

# CIVIL WAR: CAUSES, CONFLICTS, CONSEQUENCES

**Grade Level:** Fifth Grade

**Presented by:** Julia Silzer, South Shore Charter School , Hull, MA.

**Length of Unit:** Ten Lessons

## I. ABSTRACT

This unit is a division developed for the purpose of utilizing technology to address the causes, conflicts, and consequences of the Civil War. It is designed to enhance the Civil War unit of study taught to 5<sup>th</sup> graders. Students will be required to use all available resources and the Internet to complete the assignments given. The lesson plans developed in this unit of study use appropriate technology resources and different learning styles to encompass instructional activities with which students will gain knowledge on the Civil War.

The final presentation will incorporate all uses of technology used within the Civil War unit of study. All presentations will be evaluated based on decision-making, teamwork, data analysis, creativity, communication venues, and a demonstration of a mastery of the Civil War using technology as a platform.

## II. OVERVIEW

### A. Concept Objective(s)

1. Students will understand that there were many causes of the Civil War.
2. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
3. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
4. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
5. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
6. Students will understand the power of the written word.

### B. Content from the *Core Knowledge Sequence*

1. Slave life and rebellions
2. Industrial North versus agricultural South
3. Mason –Dixon Line
4. Controversy over whether to allow slavery in territories and new states  
Missouri Compromise 1820  
Dred Scott decision allows slavery in territories
5. Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
6. John Brown's Harper's Ferry
7. Lincoln: "A house divided against itself cannot stand."  
Lincoln elected president; Southern states secede.
8. Fort Sumter
9. Confederacy: Jefferson Davis, president
10. Slave life and rebellions
11. First Battle of Bull Run
12. Robert E. Lee and Ulysses S. Grant
13. General Stonewall Jackson
14. Ironclad ships; USS Monitor and the CSS Virginia
15. Battle of Antietam
16. Gettysburg and the Gettysburg Address

17. The Emancipation Proclamation
  18. Sherman's march to the sea; burning of Atlanta
  19. Surrender at Appomattox
  20. Assassination of Lincoln by John Wilkes Booth
- C. Skill Objectives
1. The student will create bar graphs using dates and figures given.
  2. The student will write a properly formatted friendly letter that expresses opposition.
  3. The student will use mapping skills to identify and distinguish the states and territories in 1861.
  4. The student will create a pie chart that will show the population and resources of the North and the South in 1861.
  5. The student will work in small groups or pairs to find information on the events of the 1860's using the Internet.
  6. The student will create a Venn diagram in order to show the comparison of eras.
  7. The student will work in small groups to organize, edit, and complete a two-page newspaper.
  8. The student will research the six major battles in order to create a matrix.
  9. The student will work in small groups to create a slideshow using key vocabulary words learned in the unit
  10. The student will create a timeline of the Civil War period.
  11. The student will research the life of both Union and Confederate leaders.
  12. The student will use technology skills to investigate a WebQuest on the Civil War.
  13. The student will use technology skills to create a final presentation.
  14. The student will compare and contrast an issue in written form.
  15. The student will write a biographical sketch after conducting the necessary research.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. E.D Hirsch, Jr. *What Your Fifth Grader Needs to Know*.
  2. Hazen, Walter, A. *Everyday Life: The Civil War*.
  3. Lee, George, and Roger Gaston. *Civil War, The War Between the States*.
  4. Segal, Justin. *Civil War Almanac*.
  5. All software resources
  6. Appendix E-Background notes for each lesson
- B. For Students
1. E.D Hirsch, Jr. *What Your Second Grader Needs to Know*., Westward Expansion, The Civil War, Civil Rights.
  2. E.D Hirsch, Jr. *What Your Third Grader Needs to Know*., The Thirteen Colonies: Life and Times Before the Revolution.

### IV. RESOURCES

- A. Anderson, Kerry, and Flink,Candy. *Civil War/ Thematic Unit*.
- B. Carratello, John, and Carratello,Patty. *Civil War/ Thematic Unit*.
- C. Egger-Bovet, Howard, and Smith-Baranzini, Marlene. *USKids History: Book of the American Civil War*.

