

## Chapter 1 : Fourth grade Lesson in Civil War and Reconstruction Lesson 6: Civil War Battles

*Civil War Unit Lesson Plans Grades Overview: This lesson would be the culmination of a section of instruction about the causes of the Civil War. This lesson.*

Procedures After watching *The Civil War: A Nation Divided*, discuss how regional differences contributed to the outbreak of the Civil War. The following questions will help guide the conversation. How did the economies of the North and South differ before the Civil War? The North was industrialized; the South was agricultural. Why was slavery so important to the South? How did the addition of new states to the Union create dispute? Free states and slave states both worried about the other side having an advantage. The Missouri Compromise, for example, was designed to maintain a balance of power. Review some of the significant events that, from to , led 11 Southern states to secede from the Union. Did most Northerners and Southerners feel the same way about the President? What was the Emancipation Proclamation? How did it change the war? Help students understand that the Confederates were angered by this edict to abolish slavery, believing it would ruin the Southern economy. The Emancipation Proclamation also shifted the emphasis of the war from keeping the nation together to a struggle to free the slaves. Why would people want to kill the president? They believed that removing Lincoln from power would leave the Union weak and help the South win the war. Explain that students will read and analyze a famous speech or writing by Lincoln to better understand his views. Either assign or have them choose one of the following: To help students with historical context, remind them that the war began April 12, , when Confederate forces attacked Fort Sumter, South Carolina, and that it ended on April 9, , when General Robert E. Lee surrendered to Union General Ulysses S. Grant at the village of Appomattox Courthouse, Virginia. For other important dates, direct them to this online [Civil War Timeline](#): Once students have read through their speech or writing, ask them to write a brief essay that addresses the following. When did Lincoln make this speech or present this writing? Describe the tone or language he used, giving at least one significant quote as an example. How do you think most Northerners and most Southerners responded to the speech or writing. What reaction do you imagine Americans today would have to the speech or writing? How do you think this speech or writing affected the Civil War? During the next class period, give students an opportunity to share their essays. Then discuss their ideas and findings. What impact did the speeches and writings have on the Civil War? In what ways did the responses differ between the North and South?

### Chapter 2 : Teaching THE CIVIL WAR | The Civil War | PBS

*The Middle School Curriculum is a set of nine standards-based lesson plans and one final exam. Below are the Curriculum Lessons along with additional selected lessons, all of which fit within our Civil War Goals for Middle School Students.*

**Objectives** As a result of completing this unit, students will be able to

Charley Quinn, a former member of the New York City street gang the Bowery Boys, is determined to avenge the death of his older brother at the Battle of Gettysburg. At age twelve Charley is too young to enlist as a soldier in the Union Army, but he sneaks onto a troop ship and becomes a drummer boy. His first battle—the Battle of the Wilderness in the Blue Ridge Mountains—is a far cry from his expectations, however. His eagerness fades abruptly when he sees men dying all around him and even shoots one Confederate soldier himself. Charley "skedaddles" into the wilderness and is reluctantly taken in by a tough old mountain woman. She does not trust him at first, and he must hide his identity from the mountain folk who would shoot him at the first sound of his northern accent. Charley is plagued by shame over his desertion, but eventually he gets a chance to prove his courage both to Granny Bent and to himself. Based on a crucial naval battle that happened in , this book tells the story of Eben Tyne, age thirteen, a powder carrier aboard the Confederate vessel the Merrimack. *Jayhawker* by Patricia Beatty Morrow, At age twelve, Elijah Tulley has an experience that he will never forget. Radical abolitionist John Brown visits his home and blesses him and his sisters. Lije is forever committed to abolishing slavery, and he becomes even more passionate about the cause when his father is killed while attempting to free some slaves from a Missouri plantation. He becomes a spy for the Union Army, living with a band of bushwhackers and reporting their activities to his fellow abolitionists, or Jayhawkers. The work is dangerous—he must earn the trust of hardened criminals such as Charley Quantrell, Jim Hickok, and Jesse James—but Lije draws on inner reserves of courage and cleverness to bring his mission to a successful conclusion. Twelve-year-old Hannalee Reed works in a Georgia textile mill. Hannalee is separated from her younger brother and another friend, but she is determined to find them and return home. She escapes from the Kentucky household where she is forced to work as a servant and sets off on a daring adventure that brings her face to face with the horrors of war. Based on the true story of the displacement of Georgia mill workers, this book reveals a little-known aspect of the Civil War as it weaves a compelling and moving narrative around a strong female protagonist. *With Every Drop of Blood* by James Lincoln Collier and Christopher Collier Delacorte Press, Fourteen-year-old Johnny promised his dying father that he would not go off to fight for the South but instead stay to take care of his family. When he hears about a supply convoy leaving for the Confederate capital of Richmond, Virginia, he decides to join in the effort. Before the wagons get very far, Yankee soldiers attack it, and Johnny is shocked to find himself taking orders from a young African American soldier who takes him prisoner. As the boys gradually get to know each other, Johnny grudgingly begins to respect and like Cush. The friendship that forms between them makes Johnny question the point of the war as well as his own beliefs about African Americans. This is a detailed and balanced account of the life and career of Abraham Lincoln. Illustrated with a wealth of photographs and prints, the biography gives readers a close look at the complex and fascinating man who led the nation through one of its darkest hours. Nine-year-old Jethro, who lives in southern Illinois, has an idealized view of war based on stories from history books about dramatic battles and their glorious heroes. When the Civil War breaks out, however, painfully dividing his family as it divides north and south, Jeth must confront the many confusing and horrifying realities of war. At age ten, his father ill and his older brothers off fighting in the war, Jeth becomes the man of the household. *Across Five Aprils* spans the four long years of the war, during which he is transformed from a boy into a young man. *The Story of Booker T. Washington*, with many photographs and other illustrations. Many of the soldiers who fought on both sides of the war were not men but children. The book captures their first-hand experiences of war, from the thrill of enlistment through the horrible reality of combat. *Shades of Gray* by Carolyn Reeder Macmillan, The war has left twelve-year-old Will Page without any immediate family: Will reluctantly goes to live with his Uncle Jed and his family, burning with anger over the fact that Jed refused to fight for the Confederate

