

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 4<sup>th</sup> Grade Social Studies Course.

## 4<sup>th</sup> Grade Social Studies - Unit 5 – Civil War and Reconstruction

<b>Elaborated Unit Focus</b>	<p>This unit will focus on how <b>location</b> combined with the <b>movement and migration</b> of people to urban centers in the North played a large role in defining very different systems of <b>production, distribution, and consumption</b> of goods and services resulting in very different <b>beliefs and ideals</b>. We will also explore how these differences, along with technology innovations such as steel production and the railroad further deepened the divide between North and South culminating in the <b>conflict and change</b> that was the Civil War and Reconstruction.</p>
<b>Connection to Connecting Theme/Enduring Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p><b>Location:</b> The student will understand that location affects a society's economy, culture, and development.</p> <p><b>Movement/Migration:</b> The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p><b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p><b>Technology Innovation:</b> The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b></p> <ol style="list-style-type: none"> <li>Identify <i>Uncle Tom's Cabin</i> and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.</li> <li>Discuss how the issues of states' rights and slavery increased tensions between the North and South.</li> <li>Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.</li> <li>Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.</li> <li>Describe the effects of war on the North and South.</li> </ol> <p><b>SS4H6 Analyze the effects of Reconstruction on American life.</b></p> <ol style="list-style-type: none"> <li>Describe the purpose of the 13th, 14th, and 15th Amendments.</li> <li>Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).</li> <li>Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</li> <li>Describe the effects of Jim Crow laws and practices.</li> </ol>

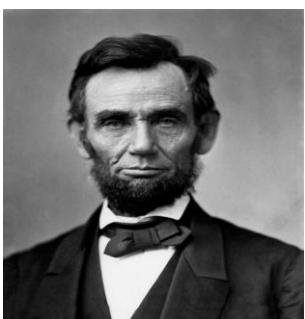
	<p><b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p><b>SS4G1 Locate important physical and man-made features in the United States.</b></p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<p><b>Map and Globe Skills:</b> Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>



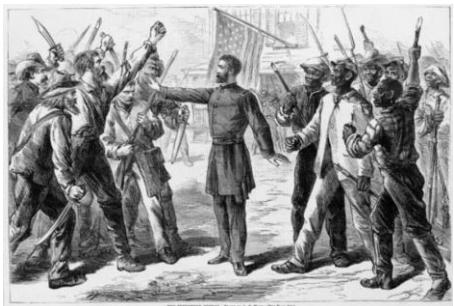
## Essential Questions and Related Supporting/Guiding Questions

<b>Enduring Understanding Beliefs and ideals</b>	<ol style="list-style-type: none"> <li>1. How did the different beliefs of Southerners and Northerners lead to conflict?             <ol style="list-style-type: none"> <li>a. How did the Southerners feel about their rights as states compared to Northerners?</li> <li>b. How did persistent beliefs in the South bring about the writing of the Reconstruction era amendments?</li> <li>c. What Southern beliefs and ideals stood in the way of the work of the Freedman's Bureau?</li> </ol> </li> </ol>
<b>Enduring Understanding Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. How did differing belief systems lead to the Civil War?             <ol style="list-style-type: none"> <li>a. What did the South feel they were fighting for?</li> <li>b. Why did the South feel they would not be fairly represented if Abraham Lincoln were elected?</li> <li>c. What beliefs led to conflict and change during the Reconstruction period?</li> </ol> </li> </ol>
<b>Enduring Understanding Individuals, Groups, and Institutions</b>	<ol style="list-style-type: none"> <li>1. How did the actions of the people affect the course of the Civil War?             <ol style="list-style-type: none"> <li>a. Would there have been a war if Abraham Lincoln had not been elected?</li> <li>b. What were some of the positive outcomes of their actions?</li> <li>c. What were some of the negative outcomes of their actions?</li> </ol> </li> </ol>
<b>Enduring Understanding Location</b>	<ol style="list-style-type: none"> <li>1. In what ways did location have an effect on the differing beliefs of Southerners and Northerners?             <ol style="list-style-type: none"> <li>a. How did specialization lead to a better standard of living in the North?</li> <li>b. Why did Southerners feel their economy, dependent on "large farms", would be destroyed without slavery?</li> <li>c. What other physical or geographical differences between the North and South contributed to the divides that brought on the war?</li> </ol> </li> </ol>
<b>Enduring Understanding Movement/Migration</b>	<ol style="list-style-type: none"> <li>1. What were some of the major differences between the North and South in terms of population and where people lived?             <ol style="list-style-type: none"> <li>a. Why did people migrate towards large urban areas?</li> <li>b. Why did people tend to live or work on large, money-making farms?</li> <li>c. How did these differences contribute to differing belief systems?</li> </ol> </li> </ol>
<b>Enduring Understanding Production, Distribution, Consumption</b>	<ol style="list-style-type: none"> <li>1. What was the economic impact on the South of Sherman's March to the Sea?             <ol style="list-style-type: none"> <li>a. Was the march a justified, humane way to end the war sooner?</li> <li>b. What was the short term effect on the South?</li> <li>c. What are some economic impacts we can still see today?</li> </ol> </li> </ol>
<b>Enduring Understanding Technology Innovation</b>	<ol style="list-style-type: none"> <li>1. How did railroad and steel production create different ways of life in the North and South?             <ol style="list-style-type: none"> <li>a. What changes would more access to railroads have on a region's economy?</li> <li>b. How did steel production in the North give them an advantage during the war?</li> <li>c. How did a lack of railways affect the South's ability to fight the war?</li> </ol> </li> </ol>

## Civil War and Reconstruction



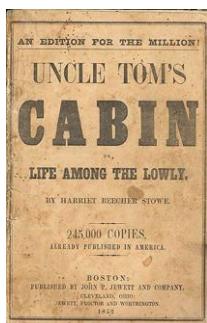
**Abraham Lincoln**



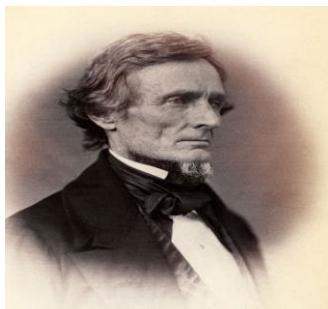
**Freedman's Bureau**



**13<sup>th</sup> Amendment**



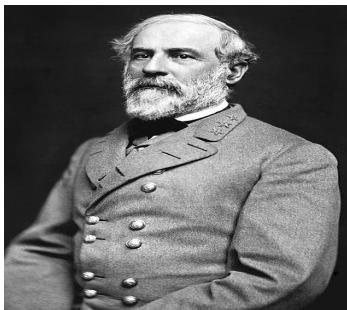
**Uncle Tom's Cabin**



**Jefferson Davis**



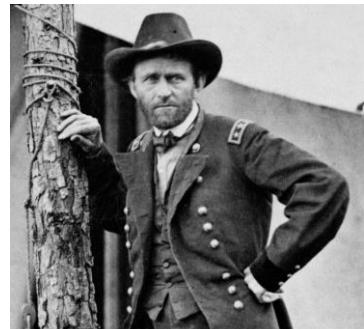
**Appomattox Court House**



**Robert E. Lee**



**Jim Crow laws**



**Ulysses S. Grant**



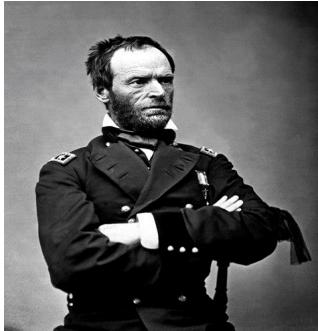
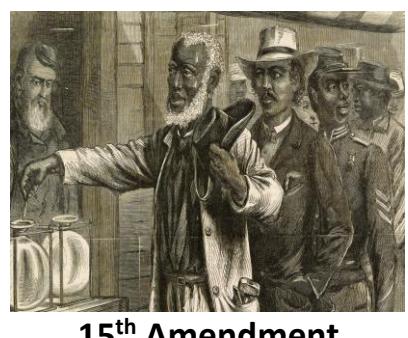
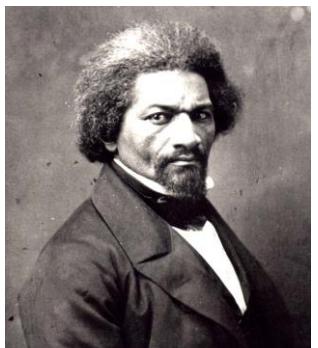
**John Brown**



**Civil War**



**Slavery**

 <p><b>Segregation</b></p>	 <p><b>William T. Sherman</b></p>	 <p><b>Fort Sumter</b></p>
 <p><b>Harriet Beecher Stowe</b></p>	 <p><b>Harriet Tubman</b></p>	 <p><b>15<sup>th</sup> Amendment</b></p>
 <p><b>Abolition</b></p>	 <p><b>Frederick Douglass</b></p>	 <p><b>Thomas "Stonewall" Jackson</b></p>
 <p><b>14<sup>th</sup> Amendment</b></p>	 <p><b>Sharecropping</b></p>	 <p><b>Gettysburg</b></p>

## Content Board

The document could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the document to be purposeful, it is very important for students to be familiar with the images in the document. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize historic figures by their image. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Look at the essential questions listed for the unit. Have students use the content board to answer the questions.
- Use the content board to make connections. For example: Which of these figures fought for women's suffrage? Which of these figures fought for the abolition of slavery?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions or to organize thinking.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into pieces to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect?

## Sample Instructional Activities/Assessments

### Promotional Ad for *Uncle Tom's Cabin*

Students will work in small groups or independently to create a promotional magazine ad, or sales poster, or book jacket for Harriet Beecher Stowe's *Uncle Tom's Cabin*.

**Hook / Opening:** The teacher may wish to familiarize students with advertisements in magazines, newspapers, or store posters promoting new releases of books, or book jackets. Some samples are provided below. The teacher will then set the scenario that the students work for a book publisher, and have been contracted to create an advertisement or sale poster for the new book they are about to release, Harriet Beecher Stowe's *Uncle Tom's Cabin*.