- D. Hazen, Walter, A. *Everyday Life: The Civil War*.
- E. Lee, George, and Gaston, Roger. *Civil War, The War Between the States*.
- F. Segal, Justin. *Civil War Almanac*.
- G. Software
  - 1. Mapmaker's Toolkit, Tom Snyder Productions
  - 2. Timeliner 4.0, Tom Snyder Productions
  - 3. The Graph Club, Tom Snyder Productions
  - 4. Inspiration, Inspiration Software
- H. Appendix B

## V. LESSONS

### Lesson One: Slavery Labor Growth and Opinion

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand that there were many causes of the Civil War.
    - b. Students will understand the activities of the abolitionists and develop an opinion on slavery and it's effect on the Civil War.
    - c. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
    - d. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
  - 2. Lesson Content
    - a. Slave life and rebellions
    - b. Industrial North versus agricultural South
    - c. Controversy over whether to allow slavery in territories and new states  
Missouri Compromise 1820  
Dred Scott decision allows slavery in territories
    - d. Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
  - 3. Skill Objective(s)
    - a. The student will create bar graphs using dates and figures given.
    - b. The student will write a properly formatted friendly letter that expresses opposition.
- B. *Materials*
  - 1. Software: Graph Club by Tom Snyder Productions, and Microsoft Word.
  - 2. Internet access – Appendix B
  - 3. Stowe, Harriet B. *Uncle Tom's Cabin*.
  - 4. Good Year Book publication, *Everyday Life: The Civil War*, pg. 10-13
- C. *Key Vocabulary*
  - 1. Civil war- a war between two or more different groups or states within a single nation.
  - 2. Abolish- to be ended or outlawed. Abolitionists were northern reformers who worked to "abolish" slavery.
- D. *Procedures/Activities*
  - DAY ONE
    - 1. Begin by asking students what knowledge they have of the Civil War.
    - 2. Explain that there were many causes of the Civil War.
    - 3. Briefly explain the history of slavery, beginning in 1619.

4. Discuss the economic developments of the South and the North.
5. Familiarize the students with Harriet Beecher Stowe's, *Uncle Tom's Cabin* and the Dred Scott Decision.
6. Students will read from the Good Year publication, pages 10-13, and will use the figure given to create a bar graph using Tom Snyder's Graph Club.
7. Students will use the bar graph created to develop a word problem associated with the results on the bar graph.

*Bibliographies must be completed and used in research*

#### DAY TWO

8. Review the vocabulary and key concepts of the previous day.
9. Students will write a letter as a strong opponent of slavery to a cousin who is a member of a slaveholding family that owns a large plantation in the South. Strong reasons why slavery is wrong and should be abolished should be a component of each letter.
10. Letters and word problems from Day One will be finalized on a word processor, such as Microsoft Word.

*Bibliographies must be completed and used in research*

#### E. *Assessment/Evaluation*

1. Students will share their word problems and letters with the class. This work should be placed in a folder on the computer. Some word problems and graphs may be used for final presentations. (Appendix A)

### **Lesson Two: The Free and Slave States of 1860**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
  - b. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
  - c. Students will understand that there were many causes of the Civil War.
2. Lesson Content
  - a. Slave life and rebellions
  - b. Industrial North versus agricultural South
3. Skill Objective(s)
  - a. The student will use mapping skills to identify and distinguish the states and territories in 1861.

#### B. *Materials*

1. Blank maps of the United States, pencils, colorful markers
2. Internet access (Appendix B)
3. Creative Teaching Press publication, *Civil War/ Theme Unit*, page 10, may be used.
4. The Core Knowledge Series, *What your Fifth Grader Needs to Know*, page 165.

#### C. *Key Vocabulary*

1. Secede- to formally withdraw membership in an organization or political group.

#### D. *Procedures/Activities*

##### DAY ONE

1. Divide the class in half and then into groups of four to:
  - a. Color-code a large blank map of the United States in 1861.
  - b. Identify the 34 states of the Union, before 1860.
  - c. Identify and key the free states and the slave states.

- d. Identify on the map the Border States and the Territories.
2. The other half of the students will use Mapmaker's Toolkit to create a visual display of the United States between 1860 -1864, recording all changes by using color coding and keys to represent the changes.
  - a. Use a blank map of the US to identify the 34 states of the Union, before December 20, 1860.
  - b. Use a blank map of the US to identify the 11 free states and the 11 slave states in 1861.
  - c. Use a blank map of the US to identify the Union and Confederate states, the Border States, and the Territories in 1861.

*Bibliographies must be completed and used in research*

**E. Assessment/Evaluation**

1. Students will share the maps and their experiences working together
2. These Civil War maps will be displayed in the classroom, and used for as visual aids during class discussions. (Appendix A)
3. The maps that are created using Mapmaker's Toolkit will be put into a final PowerPoint or Hyperstudio presentation, in which other activities will be used to show group and individual learning efforts.

**Lesson Three: Reason for the Length of the War**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand that there were many causes of the Civil War.
  - b. Students will be able to identify the advantages and disadvantages of the North and the South.
  - c. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
2. Lesson Content
  - a. Industrial North versus agricultural South
3. Skill Objective(s)
  - a. The student will create a pie chart that will show the population and resources of the North and the South in 1861.