cause. Gradually Will comes to understand that the moral issues involved in the decision to fight were not as clear-cut as he thought, and that good people can have honest disagreements. Harriet Tubman by M. Taylor Chelsea House Publishers, Part of the Black Americans of Achievement series, this biography tells the incredible life story of the architect of the Underground Railroad, which helped hundreds of slaves make their way to freedom. The engaging narrative is augmented with many photographs and drawings that bring the text to life. Up from Slavery by Booker T. Washington Doubleday, The great political activist and educator tells the story of his life in his own words. Washington was born into slavery and freed under the Emancipation Proclamation, after which he devoted his life to helping African Americans make a place for themselves in the economy and society of the United States. The full text of Up from Slavery is also available online. Racism within the Union army threatens to leave them without uniforms or shoes and with smaller paychecks than their white counterparts. Their commanding officer, year-old Robert Gould Shaw, fights these injustices and struggles with the more subtle racism in his own mind as he gradually forms a genuine bond with his men. The 54th earned fame for its heroic fighting in a suicidal mission to capture Fort Wagner in South Carolina. For an overview of Civil War chronology, you can direct them to the Civil War timeline provided online by the Library of Congress. You might also encourage them to research relevant topics, perhaps assigning pairs or small groups to become "resident experts" in specific areas. A few of the topics they might explore are:

## Chapter 3 : Sectionalism and the Civil War | New Visions - Social Studies

*For Teachers - American Civil War Lesson Plans and Classroom Materials. Lesson Idea: Problem Solving, Discussion or Debate (Middle School, 8th-grade): Up to a certain point, the Civil War could have been avoided.*

Project based learning is a valuable tool for teachers to use in their classroom. It engages their students and allows them to take control over their own education, rather than being forced to learn from the teacher. Integrating technology into a teachers lesson, which this project based learning unit aims to do, focuses the students and allows those who learn through audio, visual or hands on experiences to explore their learning. By placing students into small groups, they can work together, collaborate and revise work without the feeling of being under a microscope. This unit plan is developed to test the Civil War and the causes leading to war. These lessons were developed for an 11th grade American History class with students in them with 50 minute long classes. The class is a full year course for high school juniors starting off with colonization and ending with contemporary issues. Throughout the year, emphasis will be placed on changes occurring throughout the country leading to a divide among northerners and southerners. Learning Assessments Building off the idea of divide and change occurring throughout the country, I will begin a new unit on the Civil War and its precedence. These projects are designed to get students to research the material in their own way, finding ways to explore their own creative personal knowledge building strengths. The students will be assessed primarily through their end products. The instructor should however roam the class ensuring the students are understanding the idea of the unit, the questions needing to be answered, and how to go about doing this. The instructor should not find the answers for the students, however they should point the students in the right direction if they are struggling finding information or understanding what they are finding. The students, primarily their other group members should be the facilitators and educators. The idea of this unit is to have students gain knowledge and answer questions from one another. Performance Objectives The learner will understand a variety of causes, from a northerner and southerner perspective, of secession, and their subsequent effects. The learner will be able to describe these cause and effects in a presentation. The student will understand various aspects of southern life trying to be upheld, leading to secession. The student will understand the various reasons the south had for seceding and understand these reasons date back many years. The student will be able to identify who was the first to secede? Who else followed and when? The student will be able to explain if there was a war right away, or if political action was taken to avoid war. At the end of the lesson s , the student will have a better understanding of the war to come and identify key points of contention. The student will be able to outline battles, important events etc on a timeline. Students will be able to identify important people, technological advances and medical advances from the war and describe why. At the end of the unit, the learners will have better communication, research and team building skills. Essential Questions What were the main causes of secession from a southern perspective? What were the major battles of the war? What were the major events non battle of the war? Who were the most important people of the war both north and south? What advances in medicine and technology took place? How did these change the war? How did Lincoln try to re-unite the union during the war? What resulted from the war? Specifically, who won, and what results came from this in the long term ten years after the war ended? History of the United States and New York- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York 1. Economics- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. Civics, Citizenship and Government- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. Causes of the Civil War Overview of

