UNIT # 3— “The Civil War: A Nation Divided”

Elaborated Unit Focus
In this unit, student will learn and understand the causes and events of the Civil War. Students will use the theme of beliefs and ideals to understand the issues surrounding slavery and states’ rights. By learning about individuals, groups, and institutions, students will understand the roles of key leaders in the Civil War. Finally, students will understand how location affected some of the major battles of the war. To put this all together, students will discuss how conflict and change affected the United States during and following the Civil War.

Standards/Elements
SS5H1 The student will explain the causes, major events, and consequences of the Civil War.
   a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.
   b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
   c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
   e. Describe the effects of war on the North and South.

SS5G1 The student will locate important places in the United States.
   b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5E2 The student will describe the functions of four major sectors in the U. S. economy.
   c. Describe the government function in taxation and providing certain goods and services.

Enduring Understandings/Essential Questions
Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.
   • How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
   • How do the beliefs of the North compare to the beliefs of the South?
   • How did John Brown’s beliefs and ideals influence his actions?
   • Why did the beliefs of states’ rights cause conflict between the North and South?
   • Why did slavery increase tension between the North and South?
Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.
- How does conflict lead to change within societies?
- How did conflict between the North and South create change?
- Why was the Atlanta Campaign and Sherman’s March to the Sea important to the North’s plan to win the Civil War?
- How did the attack at Fort Sumter create conflict between the North and South?
- How did Sherman’s March to the Sea change the South’s plan?
- How did the conflict at Appomattox Court House change the course of the war?
- Why was the Battle of Gettysburg a turning point in the conflict?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.
- How do the actions of individuals, groups, and/or institutions affect society?
- How did the actions of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson affect society through intended and unintended consequences?
- How did the actions and views of the North and South create intended and unintended consequences?

Location: The student will understand that location affects a society’s economy, culture, and development.

K-5 EU: The student will understand that where people live matters.
- How does location affect society’s economy, culture, and development?
- Why was the location of Gettysburg important in the Civil War?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

<table>
<thead>
<tr>
<th>Balanced Assessment Plan</th>
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</thead>
<tbody>
<tr>
<td>Description of Assessment</td>
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<tr>
<td>Students will read biographies of Harriet Beecher Stowe and John Brown. Students will portray their characters in a one-person-play. The play will portray the events of Harper’s Ferry Raid (John Brown) and Uncle Tom’s Cabin. The students will relate each event to a cause or a consequence of the Civil War.</td>
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</tbody>
</table>
**Modifications:**
- Provide access to information sources in a variety of reading levels
- Provide a template with prompts for including critical information in the script (see attachment 1)
- Allow students to dictate text for the script
- Allow students to pre-record their lines for the play or use cue cards
- Have students practice their plays in front of small groups before presenting to the whole class

<table>
<thead>
<tr>
<th>Modifications:</th>
<th>SS5H1e</th>
<th>Dialogue and discussion.</th>
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<tbody>
<tr>
<td></td>
<td>SS5H1G1b</td>
<td>Constructed response.</td>
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<td></td>
<td>ELA5R1</td>
<td>Observation.</td>
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<td></td>
<td>ELA5W3 a-g</td>
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<td></td>
<td>ELA5LSV1</td>
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In groups, students will pretend to be reporters during one of the battles listed in the standards. The students will take an internet tour of the major battlefields of the Civil War as well as use other primary source materials. Students will organize the researched information on index cards. Students will need to include the name of the battle, location, major officers, strategies used, causalities, outcome, and other interesting facts. Students will take on the role of a war correspondent and report to the class. For modeling and background development, show footage of real-life reporters acting as war correspondents.

**Modifications:**
- Provide a template with prompts for the critical information to include in the report (see link below)
- Bookmark a select few websites for the students to view. Edit each site for readability level.
- Permit the use of cue cards or index cards
- Provide a pre-written script with fill-in-the-blank information for the student to complete using a predetermined source SCRIPT (attached)

<table>
<thead>
<tr>
<th>Modifications:</th>
<th>SS5H1d</th>
<th>Constructed response.</th>
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<tr>
<td></td>
<td>ELA5LSV1</td>
<td>Self assessment.</td>
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</table>

Students will watch *American Heroes and Heroines: Abraham Lincoln* on United Streaming. Students will read trade books and informational material about the Civil War leaders in the standards. Students will compare and contrast Abraham Lincoln with Jefferson Davis or Ulysses S. Grant with Robert E. Lee or Stonewall Jackson. Students will create a Venn Diagram to compare two leaders. After students complete the Venn Diagram, they will pair up with students who chose different leaders and present the information in small groups.

- For example, Lee and Grant attended West Point and fought against Native Americans in the west. The men had many things in common which may have made surrender more acceptable.
Modifications:
- Use guided viewing to assist students with detecting key information in the video
- Provide independent guided reading templates with key point prompts for students to use during their readings GUIDED READING TEMPLATE (attached)
- Provide a Venn Diagram template for making comparisons and model the process
- Provide information resources in a variety of reading levels

Students will view the interactive tour of the Melrose Mansion Plantation. Students will get a firsthand look at the life of a slave. [http://206.137.17.63/melrose/melrose.htm](http://206.137.17.63/melrose/melrose.htm)

Students will take the interactive tour of the underground railroad on the National Geographic website. [http://www.nationalgeographic.com/railroad/](http://www.nationalgeographic.com/railroad/)

Students will travel on the Pathways to Freedom website where students take on the role of a runaway slave. [http://pathways.thinkport.org/following/](http://pathways.thinkport.org/following/)

After completing the interactive websites, students will write a viewer’s response to the websites. The teacher may prompt students using questions.

Sample Questions
- After visiting the websites, how do you feel about slavery?
- How do you think the issue of slavery changed our society?
- What about the websites stick out in your mind?
- Why is it important for us to remember the hardships faced by slaves?

Modifications:
- Allow the students to answer the viewer’s response questions while viewing so that students can identify key points
- Allow students to work with partners

Students will take a test over the information presented in the standards.

Modifications:
- Use multiple choice format
- Limit answer choices to two (a. and b.)
- Oral presentation of test
- Provide a study guide
- Schedule review time for students prior to testing

<table>
<thead>
<tr>
<th>Modifications</th>
<th>SS5H1b</th>
<th>ELA5W1a</th>
<th>ELA5LSV2a</th>
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</thead>
<tbody>
<tr>
<td>Use guided viewing to assist students</td>
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<tr>
<td>Provide independent guided reading templates</td>
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<tr>
<td>Provide a Venn Diagram template</td>
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<td>Provide information resources in a variety</td>
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<tr>
<td>of reading levels</td>
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<thead>
<tr>
<th>Modifications</th>
<th>SS5H1a-e</th>
<th>SS5G1b</th>
<th>SS5E2c</th>
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<tbody>
<tr>
<td>Allow the students to answer the viewer’s</td>
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<tr>
<td>response questions while viewing so that</td>
<td></td>
<td></td>
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<tr>
<td>students can identify key points</td>
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<td></td>
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<tr>
<td>Allow students to work with partners</td>
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<td></td>
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</tbody>
</table>

| Modifications                                |          |        |        |
| Use multiple choice format                   |          |        |        |
| Limit answer choices to two (a. and b.)      |          |        |        |
| Oral presentation of test                    |          |        |        |
| Provide a study guide                        |          |        |        |
| Schedule review time for students prior to   |          |        |        |
| testing                                    |          |        |        |
Sample Performance Task

Enduring Understanding:
- The student will understand that when there is conflict between or within societies, change is the result.
- The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- The student will understand that location affects a society’s economy, culture, and development.

Standards: SS5H1 a-e;

Description: A nearby Civil War historical site is worried because fewer and fewer students are visiting the site each year. The board of directors heard that you have been studying the Civil War and they know you have a strong understanding of how this conflict changed the United States. They have asked you to create a scrapbook that they can send to local elementary schools to encourage children to visit this landmark. The board of directors has agreed to add their informational brochures which contain plenty of information about what occurred at this site, so there is no need to repeat this in your scrapbook. Instead, the scrapbook should focus on how our country was changed by the people and events connected to the Civil War. The board of directors hopes that your scrapbook will contain items that will engage the reader while also helping them to understand the importance of the Civil War and the changes it brought to the country. Hopefully the students who read your scrapbook will want to visit this historic landmark.

Task: You have been asked to include several different pieces in your scrapbook that will be interesting to student readers.

Be sure to include:
1. Two Civil War Leader Trading Cards
2. A Storyboard of a Civil War Battle
3. Map of Major Battles and Campaigns
4. Venn Diagram Comparing the Effects of the War on the North and South
5. Diary Entries from Individuals after the War

Each of these items should grab the reader’s attention, but each page should also include a paragraph explaining why this person or event was important to the United States.

Process:

Trading Cards
1. Begin by researching two leaders from the Civil War. Pick one leader from the Union and another from the Confederacy. You may choose from the following leaders: Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.
2. Research each individual to locate interesting facts that describe the important contributions of each leader.
3. On a 3 X 5 index card write at least 4 facts on one side.
4. Then, on the opposite draw a picture or print a picture of the leader and paste to the index card.
   - An example can be found in the attachments.
5. Create a page in your scrapbook that features each of these trading cards. Remember, the goal of your scrapbook is to draw students’ attention so that they will want to learn more about the Civil War. Therefore, your page should be neat, colorful, and easy to read.
6. Next to each trading card, you should include a paragraph explaining how the leadership of this individual changed the North and South. It may help to explain to readers how life would be different if this individual had never lived. Your trading card includes facts about this person, but this paragraph will show your understanding of why this person was important.

**Storyboard**
1. Pick a battle or campaign from the Civil War. You may choose Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, or the surrender at Appomattox Court House.
2. Research the battle or campaign chosen.
3. In your storyboard be sure to include the following:
   - Place
   - Key Leaders
   - Significance of the location and geographical features that benefitted on side over the other.
   - Importance of the battle in relation to the decisions made by the key leaders
4. On a piece of construction paper, create a storyboard that represents the events from the battle. The storyboard should have illustrations as well as the story of the battle. The illustrations may be drawn or printed from an online source.
   Storyboard Template attached below.
5. After completing your storyboard and adding it to a new page in your scrapbook, consider how this battle changed the course of the Civil War and how people were affected by the events. You should include a paragraph with your storyboard that answers these questions. Students who read your paragraph should see that the battle you described brought changes to the United States.

**Map of Major Battles and Campaigns**
1. Include a map of the United States in your scrapbook. Identify the location of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and the surrender at Appomattox Court House.

**Effects of the War**
1. Using a Venn diagram, compare and contrast the effects of the war on the North and South.
   Venn Diagram attached below
2. Remember to think about the hardships as well as the opportunity cost of actions as you complete the comparison.

**Diary Entries**
1. Write two diary entries, one from a person living in the North and one from a person living in the South. The diary entries should be written just after the war ended. The writer may describe how he or she feels now that the war is over, what he or she sees around his or her home, what problems he or she expects the country will still face, and what positive or negative changes he or she believes will come as a result of the war.
2. Add these entries to your scrapbook. Be sure to identify where the writer lives so that the reader will understand the different perspectives.
Modifications:

- To assist students in making a choice, provide a Venn Diagram comparing the Union and Confederacy
- As an alternative to the diary activity have students use a Venn diagram to compare the lives of Union and Confederacy soldiers
- Provide access to information sources in a variety of reading levels
- Allow students to type or dictate information for their trading cards
- Reduce the number of storyboard events
- Provide a template with prompts to assist students with identifying key information about the battles
- Consider visual impairments and visual processing challenges when selecting map materials. Choose maps that have bold lines and print with only the necessary information.
- Provide a kid-friendly resource map to assist students in locating and labeling battle sites on their own maps

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing mastery/application</td>
<td>Continuing mastery/application</td>
</tr>
<tr>
<td>Criteria</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Identifies battles and campaigns: Fort Sumter, Gettysburg, the Atlanta</td>
<td>Information presented about the battle or campaign is inaccurate or inadequate. The student shows little evidence of understanding in the student created storyboard. Vital information is missing.</td>
</tr>
<tr>
<td>Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House</td>
<td></td>
</tr>
<tr>
<td>Explains the changes brought about by the conflict</td>
<td>Student only offers a retelling of the event, but does not demonstrate an understanding that change came as a result of the battle.</td>
</tr>
<tr>
<td>Describes the roles of key leaders from the Civil War: Abraham Lincoln,</td>
<td>The roles of the leaders are not described correctly. The student does not show an understanding of the leader’s role.</td>
</tr>
<tr>
<td><strong>Explain the impact of important individuals</strong></td>
<td>Uses inaccurate information to explain the accomplishments of the individual. There is no connection between the individual and his impact on society.</td>
</tr>
<tr>
<td><strong>Analyzes the effects of the Civil War on the North and South.</strong></td>
<td>The effect of the Civil War on the North and South are incorrect on the Venn diagram.</td>
</tr>
<tr>
<td><strong>Examines effects of Civil War from multiple perspectives</strong></td>
<td>Creates diary entries that contain inaccurate information and show little understanding of the effects of the Civil War on the North and South.</td>
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<tr>
<td>Criteria</td>
<td>Does Not Meet</td>
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<tr>
<td>Produce a product that is</td>
<td>There is no direct correlation between the visuals and the curriculum. The</td>
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<tr>
<td>visually attractive</td>
<td>color, font, graphics, effects, etc. detract from the presentation of the</td>
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<tr>
<td>Organizing Structure</td>
<td>Missing an organizing structure.</td>
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<tr>
<td>Mechanics</td>
<td>Frequent spelling, grammar, punctuation, and capitalization errors make the</td>
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<td></td>
<td>scrapbook extremely difficult to understand.</td>
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</table>
Resources for Unit

http://206.137.17.63/melrose/melrose.htm
Melrose Mansion Plantation interactive tour

http://edtech.kennesaw.edu/web/civwar.html
Kennesaw Civil War Resource Page

http://www.socialstudiesforkids.com/subjects/civilwar.htm
Social Studies for Kids—Civil War

http://www.nationalgeographic.com/railroad/
Underground Railroad Interactive Activity

http://pathways.thinkport.org/following/
Travel back to the 1800s and become an eyewitness to history. You become a young slave who must make some important and life-changing decisions.

American Heroes and Heroines: Abraham Lincoln United Streaming

Discovery Education Clipart

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/26/09.
Storyboard Template

Directions: Using the template, create a storyboard about the battle of your choice. Be sure to include pictures as well as the story of the battle.

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<table>
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Name ________________________________
Effects of War
Directions: Use the Venn diagram to compare and contrast the effects of the war on the North and South.

Name __________________________
Script Planning Worksheet

What do you think is the most important event in the life of your character?

Would this event be a cause or a consequence of the Civil War?

Character:

Event beginning:

Event middle:

Event End:

Cause or Consequence:

Name _________________________________________
Reporter’s Script

Hello, everyone. This is _____________________________, reporting for _____________________________. I’m standing at ________________________, the site of the ______________________battle.

This is the story. (What, Who, Why, When, Where) ______________

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Tune in later for the latest update. This is _______________________ signing off.

Name __________________________
Civil War Leaders Guided Reading Worksheet

What is the leader’s name?

Where was he/she from?

What side was this leader on (Confederacy or Union)?

What was his/her role in the war (ex: general, president)?

Did he/she survive the war?

What is he/she most famous for?
Sample Civil War Leader Trading Card

<table>
<thead>
<tr>
<th>Front</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abraham Lincoln</strong></td>
</tr>
<tr>
<td>1809-1865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presidential Stats</strong></td>
</tr>
<tr>
<td>1. He was 16th President of the United States.</td>
</tr>
<tr>
<td>2. He believed that secession should be illegal.</td>
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<tr>
<td>3. He was against the expansion of slavery.</td>
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<tr>
<td>4. He gave the Gettysburg Address, a historic speech.</td>
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<tr>
<td>5. He was assassinated by John Wilkes Booth.</td>
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</table>