**B. Materials**

1. Software: Graph Club by Tom Snyder Productions
2. Poster board, glue, colorful markers
3. Internet access (Appendix B)
4. Good Year Books publication, *EverydayLife: The Civil War*, page10-13.

**C. Key Vocabulary**

none

**D. Procedures/Activities**

DAY ONE

1. Students will use a graphing program, such as Graph Club to create a pie chart of the population of the Union states and the Confederate states in 1861.
2. Students will create several pie charts that show the resources of both the Union and Confederacy in 1861.
3. The students will print these charts and place on a large display or poster board. These charts must be labeled carefully.

4. Each student will create a descriptive title for the charts based on the lesson given and the reason for assessing these statistics. The titles created will be graded on originality and students explanation for choosing it.

*Bibliographies must be completed and used in research*

**E. Assessment/Evaluation**

1. Students will share the charts they have created and explain the reason for the title they have chosen. These charts will be part of the final presentation (Appendix A)

**Lesson Four: The Effects of the Economy**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand that there were many causes of the Civil War.
  - b. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
2. Lesson Content
  - a. Industrial North versus agricultural South
3. Skill Objective(s)
  - a. The student will create a Venn diagram in order to show the comparison of eras.
  - b. The student will compare and contrast an issue in written form.

**B. Materials**

1. Software: Inspiration Software
2. Microsoft Word
3. Internet access –Appendix B
4. Good Year Books publication, *EverydayLife: The Civil War*, page10-13.
5. Creative Teaching Press publication, *Civil War/ Theme Unit*, page 16.

**C. Key Vocabulary**

**D. Procedures/Activities**

DAY ONE

1. Students will work in pairs to find the economic differences and similarities of the South and North in the 1860's.The Internet may be used as a resource.
2. Students will use a graphing program such as Inspiration, to create a Venn diagram that shows the economic differences and similarities of the North and South.
3. Students will work individually to write a compare and contrast essay on the economy of the South and the North in the 1860's.
4. Students will work pairs to gather as much information on the events of 1860's in order to establish a comparison with the events of today.
5. Students will use this information to create a webbing page that shows the comparison of eras. Be sure to use relevant categories.

*Bibliographies must be completed and used in research*

**E. Assessment/Evaluation**

1. Students will share their Venn diagrams on the economy of the North and the South. The most complete one will be used in the final presentation.
2. Students will share the webbing page that they have created and the sources that were used to obtain the information. Several categories will be chosen for the final presentation. (Appendix A)

## Lesson Five: A Journalist's Postition

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
  - b. Students will understand the power of the written word.
2. Lesson Content
  - a. Slave life and rebellions
  - b. Industrial North versus agricultural South
  - c. Mason –Dixon Line
  - d. Controversy over whether to allow slavery in territories and new states
    - Missouri Compromise 1820
    - Dred Scott decision allows slavery in territories
  - e. Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
  - f. John Brown's Harper's Ferry
  - g. Lincoln: "A house divided against itself cannot stand."  
Lincoln elected president; Southern states secede.
  - h. Fort Sumter
  - i. Confederacy: Jefferson Davis, president
  - j. Yankees and Rebels; Blue and Gray
  - k. First Battle of Bull Run
  - l. Robert E. Lee and Ulysses S. Grant
  - m. General Stonewall Jackson
  - n. Ironclad ships; USS Monitor and the CSS Virginia
  - o. Battle of Antietam
  - p. Gettysburg and the Gettysburg Address
  - q. The Emancipation Proclamation
  - r. Sherman's march to the sea; burning of Atlanta
  - s. Surrender at Appomattox
  - t. Assassination of Lincoln by John Wilkes Booth
3. Skill Objective(s)
  - a. The student will work in small groups to organize, edit, and complete a two-page newspaper.

### B. *Materials*

1. Software: Microsoft Publisher
2. Internet access- Appendix B
3. Newspaper examples

### C. *Key Vocabulary*

none

### D. *Procedures/Activities*

#### DAY ONE

1. Students will work in-groups of four in order to organize, edit and complete a two-page newspaper. Any software program, from Microsoft Word to Microsoft Publisher should be used to complete this assignment.
2. Each paper will include an editorial, a political cartoon, some type of advertisement, and an article about a recent event/battle, an interview with a military leader, and a crossword puzzle.