this learning project The objective of this unit is to give the students a full, multiperspective view of the causes of the Civil War. What reasons did the south have for seceding from the Union? Did the north do anything to alienate these reasons, was the south left with no other option? These are the types of questions the students need to ask themselves while researching the causes of the Civil War. These searches should not be limited to secondary texts, but should include soldier perspectives, diary entries and letters from southern and northern viewpoints. The point of the unit is not only to understand why the war started, but to understand what the north and south were fighting for, and to understand reasons why the war unfolded as it did. This unit will set up the next unit, which will be an in-depth look at the war itself, the people and the advances made. This unit should provide students with sufficient background knowledge to research the war. Rationale for this unit In previous classes, we have covered the political, social and economical splitting of northern and southern ideologies. In this lesson, the students will examine the problems that brewed throughout the country and how these numerous problems caused a civil war. Students will examine the social, political, economical and physical problems that created tensions between the north and the south. Students will be split into groups in order to research and evaluate an individual cause, going deeply into the problems roots and implications for the country. This 5 day lesson plan will help students understand and analyze the causes of the Civil War, ending with each group presenting their findings. This lesson addresses New York State standards 1, 3, 4, and 5 while also addressing numerous Common Core standards requirements. The Civil War Overview of this learning project The reason this project is being implemented is to get students to investigate the various changes and major events that occurred during the Civil War throughout the country. The other reason for this project is to get students to think differently than they are accustomed to. One major part of this project is to investigate the different perspectives and reactions to events that occurred during the war. Obviously, a soldier in the south is going to react differently than a soldier in the north. The point of the project is for the students to uncover these differences through primary sources and inquiry. They will only investigate one perspective, however another group will research the same event from a different perspective. Therefore, by the end of the project, the students will have a full view about the events that unfolded during the 5 year span. During this unit, like the last unit, the point is for the student to learn about the war from multiple perspectives, not to just summarize the events that occurred. That is a necessary element of the project, but it is also to uncover the changes of the war and their impacts as well as the perspectives of major events. Rationale for Unit 2 After examining the numerous causes of the Civil War and their implications on the country, the students will no split into different groups in order to examine the different perspectives of the war within each year it was fought. At the end of their research, each group will again present their findings to the class, as well as hand in a "newspaper" describing and analyzing all the events that occurred that year of the Civil War and their respective perspective. Students will research primary and secondary sources to gain insight into the reactions of events that occurred in the north and south during the war. Students will also examine technological, medical, military, and other changes of life that may have effected the war in some manner. By doing this, students will have an idea of the mentality of each side during each year of the war as well have a greater understanding of the events that unfolded. At the end of all presentations, the teacher will compile all the newspapers together creating a study guide for students that addresses all aspects of the war. This lesson addresses New York State standards 1, 3, 4, 5 and numerous Common Core standards requirements.