**Activity:** Students use the primary source documents and other resources listed below to come up with an advertisement, book jacket, or poster promoting the book. The advertisement, book jacket, or poster should contain the following elements:

#### Rubric

My project contains:

- \_\_\_\_\_ the title of the book (5 pts)
- \_\_\_\_\_ the author of the book (5 pts)
- \_\_\_\_\_ a brief description of the book (10 pts)
- \_\_\_\_\_ why this book is important to read / how it relates to the Civil War (20 pts)
- \_\_\_\_\_ why Beecher Stowe wrote it (20 pts)
- \_\_\_\_\_ realistic positive "reviews", like those found on the backs of book jackets, that help illustrate how it relates to the Civil War. For example: "Harper's Weekly says, "This book really opened my eyes about the conditions slaves are forced to live in..." (20 pts)
- \_\_\_\_\_ illustrations or other text features that make it engaging, for example: color, time, care, proper capitalization, punctuation, and spelling. (20 pts)

**Close:** Students share their posters with the large group explaining what design decisions they made that they think would most convince people to buy the book.

**Extensions / Alternatives:** This activity can also be done on a cereal box where the front, back, and side panels are used to cover all of the items in the rubric above only with a "cereal" slant. For example, a book report on Percy Jackson: The Last Olympian – the cereal could be called "Olympi-o's" etc.

This project can be done as either a hard copy or digitally using Publisher or similar software if technology allows.

#### Ideas for Differentiation:

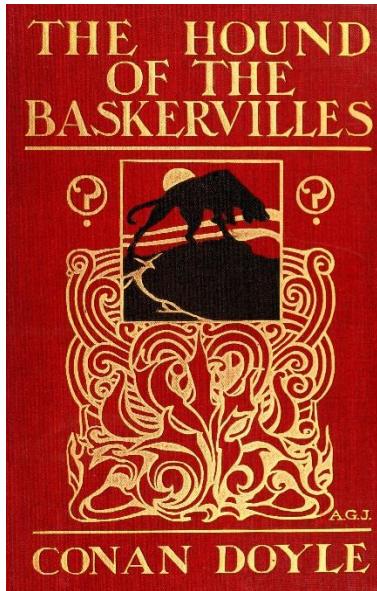
Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create a cover on their own, it would be best to let them do this independently.*

1. Be intentional with the above listed rubric. Discuss the rubric as you are sharing the assignment, being careful to ensure students understand what needs to be included on their cover. Consider giving students additional support by listing the rubric on chart paper or giving students a copy of the rubric to use and check off as they work.
  2. Give students time to rehearse their thoughts before writing. Ask guiding or prompting questions as needed.
  3. Keep the essential content in mind. If writing a cover is not a reasonable expectation, have students share in a different way. They could share orally as a news report promoting a movie and still include the same information.
- The standard requires that students identify how *Uncle Tom's Cabin* relates to the Civil War.

<b>GSE Standards and Elements</b>	<b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b> a. Identify <i>Uncle Tom's Cabin</i> and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; and Location

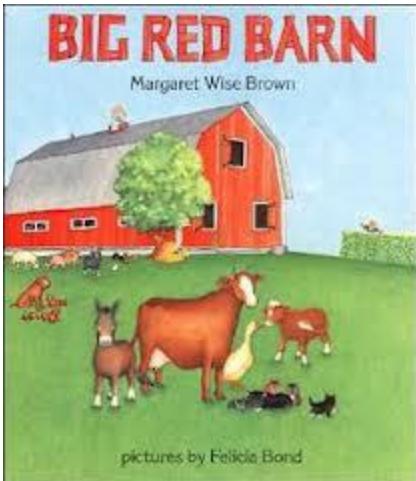
Resources:

**Sample Book Jackets**



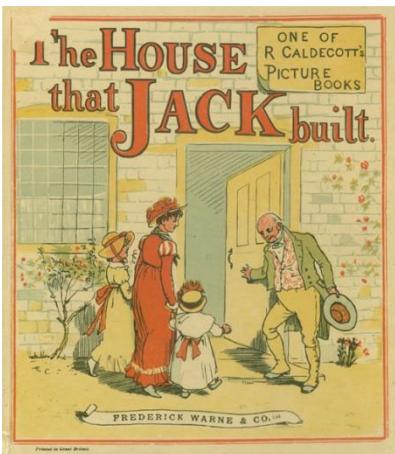
Cover, Hound of the Baskervilles, 1902. By Sidney Paget (1860-1908) [Public domain], via Wikimedia Commons. From

[https://commons.wikimedia.org/wiki/File%3ACover\\_\(Hound\\_of\\_Baskervilles%2C\\_1902\).jpg](https://commons.wikimedia.org/wiki/File%3ACover_(Hound_of_Baskervilles%2C_1902).jpg).



Big Red Barn, illustrated by Felicia Bond, children's book illustrator. By Felicia Bond [CC BY-SA 3.0 (<https://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons. From

[https://commons.wikimedia.org/wiki/File%3ABig\\_Red\\_Barn%2C\\_illustrated\\_by\\_Felicia\\_Bond%2C\\_children's\\_book\\_illustrator.jpeg](https://commons.wikimedia.org/wiki/File%3ABig_Red_Barn%2C_illustrated_by_Felicia_Bond%2C_children's_book_illustrator.jpeg)



This Is the House That Jack Built. By w:en:Randolph Caldecott (<http://www.gutenberg.org/etext/12109>) [Public domain], via Wikimedia Commons. From

[https://commons.wikimedia.org/wiki/File%3AThis\\_Is\\_the\\_House\\_That\\_Jack\\_Built.jpg](https://commons.wikimedia.org/wiki/File%3AThis_Is_the_House_That_Jack_Built.jpg)

**Links to images of appropriate back covers:**

Back of one of the *Diary of a Wimpy Kid* books:

<https://images-na.ssl-images-amazon.com/images/I/913wk24c4RL.jpg>.

Back of a book cover with description and reviewer quotes:

<https://images-na.ssl-images-amazon.com/images/I/91pfECWv2vL.jpg>.

Very brief chapter summary of Uncle Tom's Cabin:

<http://etc.usf.edu/lit2go/88/uncle-toms-cabin-told-to-the-children/>

**Book Jacket Template site** (this link is to the whole site. You may wish to choose a couple of age appropriate templates and give the direct link to the kids as some are clearly a bit spookier than you might want them to use):

<https://www.postermywall.com/index.php/g/book-cover-posters>

**Biography of Harriet Beecher Stowe:**

[http://www.ducksters.com/biography/women\\_leaders/harriet\\_beecher\\_stowe.php](http://www.ducksters.com/biography/women_leaders/harriet_beecher_stowe.php)

Good Read aloud or “close read” article – vocabulary (watch out for the ads on the sidebar), but is a bit too high for most 4<sup>th</sup> graders: *Did a book start the Civil War? 'Uncle Tom's Cabin' is a testament to the power of culture.*

<http://www.nydailynews.com/opinion/book-start-civil-war-uncle-tom-cabin-testament-power-culture-article-1.112605>.

From the Ohio History Connection:

Uncle Tom’s Cabin: [http://www.ohiohistorycentral.org/w/Uncle\\_Tom%27s\\_Cabin](http://www.ohiohistorycentral.org/w/Uncle_Tom%27s_Cabin).

### Northern and Southern Economies – Compare and Contrast

Description: In this activity, students will graph some key elements, and then compare and contrast the northern and southern economies. Students will then discuss the data using some guiding questions, and then present their findings.

Step 1: Divide students into very small groups or pairs, and give them a copy of the data table below. Ask students to graph the data either using paper and pencil or Excel, or similar graphing software. There are many online, free, kid friendly graphing web sites if you do not have access to a program.

**NOTE:** You may need to explain the following to the students: The numbers in this table are percentages of a whole. If you are using a graphing program, a great way to show this is to use a “stacked bar” type graph where each bar represents a hundred percent and the bar is colored in segments that represent what percentage of the whole that thing takes up. (See copy of graph below). It would be best to have students make their own graph to learn this valuable skill, but if time does not permit, the graph below can be used.

**Data Table:** Numbers obtained from The Civil War Trust. “Overview: North and South” from <https://www.civilwar.org/learn/articles/north-and-south>.

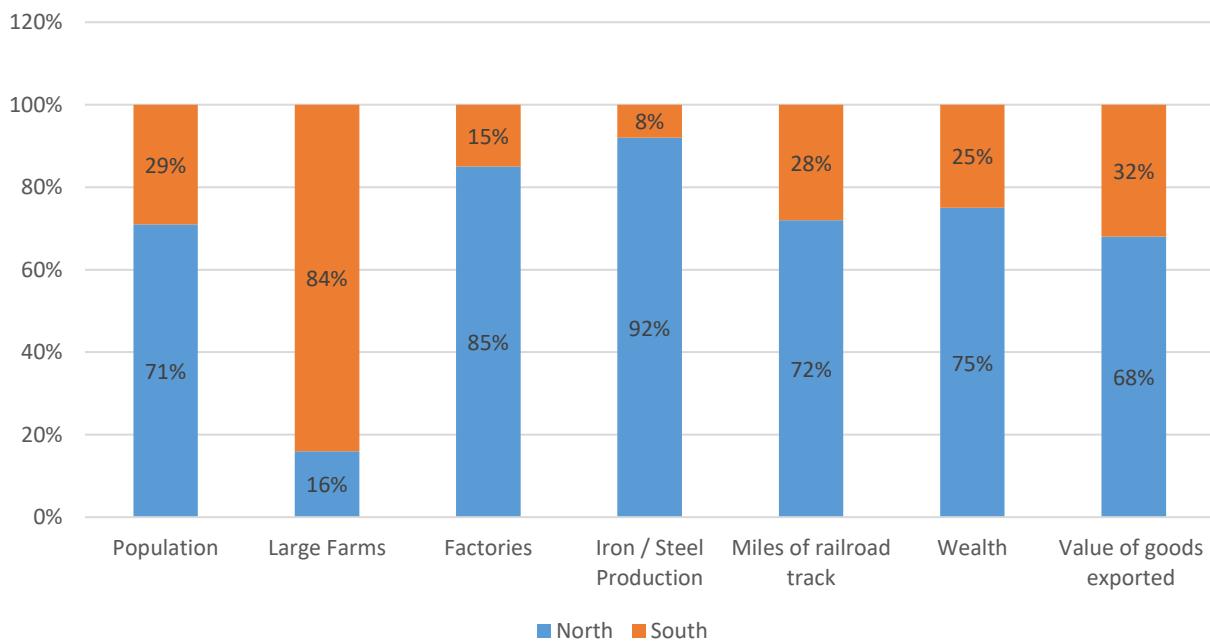
	North	South
<b>Population</b>	<b>71%</b>	<b>29%</b>
<b>Large Farms</b>	<b>16%</b>	<b>84%</b>
<b>Factories</b>	<b>85%</b>	<b>15%</b>
<b>Iron / Steel Production</b>	<b>92%</b>	<b>8%</b>
<b>Miles of railroad track</b>	<b>72%</b>	<b>28%</b>
<b>Wealth</b>	<b>75%</b>	<b>25%</b>
<b>Value of goods exported</b>	<b>68%</b>	<b>32%</b>

Ideas for Differentiation for **STEP 1:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the graph on their own, it would be best to let them do this independently.*

1. Below is a stacked bar graph of the table above. It could be used to provide scaffolding as needed. Consider letting students look at the graph and share what they notice. Explain what the stacked graph means and allow students to ask questions.
2. Consider completing the graph with students who need additional support by working together in an “I do, you do” format until students are ready to work independently.