3. Each group will be assigned to be a part of either a newspaper from the North or from the South. Each group must write their articles based on the beliefs of the region they are representing.
4. The information must reflect a certain time and battle of the Civil War.  
*Bibliographies must be completed and used in research*

*E. Assessment/Evaluation*

1. Students will make copies of their newspapers to share with the class.
2. There will be time for discussions and debate about the article, political cartoons, and representation of the battles.
3. The Crossword puzzle will be a fun culminating activity for all to share.
4. The better of the two newspapers will be presented as part of the final presentation. (Appendix A)

**Lesson Six: Battles, Battles, Battles**

*A. Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there were many causes of the Civil War.
  - b. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
  - c. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
  - d. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
  - e. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
2. Lesson Content
  - a. Lincoln: “A house divided against itself cannot stand.”  
Lincoln elected president; Southern states secede.
  - b. Fort Sumter
  - c. Confederacy: Jefferson Davis, president
  - d. Yankees and Rebels; Blue and Gray
  - e. First Battle of Bull Run
  - f. Robert E. Lee and Ulysses S. Grant
  - g. General Stonewall Jackson
  - h. Ironclad ships; USS Monitor and the CSS Virginia
  - i. Battle of Antietam
  - j. Gettysburg and the Gettysburg Address
  - k. The Emancipation Proclamation
  - l. Sherman’s march to the sea; burning of Atlanta
  - m. Surrender at Appomattox
3. Skill Objective(s)
  - a. The student will work in small groups or pairs to find information on the events of the 1860’s using the Internet.
  - b. The student will research the six major battles in order to create a matrix.

*B. Materials*

1. Software: Microsoft Word or Publisher
2. Internet access- Appendix B
3. List of battles and information to be researched.
4. A large number of books with which the students can research.

*C. Key Vocabulary*

none

- D. *Procedures/Activities*  
DAY ONE AND TWO
1. Students will work in pairs to research the six battles in order to create a matrix. Microsoft Word or Publisher may be used to create a table to complete this assignment.
  2. Students will create a matrix based on the important factors that affected each battle
  3. Students will add the battle location to their maps that they created in Lesson 2. (Appendix A)  
*Bibliographies must be completed and used in research*

- E. *Evaluation/Assessment*
- 1.

**Lesson Seven: A, B, C's and Songs of the War**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
    - b. Students will understand the power of the written word.
  2. Lesson Content
    - a. Slave life and rebellions
    - b. Slave life and rebellions
  3. Skill Objective(s)
    - a. The student will work in small groups to create a slideshow using key vocabulary words learned in the unit
    - b. The student will use technology skills to create a final presentation.
- B. *Materials*
1. Software: Microsoft Word, Powerpoint, or Hyperstudio
  2. Internet access –Appendix B
  3. Words from both songs
  4. A large number of books on the Civil War with which the students can research for their presentation.

- C. *Key Vocabulary*  
 none

- D. *Procedures/Activities*  
DAY ONE AND TWO
1. Sing, *The Battle Hymn of the Republic and Dixie*, for the slide show presentation.
  2. Each page/slide will have the letter represented, a vocabulary word beginning with this letter, and the definition of this word within context of the Civil Unit.
  3. Students will learn the words and music of the Union song, *The Battle Hymn of the Republic*.
  4. Students will learn the music and words to the Confederate song, *Dixie*.
  5. Students will sing both of these songs for the slide show presentation. Kid Pix or Hyperstudio software programs should be used to complete this assignment.  
*Bibliographies must be completed and used in research*

- E. *Assessment/Evaluation*
1. Students will share their Civil War alphabet and Civil War song assignments with the class.
  2. Discuss any vocabulary words that were new or unusual to the class.

3. How did each group chose to depict their vocabulary words?
4. These slide show presentations will constitute a large part of the final presentation. (Appendix A)

### **Lesson Eight: Important Events Cards and Timeline**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand that there were many causes of the Civil War.
  - b. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
  - c. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
  - d. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
  - e. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
2. Lesson Content
  - a. Slave life and rebellions
  - b. Industrial North versus agricultural South
  - c. Mason –Dixon Line
  - d. Controversy over whether to allow slavery in territories and new states
  - e. Missouri Compromise 1820
  - f. Dred Scott decision allows slavery in territories.
  - g. John Brown’s Harper’s Ferry
  - h. Lincoln: “A house divided against itself cannot stand.”  
Lincoln elected president; Southern states secede.
  - i. Fort Sumter
  - j. Confederacy: Jefferson Davis, president
  - k. Slave life and rebellions
  - l. First Battle of Bull Run
  - m. Robert E. Lee and Ulysses S. Grant
  - n. General Stonewall Jackson
  - o. Ironclad ships; USS Monitor and the CSS Virginia
  - p. Battle of Antietam
  - q. Gettysburg and the Gettysburg Address
  - r. The Emancipation Proclamation
  - s. Sherman’s march to the sea; burning of Atlanta
  - t. Surrender at Appomattox
  - u. Assassination of Lincoln by John Wilkes Booth
3. Skill Objective(s)
  - a. The student will work in small groups or pairs to find information on the events of the 1860’s using the Internet.
  - b. The student will create a timeline of the Civil War period
  - c. The student will use technology skills to investigate a WebQuest on the Civil War.
  - d. The student will use technology skills to create a final presentation.