## Chapter 4 : The Civil War: A Nation Divided | Free Lesson Plans | Teachers

*The causes of the Civil War can be traced back to the late 1700s when Charles Mason and Jeremiah Dixon, two British surveyors, drew the border between Pennsylvania and Maryland, dividing the North from the South.*

For several decades, the country had just barely held itself together, struggling to tolerate its disagreements, divisions, and disunion. Finally, to become a real country, a real union, it had to, in four short years, literally tear itself together. It interweaves thousands of photographs and paintings with the words of those who lived through a war that shattered a union and shaped a nation. Educational Resources The classroom section provides teachers and students with a myriad of educational resources. These tools include episode descriptions, discussion questions, and standards-based, multidisciplinary classroom lessons and activities created by award-winning educators. The site also provides a comprehensive Civil War timeline and biographies of the men and women involved in shaping the impact of the war on our historical and national narrative. The lessons and activities for The Civil War series have been updated to accommodate new educational standards and commemorate the 25th anniversary of the film. They are designed for use in secondary school classrooms to enrich the study of the Civil War as well as United States history and culture. The classroom activities integrate carefully selected video segments from the series into lessons to underscore content themes and enhance student understanding. They can be used as stand-alone resources, in conjunction with curriculum scope, sequence, and textbooks, or even modified as homework. The activities are closely aligned to content-based national standards and Common Core. Discussion and Activity Lessons The Civil War series is rich in educational themes and content, and provides opportunities to explore a range of topics in depth. Because class time is limited, addressing all the lessons and themes can prove challenging. As such, the following activities provide student and teacher handouts, video clips from the film, additional resources, and discussion questions that can be covered in a class period or less, used as an introduction for a larger unit or as the basis for a term paper or project. It sets the stage for student understanding of why the war was fought, the objectives and strategies of both sides, and the sectional differences that augmented the debate over the direction of the country. Students view three video clips from The Civil War that depict the dissolution of the Union after the election of Abraham Lincoln and the entrenched ideologies of both the North and the South. African-American Troops of the 54th Massachusetts When the Civil War broke out, free African Americans and runaway slaves found themselves waiting on the sidelines of a conflict in which they played a central role. Until the issuance of the Emancipation Proclamation, the war was said to be fought to preserve the Union, despite the central role that the dispute over slavery played in breaking it apart. Once admitted to the military, African-American soldiers faced the same prejudice and racism as before. This activity explores how the Emancipation Proclamation was implemented in the military, with discussion questions on how it changed the nature of the war. Students also examine a final letter from Colonel Robert Gould Shaw, commander of the Massachusetts 54th Regiment Volunteer Infantry, to his wife, Annie, on the eve of the battle at Battery Wagner, where he attests to the bravery of the men who proudly served with him. Songs such as "Battle Hymn of the Republic," "Dixie," and "Battle Cry of Freedom" defined many of the issues and emotions held by both sides. Both the North and the South adopted the "theme songs" of the other and put their own lyrics to the melodies. Often, the resulting song showcased satire and humor on a level that would rival and foreshadow song parodies of the following century. Students listen to "Dixie" and "Battle Cry of Freedom," performed by both sides, and analyze the symbolism of the lyrics and the impact the songs had on both northern and southern societies. This activity is a great integration of history and music. More than 3 million Americans fought in it and over 2 percent of the population died in it. For many Americans, it was difficult to even conceive how the war might end, and, even if it did, even more challenging to envision how the two sides could ever find a way to share the same nation once again. But the two sides did reconcile, beginning with the terms of surrender bestowed by President Abraham Lincoln through General Ulysses S. Grant to Robert E. Lee and the Army of Virginia. The activity provides an in-depth study of compassion toward former enemies after a conflict is resolved. Believing that the only way to ensure surrender from the South was to

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bring the full force of war to the civilian population, Sherman devised a tactic to march from Atlanta, Georgia, on a mile-wide swath across the Deep South. This was known as total war, the likes of which most Americans had not previously experienced. Students assess this controversial move from different angles. They then analyze two primary sources:

### Chapter 5 : The Coming Storm | Crossroads of War

*"Was It Something I Said?" - Multiple Causes of the Civil War By Anne Stemmerman - Westwood Middle School I. Lesson Summary Summary: This lesson examines the multiple causes and events that led to the American Civil War.*

### Chapter 6 : Digital History

*on the Civil War, including the state of the nation slavery and freedom. The readings and pictures should leading up to the war, the causes, and the impact on the help the students understand the new vocabulary.*

### Chapter 7 : Project Based Learning on the Civil War - KNILT

*effects of the Civil War on the Southern States and the Northern States by looking, listening, observing authentic documentation, letters, maps, songs, photographs, etc of the time before, during, and after the Civil War.*

### Chapter 8 : Lessons | 5th Grade Civil War Unit

*Inquiry Lesson Plan: Why did the United States Civil War occur? Abstract: This inquiry lesson plan asks the question: Why did the United States Civil War occur? At the beginning of , the United States was in a place it had never been politically.*

### Chapter 9 : Civil War | Lesson Plan

*After watching The Civil War: A Nation Divided, discuss how regional differences contributed to the outbreak of the Civil War. The following questions will help guide the conversation. How did the economies of the North and South differ before the Civil War? (The North was industrialized; the South.*