### Pre-Civil War Economies of the North and South



After students have completed their graphs, have them discuss and answer the questions on the “Analysis / Discussion Questions” attached in “Resources” below. Once students have compiled all of their answers and data, they may create their presentation. Depending on time and availability of technology you may want to allow students to choose from the following:

PowerPoint

Prezi

WikiSpace

Sway

Persuasive Speech

Interactive classroom lesson or lead a classroom discussion

Backboard or poster

Video

Regardless of presentation format, the teacher can still use and provide the attached rubric.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to answer the questions and present the presentation on their own, it would be best to let them do this independently.*

1. Be intentional with the presentation expectations. Think about your goal and what you are wanting students to achieve. This lesson may not be appropriate for some students. Being able to find answers through the graph data may be too challenging without support.
2. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.
3. Give students time to rehearse their presentation before sharing. Sharing in front of the whole group may be too intimidating for some students. Consider sharing with one group at a time instead of a whole group presentation.

**Rubric**

\_\_\_\_\_ pts. Our presentation included all of the points in the “Analysis / Discussion Questions” sheet (30 points)

\_\_\_\_\_ pts. Our presentation included a clear explanation of our conclusions and what led us to those conclusions. (30 points)

\_\_\_\_\_ pts. Our presentation is engaging, interesting, clear, and complete. (30 points)

\_\_\_\_\_ pts. We worked together well and discussed differences of opinion respectfully and gave everyone the chance to be heard. (10 points)

\_\_\_\_\_ points total

<b>GSE Standards and Elements</b> <b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b> c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).	
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Compare similarities and differences; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Individuals, Groups, and Institutions; Location; Movement/Migration; Production, Distribution, Consumption; and Technology Innovation

## Northern and Southern Pre-Civil War Economy Comparison Analysis / Discussion Questions

Group member names: \_\_\_\_\_

1. What are some key differences between the northern and southern economies?

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2. What did the South mostly rely on for money or income? \_\_\_\_\_

3. What did the North mostly rely on for money or income? \_\_\_\_\_

4. How would “Iron / Steel Production”, or the lack thereof, affect the two economies (think about what we would have made with iron and steel)?

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5. Thinking about what the two regions produced (made) to make money, why do you think the North was wealthier than the South? Which region was “specialized” (each person specializes (does one thing well) and then trades with each other to get the other things they need?)

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6. What impact would the amount of railroad track laid down in the region, or lack thereof, have on the economy?

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7. Why did the North make more money off their exports than the South? Think about what each region produced (made).

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8. What are some ways all of this might affect the belief systems of the two regions? How might these beliefs have led to the Civil War?

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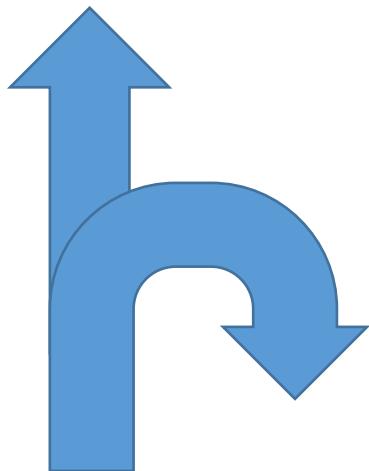
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### Why Was Gettysburg a “Turning Point”

Students will utilize the primary resources below to write a paper that answers the question: Why was Gettysburg a turning point?

**Hook / Opening:** Show students the following image:

#### **Warning: Turning point ahead!**



Ask students what this sign might mean, where might one see such a sign. If desired, explain that “literal” means you should take the sign to mean exactly what it says, so in this case, it means there is a turn coming up where you can either turn or go straight. Explain that when we speak figuratively, we mean that this might be a symbol of something else, or represent something other than exactly what it says. Ask students for some examples of figurative turning points. Perhaps discuss some stories they have read or movies they have seen that have turning points. Students should come away with a broad definition of things we might refer to as turning points. Now introduce the concept that wars can have turning points as well. If desired, call upon previous learning with the American Revolution and remind or ask students, “What was one of the turning points for that war?”

**Activity:** Explain to students that they are going to look at some maps, as well as other primary and secondary resources, to justify or prove that Gettysburg was the turning point for the American Civil War.

Break students into small groups and have them complete research using the links below or other resources you may have. Remind them to stick to the topic and that all research should help prove why Gettysburg was a turning point. Students should take notes and sort their information into “Big Ideas” and supporting details. Students should then complete an opinion paper on this topic.

**Close:** Pair each group with another group and have them share key points from their papers. If desired students can give positive feedback as to which points were the most persuasive.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to write an account on their own, it would be best to let them do this independently.*

1. Be intentional with vocabulary. Many students will need additional support understanding the meaning of the term “turning point.” It might be beneficial to give students practice with something that is not content related. For example, refer to a book or movie that students are familiar with. Give examples of turning points and support students as they share how the event was a turning point. When students are confident, move towards how Gettysburg was a turning point.
2. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.
3. Consider providing intentional interruptions for students to share what they are finding as they research. Hearing what other students are thinking often provides students clarity and additional support as they work.
4. Keep the essential content in mind. If writing passages is not a reasonable expectation, have students share their thinking in a different way. Students could use a voice to text feature to record their thinking and then edit a printed version of their work. Students could share orally as a class debate. The standard requires that students explain causes, major events, and consequences of the Civil War.

<b>GSE Standards and Elements</b>	<p><b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b></p> <p>c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South.</p> <p><b>SS4G1 Locate important physical and man-made features in the United States.</b></p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p>
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b> Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> Organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p>
<b>Enduring Understanding(s)</b>	Conflict and Change; Individuals, Groups, and Institutions; Location

## Resources:

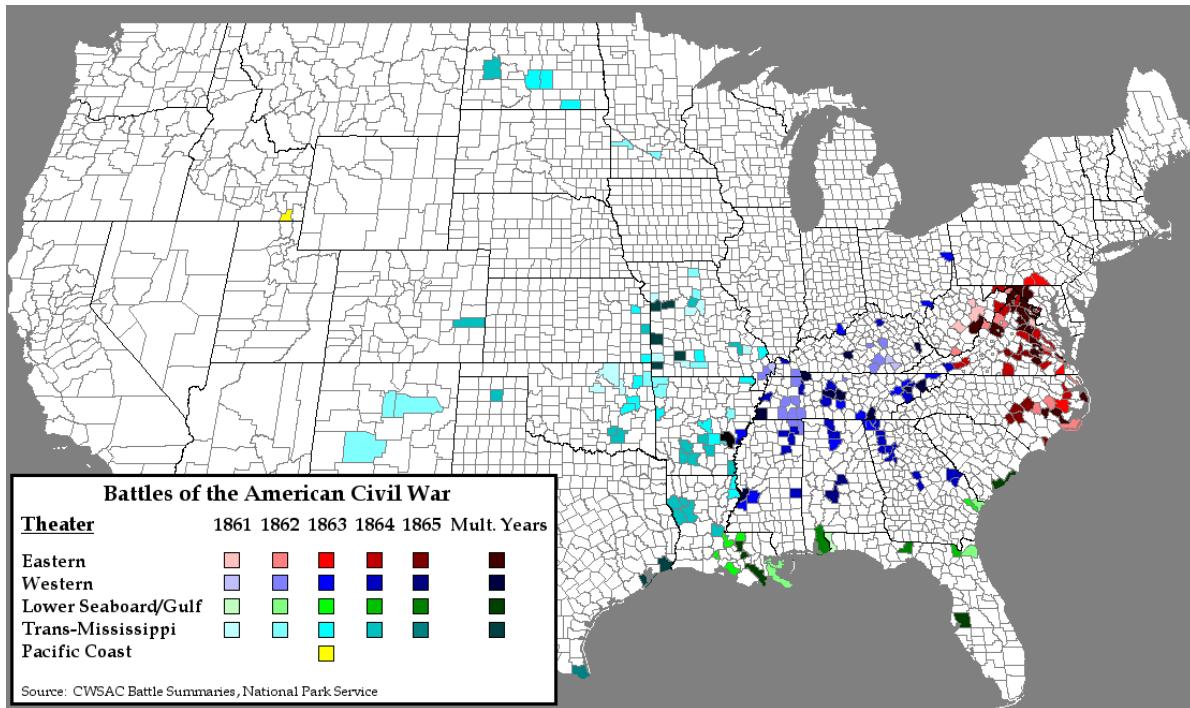
Turning Point of the Civil War from the Library of Congress:

<https://www.loc.gov/wiseguide/july03/civil.html>

Why is the Battle of Gettysburg Considered a Turning Point of the Civil War from Socrative:

<https://socrative.org/questions/why-is-the-battle-of-gettysburg-considered-a-turning-point-in-the-civil-war>

Primary and Secondary Source Documents:

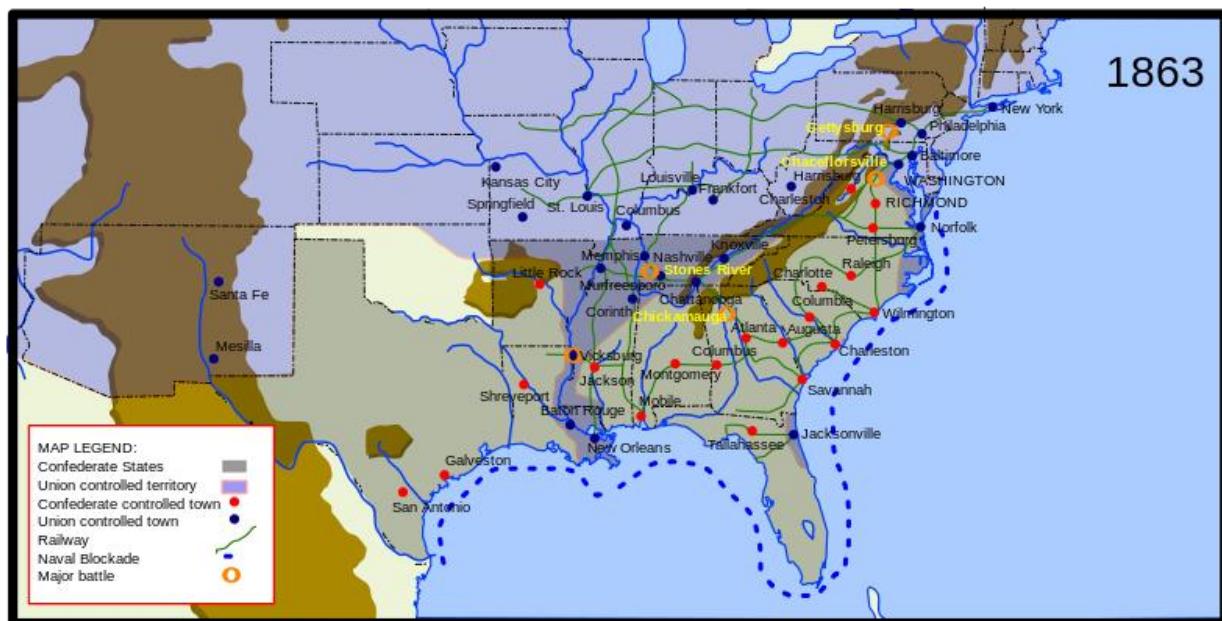


Map of US Civil War Battles: American Civil War Battles by Theater, Year. This work has been released into the [public domain](#) by its author, [Brian0918 at English Wikipedia](#). From [https://commons.wikimedia.org/wiki/File:American\\_Civil\\_War\\_Battles\\_by\\_Theater,\\_Year.png#file](https://commons.wikimedia.org/wiki/File:American_Civil_War_Battles_by_Theater,_Year.png#file).

American Civil War - Map Overview 1863. Andrei nacu at the English language Wikipedia [GFDL (<http://www.gnu.org/copyleft/fdl.html>) or CC-BY-SA-3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AAmerican\\_Civil\\_War\\_-\\_Map\\_Overview\\_1863.svg](https://commons.wikimedia.org/wiki/File%3AAmerican_Civil_War_-_Map_Overview_1863.svg).

Excerpt from General Robert E. Lee's report on the Battle of Gettysburg (from [http://www.wwnorton.com/college/history/archive/resources/documents/ch17\\_03.htm](http://www.wwnorton.com/college/history/archive/resources/documents/ch17_03.htm)).

These partial successes determined me to continue the assault next day. Pickett, with three of his brigades, joined Longstreet for the following morning, and our batteries were moved forward to the positions gained by him the day before. The general plan of attack was unchanged excepting that one division and two brigades of Hill's corps were ordered to support Longstreet.



The enemy, in the meantime, had strengthened his lines with earthworks. The morning was occupied in necessary preparations and the battle recommenced in the afternoon of the 3d, and raged with great violence until sunset. Our troops succeeded in entering the advanced works of the enemy, and getting possession of some of his batteries, but our artillery having nearly expended its ammunition, the attacking columns became exposed to the heavy fire of the numerous batteries near the summit of the ridge, and, after a most determined and gallant struggle were compelled to relinquish their advantage, and fall back to their original positions with severe loss.

The conduct of the troops was all that I could desire or expect, and they deserve success so far as it can be deserved by heroic valor and fortitude. More may have been required of them than they were able to perform, but my admiration of their noble qualities and confidence in their ability to cope successfully with the enemy has suffered no abatement from the issue of this protracted and sanguinary conflict.

Owing to the strength of the enemy's position, and the reduction of our ammunition, a renewal of the engagement could not be hazarded, and the difficulty of procuring supplies rendered it impossible to continue longer where we were. Such of the wounded as were in condition to be removed, and part of the arms collected on the field, were ordered to Williamsport.

A letter from a Confederate soldier after the Battle of Gettysburg (text manuscript is below the actual letter. Students may need help understanding the dialect): <https://dp.la/primary-source-sets/sources/1471>.

### Jim Crow – the Myth of Separate but Equal

Description: Students will evaluate a photo or contrasting pair of photos to determine why the basic concept behind Jim Crow, that “equal” according to the constitution could still support the idea of segregation, was a myth – that there really was no true equality within a segregated society.

**Opening** – The teacher may need to explain that the argument behind Jim Crow was that the South could still maintain segregation while claiming all were being treated equally under the Constitution. The teacher may also wish to lead a discussion on what “equal” and “fair” mean.

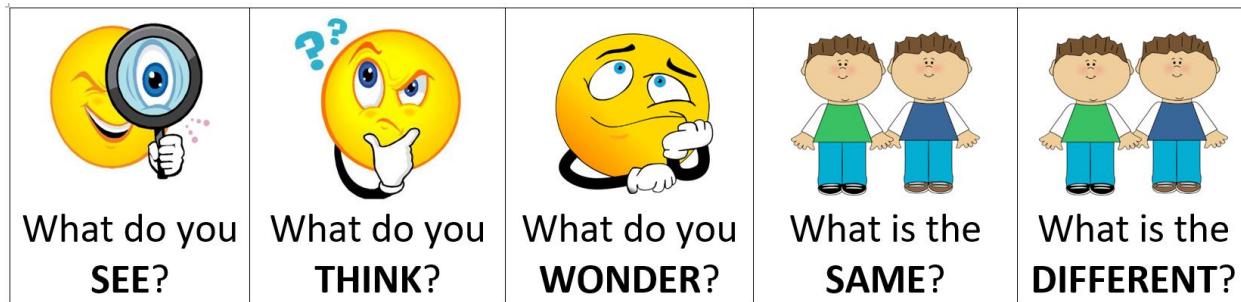
**Activity:** This can be done as a large or small group discussion. Each group should be provided with a Photo Comparison sheet, and a single photo (or contrasting pair of photos) so that groups are working on different photos. The students will use the Photo Comparison sheet provided below to compare and contrast the two (or in the case of a single photo – to compare and contrast the two different experiences a person would have depending on their race) to evaluate whether separate is truly equal.

**Closing:** Each group will share their findings in regards to the fairness of Jim Crow and support their conclusions with evidence from the photos.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to study the images on their own, it would be best to let them do this independently.*

1. Some students will need guidance with how to think deeply and make inferences about the images. Consider giving students a prompt like the visual below to use as they study the image. What do you see? What do you think? What do you wonder? What is the same? What is different?
2. Be intentional with vocabulary and model thinking aloud. You may consider comparing a set of images as a whole group or as a small group modeling thinking aloud using the visual prompt below moving towards student independence.
3. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.
4. Consider providing intentional interruptions for students to share what they are finding as they research. Hearing what other students are thinking often provides students clarity and additional support as they work.
5. This lesson could be overwhelming for some students. Consider breaking the lesson into parts. Students could study the pair using the visual, discuss what they found with their group, and then talk about the questions on the photo comparison sheet as a group member records the findings for the group. You could also follow the previous suggestion in a group discussion where each group shares out their thoughts orally without recording on the photo comparison sheet.



<b>GSE Standards and Elements</b>	<b>SS4H6 Analyze the effects of Reconstruction on American life.</b> d. Describe the effects of Jim Crow laws and practices.
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Compare similarities and differences; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location;

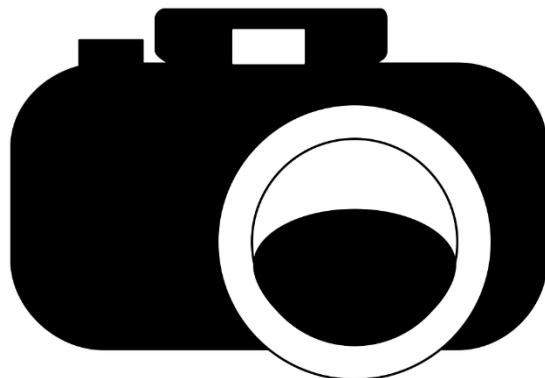
Resources:

Photo sets (some are links only due to copyright)

Photo Comparison sheet

Photo Comparison – Jim Crow

Group member names: \_\_\_\_\_



Looking at the two photos – or the two facilities (piece of equipment, space, resources, etc.) provided in the single photo, answer the following questions:

1. Which facilities in the photo(s) would you prefer to use? \_\_\_\_\_

Why? \_\_\_\_\_

2. What advantages does one have over the other? \_\_\_\_\_

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3. Do you see any long term advantages using one over the other might give? \_\_\_\_\_

What in the photo makes you say this? \_\_\_\_\_

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4. Was Jim Crow fair – based on your findings in these photos, is separate really equal? \_\_\_\_\_

What evidence do you have to support that? \_\_\_\_\_

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Photos:

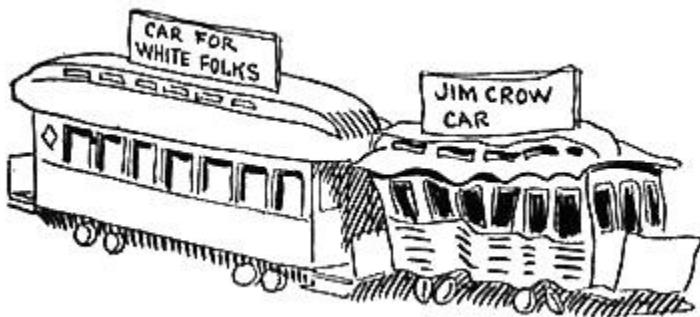
Water Fountain Pair



Russell Lee [Public domain], via Wikimedia Commons. From  
[https://commons.wikimedia.org/wiki/File%3A%22Colored%22\\_drinking\\_fountain\\_from\\_mid-20th\\_century\\_with\\_african-american\\_drinking.jpg](https://commons.wikimedia.org/wiki/File%3A%22Colored%22_drinking_fountain_from_mid-20th_century_with_african-american_drinking.jpg).

Pair above photo with this image. <https://atlantadailyworld.com/2014/06/04/tennessee-man-sues-employer-over-white-water-fountain/>.

Cartoon – Train transportation – single cartoon only:



John T. McCutcheon [Public domain], via Wikimedia Commons. From  
<https://commons.wikimedia.org/wiki/File%3AJimCrowCar2.jpg>.

Theater pair – one photo, one link to a photo:



Dorothea Lange [Public domain], via Wikimedia Commons. From  
[https://commons.wikimedia.org/wiki/File%3ARex\\_theatre.jpg](https://commons.wikimedia.org/wiki/File%3ARex_theatre.jpg).

Please pair the photo above with this photo (link below) of the Athens Theater in Deland, FL. operating during this same time period, though the photo itself is more recent. While theaters did not publicly state that they were white only, Deland was highly segregated during the time this theater operated and for the purposes of this activity, we will assume it was. By Ebyabe (Own work) [GFDL (<http://www.gnu.org/copyleft/fdl.html>), CC-BY-SA-3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>) or CC BY 2.5 (<http://creativecommons.org/licenses/by/2.5/>)], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ADowntown\\_DeLand\\_Hist\\_Dist\\_-\\_Athens\\_Theatre.jpg](https://commons.wikimedia.org/wiki/File%3ADowntown_DeLand_Hist_Dist_-_Athens_Theatre.jpg).



Bus Transportation Pair



A Jim  
Crow Law  
sign for  
bus

segregation in North Carolina. By Alexisrael (Own work) [CC BY-SA 3.0 (<https://creativecommons.org/licenses/by-sa/3.0>)], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ANorth\\_Carolina\\_Jim\\_Crow\\_Laws.JPG](https://commons.wikimedia.org/wiki/File%3ANorth_Carolina_Jim_Crow_Laws.JPG).

Please pair above photo with:



By [https://www.loc.gov/rr/print/list/083\\_afr.html#ParksR](https://www.loc.gov/rr/print/list/083_afr.html#ParksR), Fair use,  
<https://en.wikipedia.org/w/index.php?curid=3034067>.

Train Station Waiting Rooms - one photo, one link to a photo:



Manchester, GA train station waiting room. From  
<http://georgiainfo.galileo.usg.edu/gastudiesimages/Manchester%20Train%20Station%201938%202.htm>. Permission to use per <http://georgiainfo.galileo.usg.edu/gastudiesimages/ConditionsofUse.htm>.

Pair above photo with the following link to a similar Georgia train station waiting room where the “white” waiting room was in the front. <https://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/johnson-county>.

## The First Vote

**Description:** Students will analyze and reflect upon the political “cartoon” entitle “The First Vote”.

**Hook / Opening:** The teacher will lead a whole group discussion of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments. The discussion should touch upon what some of the hardships may have been in voting for the first time for former slaves still living in the South, what obstacles were put in their way, how they may have felt being allowed to participate in those elections for the very first time, what changes and events they may have seen leading up to that moment when they finally got the right to vote.

**Activity:**

Students will work independently, in pairs, or small groups to discuss and analyze the Harper’s Weekly Cartoon provided below titled “The First Vote”. Students may use the attached Cartoon Analysis sheet provided below.

**Closing:** Students either may share their analysis with the large group, present them as a gallery walk in the classroom or hallway, or share with another group.

**Alternate Activity:**

Alternatively, students may work independently to write a diary entry from the perspective of the man casting his ballot for the very first time. Students should include what he may be thinking, what hardships he may have had to overcome to get to this point, and the things he may have experienced in his lifetime to make this such a big moment for him.

**Ideas for Differentiation:**

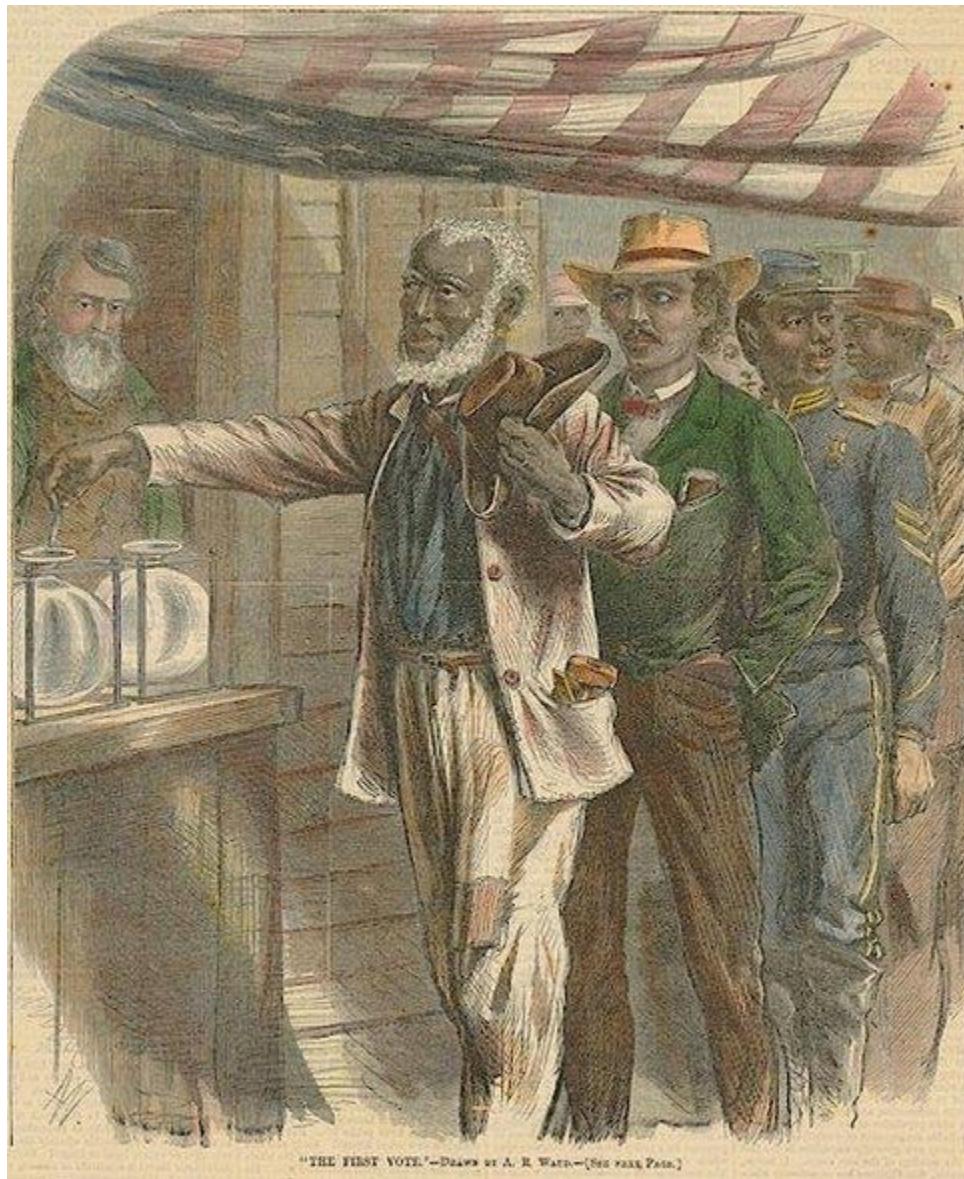
Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to study and reflect on the cartoon on their own, it would be best to let them do this independently.*

1. Some students will need guidance with how to think deeply or make inferences about the cartoon. Consider giving students the cartoon to study before sharing it with the whole class. What do you see? What do you think? What do you wonder? Consider looking at the cartoon with students as you talk through the cartoon analysis sheet shared below.
2. Be intentional with vocabulary and sharing your thinking aloud. You may consider studying the cartoon as a whole group or as a small group modeling thinking aloud while using the cartoon analysis sheet. Begin by working together and move towards student independence.
3. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.
4. Consider providing intentional interruptions for students to share what they are thinking as they are studying the cartoon. Hearing what other students are thinking often provides students with clarity and additional support as they work.
5. Filling in the cartoon analysis recording sheet could be overwhelming for some students. Consider breaking the lesson into parts. Students could study the cartoon, discuss their thinking with their group, and then talk about the questions on the cartoon analysis recording sheet as a group member records the findings for the group. You could also follow the previous suggestion in a group discussion where each group shares out their thoughts orally without recording on the cartoon analysis recording sheet.
6. Set the timer for a quick write. Specify an amount of time (five minutes or less) and have students share their thinking about the cartoon orally with a peer or in writing.

<p>The alternate activity of creating a diary entry would also be an appropriate lesson to use while studying the cartoon.</p> <ol style="list-style-type: none"> <li>1. Consider talking through what students are thinking before writing. While giving directions for the activity, allow time for all students to share out what they are thinking about writing. Hearing ideas often prompts thinking and promotes independence.</li> <li>2. Consider giving students time to rehearse what they are thinking before they write. This could be with a teacher, para-pro, or peer.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SS4H6 Analyze the effects of Reconstruction on American life.</b></p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments. d. Describe the effects of Jim Crow laws and practices.</p>
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b> Organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location

## Resources:

Harper's Weekly – “The First Vote”- 1867. By Alfred Waud [Public domain], via Wikimedia Commons. From <https://commons.wikimedia.org/wiki/File%3AWaud - 1867 - The First Vote.jpg>.



"THE FIRST VOTE."—DRAWN BY A. R. WARD.—(See back, Page.)



**Cartoon Analysis**

Group member names: \_\_\_\_\_

What issue is the cartoon about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What message or opinion about the issue is the artist trying to express? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cartoonists often use a persuasive technique to compel their audience. Check off any persuasive techniques used in your political cartoon.

- Symbolism – A simple item stands for a big idea
- Labeling – An object is labeled to make it clear what it stands for
- Exaggeration – A certain feature, such as physical traits or clothing, is overstated
- Analogy – Two unlike things are compared
- Irony – When something is the opposite of what it should be, or what was expected

Explain how each of your choices above were used in the cartoon:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is this cartoon funny? \_\_\_\_\_ Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you think the main subject of the cartoon feels? Please justify your answer with specific evidence?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Freedman's Bureau - Political Cartoon / Illustration Analysis

Cartoon Analysis of the Harper's Weekly Freedman's Bureau Cartoon. Students will work in small groups to analyze the message the cartoonist is trying to convey.

#### **Opening:**

As an opening, the teacher may wish to find a current political or social cartoon that is relevant to school age children. Here are links to a few that may work. However please preview to determine suitability to your students:

<http://www.politicalcartoons.com/cartoon/150ac50f-a6e0-4af2-9401-0e1f519a65c8.html>.

<http://www.politicalcartoons.com/cartoon/74454764-4871-49AD-AB2F-E98F0DCD3D49.html>.

<https://www.cartoonstock.com/newsCartoons/directory/e/elementary.asp>.

<http://www.tolerance.org/supplement/hate-crimes-legislation-early-grades>.

The teacher will lead a class discussion of what makes a political cartoon different from other cartoons. How does fact and opinion come into play? persuasion? etc.

#### **Activity:**

The teacher will group children as desired and provide them with a copy of the political cartoon attached below (or found here: [https://commons.wikimedia.org/wiki/File%3AFreedman\\_bureau\\_harpers\\_cartoon.jpg](https://commons.wikimedia.org/wiki/File%3AFreedman_bureau_harpers_cartoon.jpg).)

Students will discuss and analyze the cartoon. Depending on available time, or differentiation level, you may use the Cartoon Analysis worksheet attached below this activity, or the following guiding questions:

What is the message the cartoon is trying to convey?

What beliefs and ideals is the artist trying to express?

What are some examples of symbolism the artist has used?

#### **Closing:**

The teacher will lead a classroom discussion of what the students discovered, and possibly provide students with additional details they may not have been aware of, such as specific events this could be representative of, or groups who may have existed during this time with which they may not have been familiar.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to study and reflect on the cartoon on their own, it would be best to let them do this independently.*

1. Some students will need guidance with how to think deeply or make inferences about the cartoon. Consider giving students the cartoon to study before sharing it with the whole class. What do you see? What do you think? What do you wonder? Consider looking at the cartoon with students as you talk through the cartoon analysis sheet shared below.
2. Be intentional with vocabulary and sharing your thinking aloud. You may consider studying the cartoon as a whole group or as a small group modeling thinking aloud while using the cartoon analysis sheet. Begin by working together and move towards student independence.
3. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.
4. Consider providing intentional interruptions for students to share what they are finding as they research. Hearing what other students are thinking often provides students clarity and additional support as they work.
5. Filling in the cartoon analysis recording sheet could be overwhelming for some students. Consider breaking the lesson into parts. Students could study the cartoon, discuss their thinking with their group, and then talk about the questions on the cartoon analysis recording sheet as a group member records the findings for the group. You could

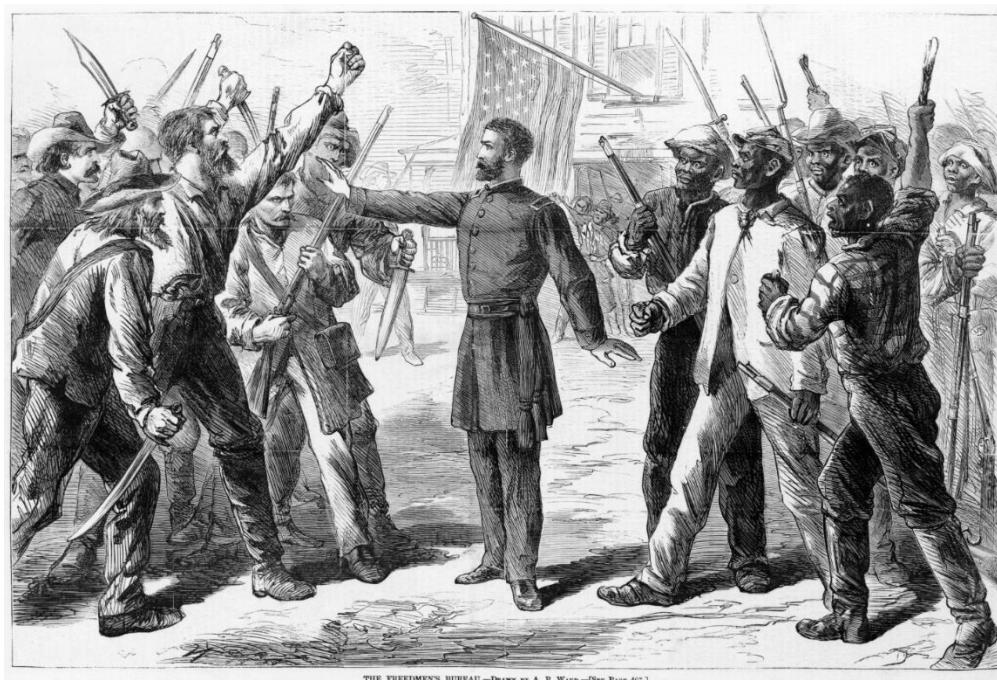
also follow the previous suggestion through a group discussion where each group shares out their thoughts orally without recording on the cartoon analysis recording sheet.

6. Set the timer for a quick write. Specify an amount of time (five minutes or less) and have students share their thinking about the cartoon orally with a peer or in writing.

<b>GSE Standards and Elements</b>	<b>SS4H6 Analyze the effects of Reconstruction on American life.</b> b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location

Resources:

**Freedman bureau harpers cartoon:** By Waud, Alfred R. (Alfred Rudolph), 1828-1891, artist. [Public domain], via Wikimedia Commons. From



[https://commons.wikimedia.org/wiki/File%3AFreedman\\_bureau\\_harpers\\_cartoon.jpg](https://commons.wikimedia.org/wiki/File%3AFreedman_bureau_harpers_cartoon.jpg).

Cartoon Analysis Worksheet:



**Cartoon Analysis**

Group member names: \_\_\_\_\_

What issue is the cartoon about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What message or opinion about the issue is the artist trying to express? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cartoonists often use a persuasive technique to compel their audience. Check off any persuasive techniques used in your political cartoon.

- Symbolism – A simple item stands for a big idea
- Labeling – An object is labeled to make it clear what it stands for
- Exaggeration – A certain feature, such as physical traits or clothing, is overstated
- Analogy – Two unlike things are compared
- Irony – When something is the opposite of what it should be, or what was expected

Explain how each of your choices above were used in the cartoon:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is this cartoon funny? \_\_\_\_\_ Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

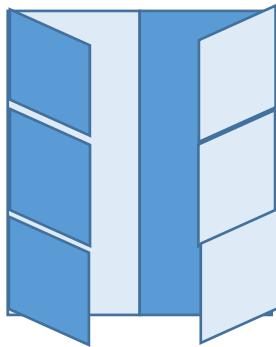
Do you agree with the point of view of the artist? Please justify your answer with specific evidence?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Civil War People – A Compare and Contrast Foldable

Students will create a foldable graphic organizer to help learn and remember the roles of the 6 major figures of the Civil War (Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman).

File folders work best for this activity, but any heavy stock or construction paper will work. It is also recommended that the teacher show the example foldable ahead of time, attached in the “Resources” section below. Directions for creating the foldable are also attached in the “Resources” section below. Additionally, the teacher may wish to share the rubric, also attached below, and discuss expectations beforehand. Students will complete the foldable as follows:



The left side will be for the Union, and the right side will be for the Confederacy. Students will draw a picture of Abraham Lincoln on the front of the top left flap, and Jefferson Davis on the front of the top right flap. Ulysses S. Grant will be drawn on the front, center left, and Robert E. Lee on the front, center right. William T. Sherman on the front, bottom left, Thomas Stonewall Jackson on the front, bottom right. Students will then write the role each person played in the Civil War underneath the flap. Reference images are provided below in the “Resources” section.

Encourage students to decorate or otherwise appropriately color the backgrounds and create borders or other graphic design features to add interest and clarity, and to emphasize the compare / contrast nature of the foldable. For example, the student may wish to color a U.S. flag for the Union side and a confederate flag for the Confederate side, or Union blue for one side and Confederate gray for the other, etc. The teacher may consider offering an alternative Confederate flag as a drawing reference rather than the more recognizable “stars and bars,” given its negative associations.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the graphic organizer on their own, it would be best to let them do this independently.*

1. Some students will be overwhelmed with drawing the historic figures. Consider allowing students to use the images below on the flaps of the organizer. If students have difficulty writing on the flaps of the organizer, you could have them match pre-typed facts to the figure or type the responses that the students give you.
2. Be intentional with thinking through what should be written about each historic figure. Allow students time to talk through what they are going to write about each figure. You could go through their notes as a review before getting started. Help students highlight or mark important information they will need to complete the organizer.
3. Consider allowing students to work together with a strong leader, teacher, or para-pro present to lead the group as needed.

<b>GSE Standards and Elements</b>	<b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b> d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Compare similarities and differences; identify social studies reference resources to use for a specific purpose; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information
<b>Enduring Understanding(s)</b>	Conflict and Change; Individuals, Groups, and Institutions

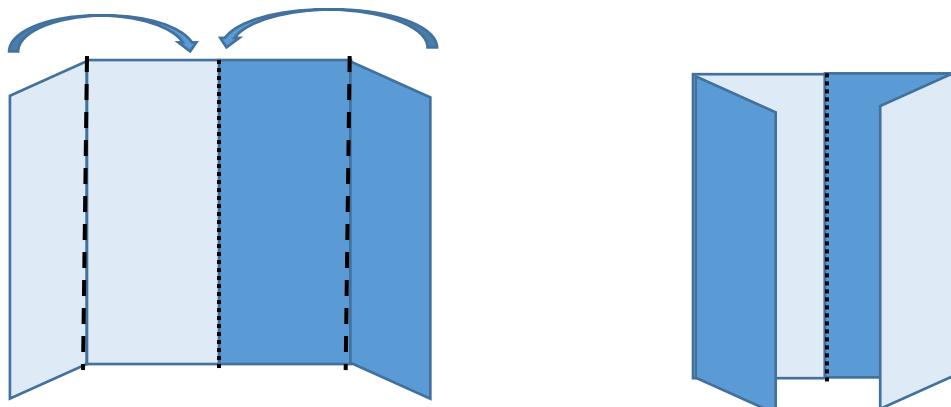
Resources:

Directions for creating the foldable:

Creating the foldable: Cut off the “tab” (if desired) for a clean rectangle. Open the file folder. Fold the left edge of the left side in to the center fold. Fold the right edge of the right side in to the center fold.

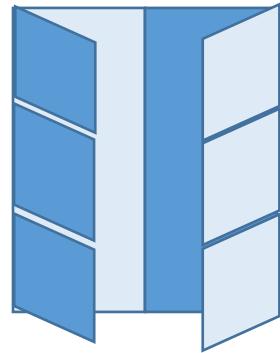
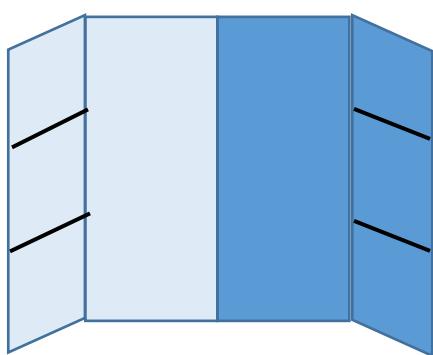


Fold the left edge of the left side in to the center fold. Fold the right edge of the right side in to the center fold.



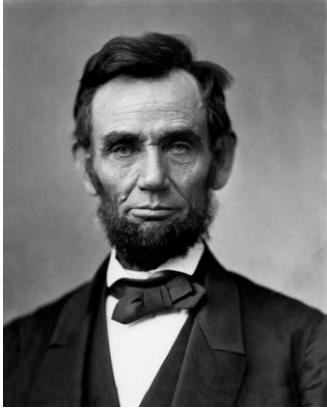
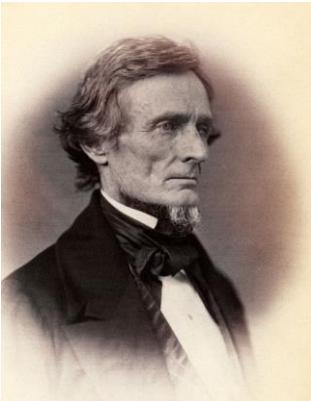
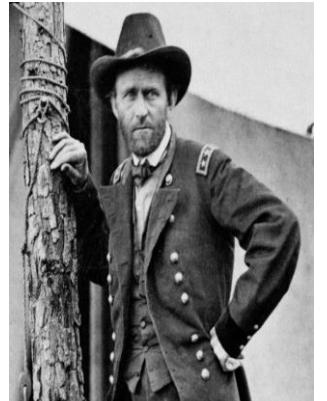
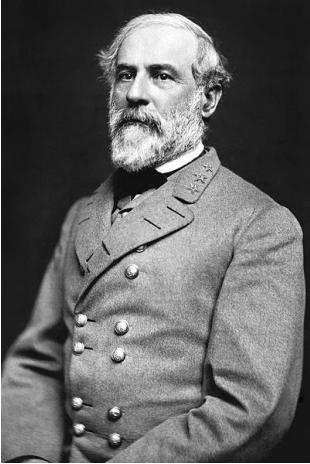
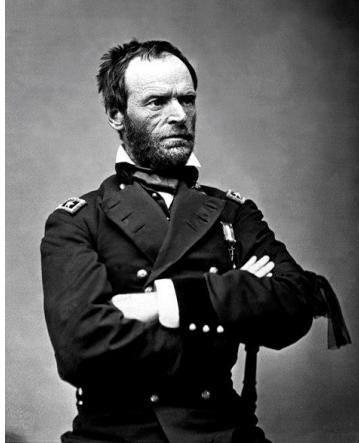
4<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Open the folder back up and cut each flap into thirds (along the solid lines only up to the first fold) as shown below:



The left side will be for the Union, and the right side will be for the Confederacy. Students will draw a picture of Abraham Lincoln on the front of the top left flap, and Jefferson Davis on the front of the top right flap. Ulysses S. Grant will be drawn on the front of the center left, and Robert E. Lee on the front of the center right. William T. Sherman on the front of the bottom left, Thomas Stonewall Jackson on the front of the bottom right. Students will then write the role each person played in the Civil War underneath the flap.

Images for reference:

<p><b>Abraham Lincoln.</b> Alexander Gardner [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3AAbraham_Lincoln_O-77_matte_collodion_print.jpg">https://commons.wikimedia.org/wiki/File%3AAbraham_Lincoln_O-77_matte_collodion_print.jpg</a></p> 	<p><b>Jefferson Davis.</b> Julian Vannerson [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3AJefferson_Davis_by_Vannerson%2C_1859.jpg">https://commons.wikimedia.org/wiki/File%3AJefferson_Davis_by_Vannerson%2C_1859.jpg</a></p> 	<p><b>Ulysses S. Grant.</b> By Fawx, Edgar Guy [1] (Library of Congress) [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3AGrant_crop_of_Cold_Harbor_photo.png">https://commons.wikimedia.org/wiki/File%3AGrant_crop_of_Cold_Harbor_photo.png</a>.</p> 
<p><b>Robert E. Lee.</b> Julian Vannerson [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3ARobert_Edward_Lee.jpg">https://commons.wikimedia.org/wiki/File%3ARobert_Edward_Lee.jpg</a>.</p> 	<p><b>William T. Sherman.</b> By Mathew Brady (1823–1896) [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3AWilliam-Tecumseh-Sherman.jpg">https://commons.wikimedia.org/wiki/File%3AWilliam-Tecumseh-Sherman.jpg</a>.</p> 	<p><b>Thomas “Stonewall” Jackson.</b> By Nathaniel Routhahn (1822 - 1908), Winchester, Virginia (Valentine Richmond History Center, Cook Collection) [Public domain], via Wikimedia Commons. From <a href="https://commons.wikimedia.org/wiki/File%3AStonewall_Jackson_by_Routhahn%2C_1862.png">https://commons.wikimedia.org/wiki/File%3AStonewall_Jackson_by_Routhahn%2C_1862.png</a>.</p> 



### Post-Civil War Journal Entries

**Description:** Students will write 2 different diary / journal entries from the time period following the Civil War known as “Reconstruction”.

One journal entry will be from the perspective of a person living in the North and the other from a person living in the South. The diary entries should be written as if it is 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. Be sure to touch on one or more of the events that happened during Reconstruction (13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, Black Codes, Jim Crow laws, sharecropping, etc.)

To aid students in organizing their thoughts, the teacher may wish to have them do research and complete the attached Venn Diagram (in “Resources” below). Alternatively, the Venn Diagram can be completed as a whole group activity prior to the diary writing so students can reference it as they work.

A rubric for assessing the entries is attached below as well.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the diary entries on their own, it would be best to let them do this independently.*

1. It will be important for students to be able to organize their thoughts before they begin writing. The Venn diagram could be completed as a class with students giving input on similarities and differences. Students could refer to the organizer as they write. The Venn Diagram could also be completed as a group ending the lesson with each group sharing their thoughts and adding to their organizers.
2. Some students can be overwhelmed by the writing component of the assignment. Consider allowing students to use technology to make a video diary or use a “talk to text” feature to record their thoughts. The text could be printed and edited by the student(s).
3. Consider giving students a checklist of things that could be included in their journal entry. This could serve as a reminder of the assignment and also as a prompt if students become stuck. This checklist could also be used as a tool to reduce the assignment by highlighting specific questions for students to answer in their journal entry based on their needs.

<b>GSE Standards and Elements</b>	<p><b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b></p> <p>e. Describe the effects of war on the North and South.</p> <p><b>SS4H6 Analyze the effects of Reconstruction on American life.</b></p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> <p>b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p>
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<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location

Resources:

Rubric

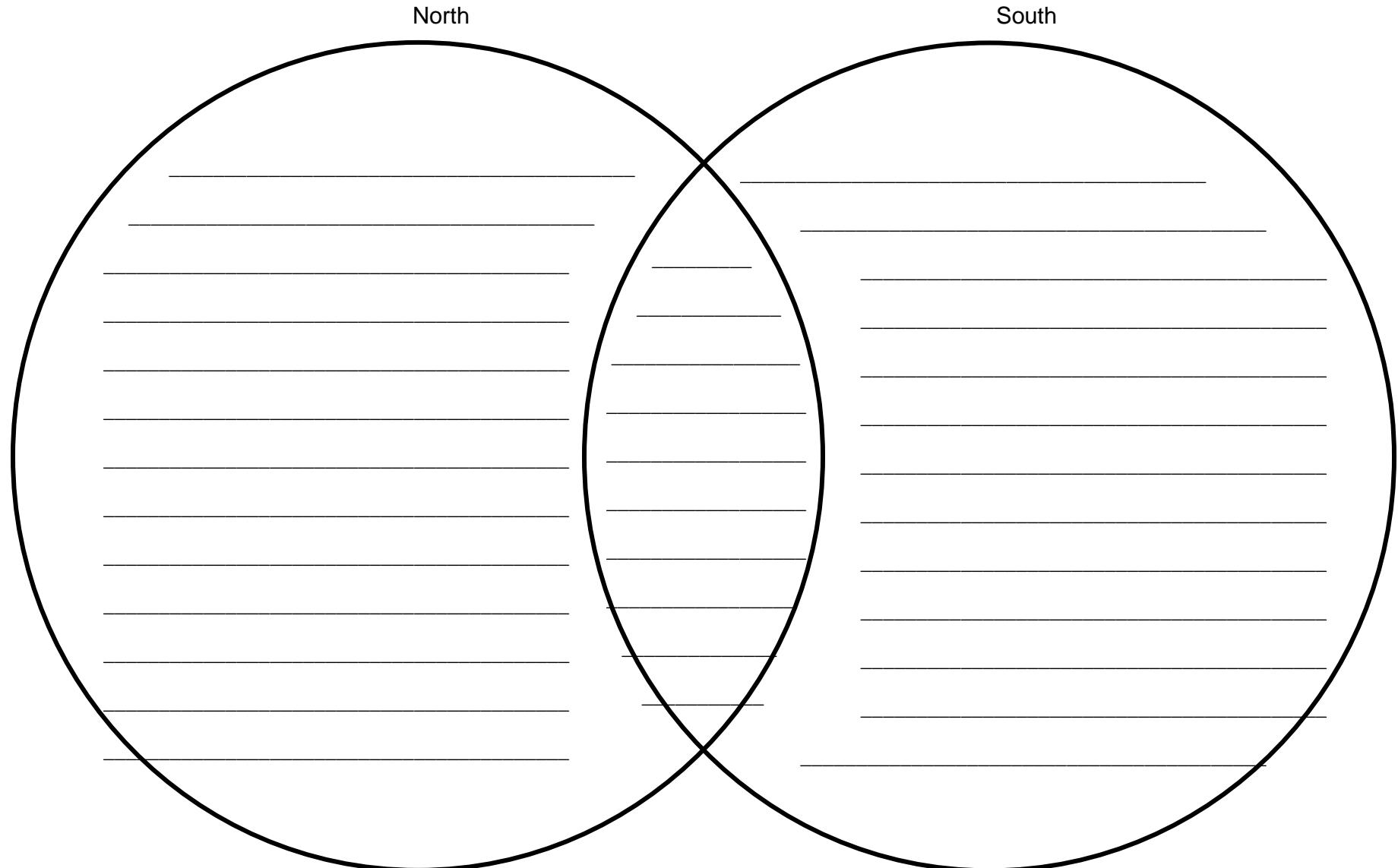
Venn Diagram

Diary Checklist

<b>Criteria</b>	<b>Does Not Meet</b>	<b>Needs Improvement</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Analyzes the effects of the Civil War on the North and South.</b>	The effect of the Civil War on the North and South are incorrect or incomplete on the Venn diagram.	The effects of the Civil War on the North and South are compared and contrasted using a Venn diagram; however, several facts are incorrect or incomplete.	Using a Venn diagram, the student correctly compares and contrasts the effects of the Civil War on the North and South using examples discussed and studied in class.	The student uses the Venn diagram, to accurately and thoroughly analyze the effects of the Civil War on the North and South by comparing pre-Civil War and post-Civil War way of life.
<b>Examines effects of Civil War from multiple perspectives</b>	Creates diary entries that contain inaccurate information and show little understanding of the effects of the Civil War on the North and the South.	Creates diary entries that show some misunderstandings about the impact of the war on the North and South.	Creates two diary entries that explain the impact of the war on the lives of two different individuals. Student includes information about the positive and negative effects of the war from both perspectives.	Creates diary entries that demonstrate a thorough understanding of the impact of the war from the perspective of an individual living at the time. Considers the positive and negative changes that may come as a result of the war. Entries demonstrate an understanding that different individuals will see the same event differently.
<b>Mechanics – spelling, capitalization, punctuation, sentence construction</b>	A large number of errors make it difficult to understand the meaning of the diary entries and / or the Venn Diagram.	There are a number of errors and some make it difficult to understand the meaning of the diary entries and / or the Venn Diagram.	There are some errors, but they do not interfere with understanding the meaning of either the diary entries or the Venn Diagram.	There are very few errors and none of them interfere with understanding the meaning of either the diary entries or the Venn Diagram.

### Effects of War

Directions: Use the Venn diagram to compare and contrast the effects of the war on the North and South.



Name: \_\_\_\_\_



# Journal Checklist

Did you remember to write about...

I live in the <u>NORTH</u> .	
<input type="checkbox"/>	How do you feel now that the war is over?
<input type="checkbox"/>	What do you see around your home?
<input type="checkbox"/>	What problems do you think your country will face now?
<input type="checkbox"/>	What good and bad changes will happen now that the war is over?
<input type="checkbox"/>	Choose at least one of these to talk about:
<input type="checkbox"/>	13 <sup>th</sup> Amendment
<input type="checkbox"/>	14 <sup>th</sup> Amendment
<input type="checkbox"/>	15 <sup>th</sup> Amendment
<input type="checkbox"/>	Black Codes
<input type="checkbox"/>	Jim Crow Laws
<input type="checkbox"/>	Sharecropping

I live in the <u>SOUTH</u> .	
<input type="checkbox"/>	How do you feel now that the war is over?
<input type="checkbox"/>	What do you see around your home?
<input type="checkbox"/>	What problems do you think your country will face now?
<input type="checkbox"/>	What good and bad changes will happen now that the war is over?
<input type="checkbox"/>	Choose at least one of these to talk about:
<input type="checkbox"/>	13 <sup>th</sup> Amendment
<input type="checkbox"/>	14 <sup>th</sup> Amendment
<input type="checkbox"/>	15 <sup>th</sup> Amendment
<input type="checkbox"/>	Black Codes
<input type="checkbox"/>	Jim Crow Laws
<input type="checkbox"/>	Sharecropping

### Create a Civil War / Reconstruction Classroom Timeline

Students complete an illustrated timeline or electronic presentation (PowerPoint, Prezi, Sway, etc.) of the Civil War and Reconstruction.

In this activity, the students will work in small groups in a “jigsaw” fashion to create a hallway or classroom mega-timeline or image-presentation for the events leading up to and through the Civil War. Optionally, you may wish to include the Reconstruction time period as well.

The teacher will split the class into several small groups that will each take a portion of the timeline and elaborate on it by creating an illustrated poster or other artifact about their event (or pages for a presentation). The students will then gather to place each of their artifacts in the proper order along the timeline or in the presentation. The teacher can run blue “painter’s tape” down the hallway or classroom wall to denote the passage of time and students work collaboratively to mount their artifacts in the proper sequence along the tape.

Possible group artifact assignments are as follows:

- Newspaper article on the election of President Lincoln, and the subsequent secession of the first southern states
- An editorial or opinion piece in a local newspaper on whether your state (Georgia) should secede
- A personal accounting (writing from the perspective) of a former slave on what it means to them to be able to vote for the first time after passage of the 15<sup>th</sup> amendment
- Magazine illustration of any of the major events
- Diary or journal entry of a soldier present for Robert E. Lee’s surrender at Appomattox Court House.
- Eyewitness account of any of the major battles of the Civil War
- Letters to the editor protesting the unfairness of the sharecropping system in the south
- A petition or propaganda poster for repeal of the Jim Crow laws clearly explaining what these laws are and why they are unfair
- A purloined map of the other side’s battle strategy

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the timeline on their own, it would be best to let them do this independently.*

1. Be careful with the placement of students in groups. Some students will need more direction and may need to be placed with students who are able to lead the group. If it is possible, an additional teacher or para-pro could work into groups as needed or could be used to lead a group of learners that may need additional support.
2. This organizer will be a great resource for students to frequently revisit to remember what they have been learning. It is very important to make the document useful and not merely “complete.” Many students will need to reread it often.
3. Consider taking a picture of the completed timeline for students to refer to throughout the unit or to review what they have learned.

<b>GSE Standards and Elements</b>	<b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b> a. Identify <i>Uncle Tom’s Cabin</i> and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.
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	<p>b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.</p> <p>c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South.</p> <p><b>SS4H6 Analyze the effects of Reconstruction on American life.</b></p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> <p>b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p>
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b> Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>
<b>Enduring Understanding(s)</b>	Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location; Movement/Migration; Production, Distribution, Consumption; and Technology Innovation

## Culminating Unit Performance Task

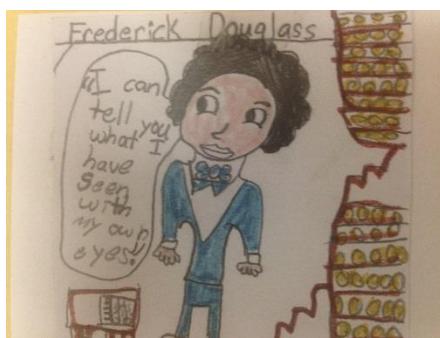
### Civil War – Reconstruction Bingo Board

Students can work independently or in pairs or very small teams. Students create an illustrated bingo board with the vocabulary and concepts covered in this unit.

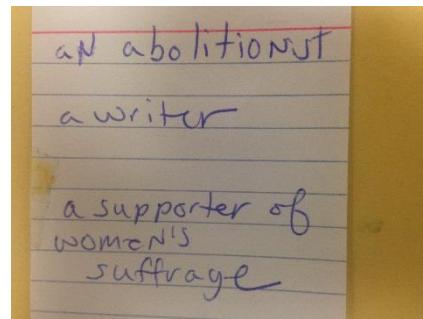
**Preparation:** Each student or team will receive a large piece of construction paper (11 x 17 or so – size depends on how big you cut the cards – big enough for a 5 x 5 array of the cards, though they can hang off to bottom of the short side if need be), or plain white or tan heavier stock paper, to use as the base. Each student or team will also receive 25 plain white cards (cutting a white 3 x 5 index card in half works well) or white paper squares cut to size.

**Activity:** Students or teams will choose 24 vocabulary words (1 card of the 25 is “free space”) from the list provided below. On the front (plain) side of the index card, they will write the vocabulary word and illustrate it. On the back / ruled side, they will write important facts or the definition of the word.

Front:



Back:



Students create their Bingo board by laying their cards out in a 5 by 5 array in whatever order they want (it is good to have the boards all be a little different) on the base paper, with the illustration side up – fact / definition side down. The center card in the array should be the “free space” card. Students tape down their cards on **one edge only** using transparent tape so that the card can be flipped up to see the facts underneath.

Use the rubric attached in “Resources” below to grade the boards if desired.

**Game Play:** Students play “Civil War / Reconstruction Bingo” either in the large group or small groups. Give students cut pieces of construction paper or something similar to use as “markers”. Tell students they **may NOT flip up the cards on their boards** throughout the game. The caller gives facts about, or the definition of any of the words on the list (i.e. the face-down side of the card) in random order. Students must determine whether they have that card by the facts the caller said, and mark it if they do. For example, the caller says, “this person was an abolitionist who also supports women’s right to vote.” Because the fact / definition side is the one that is face-down and cannot be seen during game play, the student must know that these facts describe Frederick Douglass. The student marks Frederick Douglass on his or her card. The first student to get 5 in a row calls Bingo. The “winner” then flips up the cards that are in a row and calls back the fact / definition for the caller to verify they put markers on the correct cards.

Note: Save the Bingo cards for review time right before the Milestone. You can even have students swap cards for a new layout / set of cards.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create the board and play on their own, it would be best to let them do this independently.*

1. Consider playing or rehearsing the game/vocabulary terms with struggling students before they play with their peers.
2. Consider allowing students to quickly check their notes to find the answers.
3. Creating 25 boxes may be overwhelming for some students. Consider reducing the quantity or allowing students to pair up to create their boards. You could also lessen the amount of work by giving students typed facts/definition to use. It will be important to review the vocabulary with them to ensure their understanding of the content.

<b>GSE Standards and Elements</b>	<p><b>SS4H5 Explain the causes, major events, and consequences of the Civil War.</b></p> <p>a. Identify <i>Uncle Tom's Cabin</i> and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.</p> <p>b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.</p> <p>c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South.</p> <p><b>SS4H6 Analyze the effects of Reconstruction on American life.</b></p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> <p>b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p> <p><b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p><b>SS4G1 Locate important physical and man-made features in the United States.</b></p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p>
<b>Literacy Standards</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b> Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and</p>

<b>Enduring Understanding(s)</b>	tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons  Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Location; Movement/Migration; Production, Distribution, Consumption; and Technology Innovation
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Additional Information, Rubrics for the Performance Task

Rubric:

Name \_\_\_\_\_ Date \_\_\_\_\_

## Civil War / Reconstruction Vocabulary Bingo Board Project



	Possible Pts.	Your grade	Description
Completeness	25		You must have 25 squares completed with different vocabulary words. Each square must have a vocabulary term and an illustration, and 3 facts on the back or a definition.
Artwork	25		Each picture should be big enough to fill the whole box. Different colors should be used. The background should not be white. Color the background of each box.
Relevance	25		Each picture should either be a picture of the word or a symbol that helps you to remember it. The picture should somehow relate to the vocabulary word.
Neatness	15		Your project should be written neatly. Your drawings should look like you put time, care, and effort into them.
Spelling	10		Each vocabulary word should be spelled correctly.
Total	100		

Civil War / Reconstruction Vocabulary Word List

Abraham Lincoln	Ulysses S. Grant	Robert E. Lee	Thomas "Stonewall" Jackson
Jefferson Davis	William T. Sherman	Freedman's Bureau	13 <sup>th</sup> Amendment
14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment	reconstruction	Gettysburg
Appomattox Court House	Fort Sumter	Atlanta Campaign	Sherman's March to the Sea
Uncle Tom's Cabin	Harriet Beecher Stowe	John Brown	Harper's Ferry
state's rights	abolitionist	Confederacy	Union
CSA	sharecropping	Jim Crow	specialization
segregation	Civil War	secede	slavery