#### **B. Materials**

1. Software: Microsoft Word, Timeliners by Tom Synder Productions
2. Internet access Appendix B

3. A large number of books on the Civil War with which the students can research for their presentation.
- C. *Key Vocabulary*  
none
- D. *Procedures/Activities*  
DAY ONE AND TWO
1. Students will work in groups of four in order to research the important events that surrounded the Civil War time period
  2. Students will go to the Civil War WebQuest site to begin the timeline.
  3. Use the software program Timeliner to complete this assignment.
  4. Students may make separate timeline on specific themes, such as, battles, or political elections, generals or war leaders.
  5. Tell students that these timelines can be as creative or complex as they like but they must be easy to read.  
*Bibliographies must be completed and used in research*
- E. *Assessment/Evaluation*
1. Students will present their timelines to the class and talk about how they decided on the important events and dates that were chosen.
  2. The timeline will be used in a final presentation. (Appendix A)

### **Lesson Nine: Leaders, Leaders, Leaders**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that there were many causes of the Civil War.
    - b. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
    - c. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
    - d. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
    - e. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
  2. Lesson Content
    - a. Lincoln: "A house divided against itself cannot stand."  
Lincoln elected president; Southern states secede.
    - b. Confederacy: Jefferson Davis, president
    - c. Robert E. Lee and Ulysses S. Grant
    - d. General Stonewall Jackson
  3. Skill Objective(s)
    - a. The student will research the life of both Union and Confederate leaders.
    - b. The student will write a biographical sketch after conducting the necessary research.
- B. *Materials*
1. Software: Microsoft Word
  2. Paper, pencil, colored pencils
  3. Internet access- Appendix B
  4. A large number of books on the Civil War with which the students can research for their presentation.
- C. *Key Vocabulary*
- D. *Procedures/Activities*

### DAY ONE AND TWO

1. Students will work in pairs to research one of each –Union Leader and – Confederate leader.
2. Write a short biography on each, focusing on their leadership strengths.
3. Find 10 other famous people that had an impact on the Civil War and present their portrait and a brief summary of their role in the Civil War 5.  
*Bibliographies must be completed and used in research*

#### *E. Assessment/Evaluation*

1. Students will present their research and biographies to the class.
2. This will be included in the final presentation. (Appendix A)

### **Lesson Ten: Scavenger Hunt**

#### *A. Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there were many causes of the Civil War.
  - b. Students will be able to analyze the advantages and disadvantages of the North and the South during the Civil War.
  - c. Students will understand that there were two points of view during the Civil War and they will develop an objective opinion about these points of view.
  - d. Students will understand the activities of the abolitionists and will develop an opinion about slavery and its effect on the Civil War.
  - e. Students will develop a clear understanding of the Civil War and its impact on Western expansion.
  - f. Students will understand the power of the written word.
2. Lesson Content
  - a. Slave life and rebellions
  - b. Industrial North versus agricultural South
  - c. Mason –Dixon Line
  - d. Controversy over whether to allow slavery in territories and new states
  - e. Missouri Compromise 1820
  - f. Dred Scott decision allows slavery in territories
  - g. Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
  - h. John Brown's Harper's Ferry
  - i. Lincoln: "A house divided against itself cannot stand."  
Lincoln elected president; Southern states secede.
  - j. Fort Sumter
  - k. Confederacy: Jefferson Davis, president
  - l. Slave life and rebellions
  - m. First Battle of Bull Run
  - n. Robert E. Lee and Ulysses S. Grant
  - o. General Stonewall Jackson
  - p. Ironclad ships; USS Monitor and the CSS Virginia
  - q. Battle of Antietam
  - r. Gettysburg and the Gettysburg Address
  - s. The Emancipation Proclamation
  - t. Sherman's march to the sea; burning of Atlanta
  - u. Surrender at Appomattox
  - v. Assassination of Lincoln by John Wilkes Booth

3. Skill Objective(s)
  - a. The student will work in small groups to create a slideshow using key vocabulary words learned in the unit
  - b. The student will use technology skills to create a final presentation.
- B. *Materials*
  1. Software: Microsoft Word, Powerpoint, or Hyperstudio
  2. Internet access- Appendix B
  3. A large number of books on the Civil War with which the students can research for their presentation.
- C. *Key Vocabulary*  
none
- D. *Procedures/Activities*  
DAY ONE AND TWO
  1. Students will work in groups of four to find the Scavenger Hunt on the Civil War WebQuest. Students will go to the Civil War WebQuest @ [www.sscsma.org/L2/pods/julias/civilwarpage.html](http://www.sscsma.org/L2/pods/julias/civilwarpage.html) and find the Scavenger Hunt page (Appendix C)
  2. Each group will be assigned five scavenger hunt questions that must be answered using any of the appropriate technology programs that have been taught during this unit.
  3. All answers will be organized and put into a presentation format.  
*Bibliographies must be completed and used in research*
- E. *Assessment/Evaluation*
  1. Each group will present their scavenger hunt presentation to the class.
  2. What program helped the most to present the Civil War materials? (Appendix A)

**VI. CULMINATING ACTIVITY**  
None

**VI. HANDOUTS/WORKSHEETS**  
Appendices A-F  
WebQuest Information

**VII. BIBLIOGRAPHY**

Anderson, Kerry, and Candy Flink. *Civil War*. Cypress: Creative Teaching Press, Inc., 1992.

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Appendix A- Civil War: Causes, Conflicts, Consequences

Third Trimester

**CIVIL WAR UNIT**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

| <b>Lesson / Assignment</b> | <b>Possible Points</b> | <b>Score</b> |
|----------------------------|------------------------|--------------|
| #1--Slavery Graphs         | <b>10</b>              |              |
| #1--Letter                 | <b>10</b>              |              |
| #2--Map Graphs             | <b>20</b>              |              |
| #3--Resource Pie Charts    | <b>15</b>              |              |
| #4--Venn Diagram           | <b>10</b>              |              |
| #4--Webbing Page           | <b>10</b>              |              |
| #5--Newspaper              | <b>25</b>              |              |
| #6--Battle Matrix          | <b>20</b>              |              |
| <b>TOTAL POINTS</b>        | <b>120</b>             |              |

## Appendix B- Civil War: Causes, Conflicts, and Consequences

Activities: <http://www2.lhric.org/pocantico/civilwar/activities.htm>

Confederate Poetry: <http://users.erols.com/kfraser/rollcall.htm>

Union Poetry: <http://users.erols.com/kfraser/march-along.html>

Confederate Song: <http://users.erols.com/kfraser/rebel.htm>

Union Song: <http://users.erols.com/kfraser/spangled.html>

Underground Railroad: <http://www.germantown.k12.il.us/html/RAILROAD.html>

Harriet Tubman: <http://www.germantown.k12.il.us/html/tubman.html>

Leaders: <http://www.germantown.k12.il.us/html/generals.html>  
<http://www2.lhric.org/pocantico/civilwar/leaders.htm>

Timeline: <http://www.historyplace.com/civilwar/index.html>

## Appendix C- Civil War: Causes, Conflicts, Consequences

### Scavenger Hunt

#### GROUP ONE

1. Where did both Ulysses S. Grant and General Robert E. Lee train to be soldiers?
2. What is a *cordon offense*?
3. How many Union and Confederate soldiers were held prisoner during the Civil War?
4. What is the Confederate name for the Battle of Antietam?
5. Why did West Virginia split away from Virginia during the Civil War?

#### GROUP TWO

1. Name the states that fought for the Confederacy.
2. What are *ironclads*?
3. Who were the Union and Confederate commanders at Gettysburg?
4. When did Sherman's troops begin their march through Georgia? When did the Union forces occupy Savannah?
5. What was the judge's decision in the Dred Scott case?

#### GROUP THREE

1. What happened on April 12, 1861?
2. What are *bounty hunters*?
3. What was the major economical difference between the North and the South?
4. What was the bloodiest day of the Civil War?
5. Why did Sherman and his army so completely devastate the land, barns, and houses in Georgia and South Carolina?

#### GROUP FOUR

1. What battles were fought in order for the Union to secure the Mississippi Valley?
2. What are the *frontal assaults*?
3. What happened at Appomattox Court House in 1865?
4. Describe General George McClellan's role in the Civil War.
5. Who was a Matthew Brady?

#### GROUP FIVE

1. Who earned the nickname of "Unconditional Surrender" and how did he earn it?

**VIII. What is *hardtack*?**

**IX. What is Harriet Beecher Stowe's place in the history of the Civil War?**

**X. Why was Kansas called *Bleeding Kansas*?**

**XI. What happened on January 1, 1863?**

#### GROUP SIX

1. How did the use of repeating rifles change the war?
2. What does *E. Pluribus unum* mean?
3. Describe the condition of Andersonville Prison in Georgia.
4. Did Abraham Lincoln live to see the end of the war? Explain.
5. When did the first draft laws begin in the North and the South?

## Appendix D- Civil War: Causes, Conflicts, Consequences

### Name Those Leaders

Write the names of Lincoln, Davis, Lee, or Grant on the blank lines after the statements. Some statements require more than one answer.

6. We were both born in Kentucky. \_\_\_\_\_ and \_\_\_\_\_
7. I rode a horse named Traveler. \_\_\_\_\_
8. I was a failure in every endeavor except the military. \_\_\_\_\_
9. Each of us graduated from the United States Military Academy at West Point.  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
10. I was put in prison after the war. \_\_\_\_\_
11. I refused command of the Union armies when the war began. \_\_\_\_\_  
\_\_\_\_\_
12. I was born in a log cabin. \_\_\_\_\_
13. We three fought in the Mexican War. \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_
14. I read books at night by the light of the fireplace. \_\_\_\_\_
15. As a child I was an expert horseman. \_\_\_\_\_
16. I married Zachary Taylor's daughter. \_\_\_\_\_
17. I walked three miles to return six cents to a lady. \_\_\_\_\_
18. My father was known as "Light-Horse Harry." \_\_\_\_\_
19. I could whip most challengers in wrestling and barrel-lifting in my part of  
Indiana. \_\_\_\_\_
20. I was the Republican Party's candidate for President in 1860. \_\_\_\_\_  
\_\_\_\_\_
21. I was disappointed when I was not assigned to the Calvary when I graduated from West  
Point. \_\_\_\_\_
22. I have been called a "noble American" by other than Sir Winston Churchill.  
\_\_\_\_\_

## Appendix E- Civil War- Causes, Conflicts, Consequences

### Important Events Cards

#### Directions:

- Print this page.
- Cut out these cards and distribute them.
- Research the date and tell what important event happened on that date.
- Complete a written summary that will be displayed with the Civil War Timeline.
- \*\*Include the Who, What, Why, Where, When, and How of these events.
- \*\*Use your [resources](#)\*\*

April 12, 1861

July 21, 1861

March 9, 1861

June 25-July 1, 1862

September 17, 1862

July 1-3, 1863

November 19, 1863

April 14, 1865

May 26, 1865

## Appendix F- Background notes

**Lesson 1-** There were many causes of the Civil War. Disagreement about slave labor was one of the causes of the war. The South's warm climate encouraged the establishment of large farms and plantations, where slaves were needed to work as laborers. The people living in the North never felt the need for slave labor, and as a result, developed a strong feeling of anti-slavery. The first slaves numbered 20. In 1808 Congress prohibited further importation of slaves. At that time, there were 1,500,000 slaves already in the United States. Abolitionists were people who tried to help end slavery before the war began. Many abolitionists risked their lives helping slaves escape to the North and Canada by way of the Underground Railroad.

**Lesson 2-** Begin by asking the students if they know how many states were involved in the Civil War. Name those states. The United States consisted of 22 states that had both slave and free states. There were 12 remaining states or territories that sided with the Union. Name those states and territories. In 1652, Rhode Island declared slavery illegal. In 1700, Virginia declares slaves are "property". In 1860, South Carolina was the first state to secede from the Union. Followed, within two months, by Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas. Given these statistics have the students chart a map of the United States clearly marking the Union and the Confederate states using a key.

**Lesson 3-** Begin by giving students the population statistics of the Union and Confederacy in 1861. Ask them to analyze the numbers. Could we assume that the North should have won this war in a shorter period based on the population numbers? What then, caused this war to continue over a four-year period?

Give the students the Union and Confederate resource statistics. Use the numbers given to chart out a list of advantages and disadvantages of both the North/Union and South/Confederacy. Does this help to see the reason behind a war whose fighting only took place a portion of each of those years?

The South did have the advantage of fighting on familiar ground and fighting a defensive war and this made the necessity of needing more trained soldiers less important.

On the other hand, the North needed even more troops in order to guard and hold every important place it conquered.

\* Read about Edmund Ruffin, the man who shot the first and last shot of the Civil War. *Civil War Almanac*, page 37.

The North had everything it needed to win the war Nineteen States made up the Union. The South was lacking in many areas and their strength came from spirit and determination. Neither side was prepared to carry on a full-scale war.

Students will be able to chart these Union and Confederate resources of 1861;

- a. Total Population
- b. Factories
- c. Railroads
- d. Farm Acreage
- e. Number of Workers in Manufacturing
- f. Annual Value of Manufactured Products

**Lesson 4-** What was the strength of the economy of the South ? What was the strength of the economy in the North? What are their differences and similarities based on the economy? The students will prepare a Venn diagram to show the comparison between the Agricultural South and the Industrial North, then write an essay that defines the terms in the Venn diagram. What are some of the events of today that can be compared to the events of the 1860's? How about communication, or transportation? Discuss ways in which a comparison can be made first on a broad base and then define and give more specific details. Create a webbing page that defines the detail between the events of the 1860's and today.

**Lesson 5-** The printed media was very powerful and the words written had a huge impact on the lives of the people who read and shared news. Remember that the printed media was a very good avenue for journalists, politicians, and other public leaders to express their views for the public. In writing for a newspaper you must appeal to all readers and be objective in your views. You must think carefully about the questions you want to ask in order to get accurate information about your subject.

The student will work in-groups of four to prepare a two-page newspaper.

Each newspaper should include;

- g. Editorial
- h. Political cartoon about the events
- i. Article on a particular battle
- j. Advertisements / Classifieds
- k. Interview with a military leader in battle
- l. Crossword puzzle

Read an article about a recent event in a local newspaper. What is the media saying about what happened vs. what may have actually happened?

Look at a political cartoon. What part do political cartoons play now, and during the war?

What type of advertisements was in the newspapers of 1860? Were there classified advertisements?

What do you think a reporter had to do to get an interview with a military leader?

Newspapers needed to be informative, persuasive, and appealing.

Journalists had to be objective no matter what their personal beliefs are toward either side.

Artists too, had a message to convey.

The printed media effected the general population, the soldiers, and overall outcome of the war battles.

**Lesson 6-**There were many battles, large and small, that constituted the outcome of the Civil War.

The six important battles that had the most impact on the Civil War:

- a. Fort Sumter
- b. Bull Run
- c. Shiloh
- d. Antietam
- e. Vicksburg
- f. Gettysburg

There were many factors that affected the final results of each battle, they are the dates and duration, location, Commanding Officer-Confederate, Commanding Officer-Union, results, interesting facts.

Are there any comparisons that can be made about these battles?

Which factors had the most effect on the results?

**Lesson 7-** The music of the Civil War was a way of relieving tension, many soldiers often sat around campfires, telling stories and singing songs.

The songs held special significance for the North and the South; some were written for special occasions or to commemorate battles, events, and people.

Imagine being a soldier during the Civil War. You are in battle for months at a time, never knowing when the fighting would end. You have not seen anyone from your family in months. Death and despair are all around you. The sound of music brings a smile to your face. The words help to make the possibility of an ending of this terrible war near. The beat and words of the song inspire you. You sing.

**Lesson 8-** Students will go to the Civil War WebQuest @ [www.sscsma.org/L2/pods/julias/civilwarpage.html](http://www.sscsma.org/L2/pods/julias/civilwarpage.html) and find the Important Events page

What important dates and events can you remember from our studies of the Civil War?

A timeline is an excellent way to see a period of time or history on a single piece of paper. We can use a timeline to organize some important events, battles, and dates during the Civil War (1861- 1864)

# A Civil War WebQuest

A WebQuest for 5th Grade Social Studies  
Designed by *Julia Silzer*  
E-mail: [jsilzer@massed.net](mailto:jsilzer@massed.net)

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [References](#) | [Timeline](#)

## Introduction

The Civil War is one of the most important and fascinating in our country's history. The causes of the Civil War were many and complex. Political, economic, and cultural causes were closely linked. In the mid-1800s, America's population and economy were growing rapidly. The people of the South had come to rely on slave labor in order to maintain their plantations. While, the economy of the North became more industrial, and the need for slave labor lessened. Some people of the Union felt that slavery was a threat to the principles of American democracy. Abraham Lincoln's election sparked the debate over slavery between the North and the South. Lincoln wanted to stop the spread of slave labor into new territories. The Northerners wanted new states to be free states, while the South wanted the new states to be slave states. South Carolina was the first state to leave the Union in 1860.

This WebQuest involves several tasks that will allow for you to use the internet to explore and discover more about the Civil War.

## Did you know...

- 2% of the American population died in the Civil War.
- In 1860, one out of every 7 Americans was a slave.
- Both, the North and the South thought the war would be over in a few months.

## The Tasks

You will be expected to use the Internet and other resources to gain knowledge in the following areas:

- Civil War Timeline.
- The Union and Confederate States.
- The geographic location of all major battles fought during the Civil War.
- Daily life during the Civil War.
- Ability to identify:
  - *Abraham Lincoln*
  - *Robert E. Lee*
  - *Ulysses S. Grant*
  - *William T. Sherman*

- *Stonewall Jackson*
- *George B. McClellan*
- *Harriet Tubman*
- Dramatize a conversation between two Civil War characters.
- The words and music of Civil War Songs
- The poetic meaning of Civil War Poetry

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## The Process

Using the Internet and other resources complete the following in small groups (no more than four) or pairs.

1. Using a blank map of the United States, use these maps references United States (A) or United States (B) to;

- Illustrate which states belonged to the Union and which to the Confederacy.
- Mark the locations of the cities and battles of the Civil War.

2. Access the Civil War Timeline

- When did the American Civil War ?
- When did it end?
- Important Event Cards will given to you. Find the information about these dates and prepare index cards and illustrations for the class timeline. