student will read the card out loud. The students who have the answer will state the answer out loud and will retrieve the description card. If the student draws a debate card, the teacher will read it out loud and state his or her opinion on the topic. Other students will then have to state their own opinions and feed off each other. This process will continue until all the cards are complete. This game will be displayed at the local library for students to use to gain knowledge and as a studying tool.

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| **Category** | 1 | 2 | 3 | 4 |
| Answer Cards | Students did not answer any questions correctly. | Student answered one question correctly. | Student answered two questions correctly. | Student answered three or more questions correctly. |
| Debates | Student did not participate in debate. | Student participated in debate, but did not provide any information relevant to the topic. | Student participated in debate, and provided basic information relevant to the topic. | Student participated in debate, and provided proficientinformation relevant to the topic. |
| Total |  |  |  |  |

**Assessment 2:**

Abstract: The students will be assessed based on the timeline that they will be making which will contain the 8 major battles fought during the Civil War. They will be assessed using a rubric that will check to see if they have correct information to support the battles as well as if the timeline is neatly put together.

Prompt: The students will work independently and use a computer with Internet to complete the assessment. They will also need a poster board as well as markers and any other craft supplies they need to complete the timeline.

Directions:

1. Research the 8 major battles given in lesson plan 4.

2. Make a timeline in chronological order for the battles and the information that supports the battle itself. (Dates, who won, who was involved, where it was, and why it was so important)

3. Students will also write 2 pros and 2 cons about the battles during Civil war on the back of the page.

4. Use two or more sources for the information.

Procedures: Explain to the students that they will be making a timeline about 8 major battles fought during the Civil War. Students will also be writing on the back of the Timeline, their opinion on the difference between the attitudes and interest of Americans today and back then on war. The students need to understand the importance of how life was also like during these battles. Go on to tell them that they will be using the Internet to find at least two sources to gain the knowledge about each battle and the information that will support each battle. The students will present the information that they gather about each battle on a poster board. They may present and decorate the poster any way that they want, but it needs to be chronological and nicely laid out. Students will be posting their poster boards in the local historical museum. If the town does not have a historical museum, they can also be on display in the library near the historical documents section.

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| **Category** | 1 | 2 | 3 | 4 |
| Timeline | Students marked 0-2 of the battles from lesson 4. | Students marked 3-5 of the battles from lesson 4. | Students marked 6-7 of the battles from lesson 4. | Students marked all 8 of the battles from lesson 4. |
| Research | Students did not use any types of sources for this project  | Students will show one type of sources they used for this project | Students will show two types of sources they used for this project | Students will show three types of sources they used for this project |
| Pictures | Students have 0-1 pictures on their timeline | Students have 2-3 pictures on their timeline | Students have 4-5 pictures on their timeline | Students have 6 pictures on their timeline |
| Total |  |  |  |  |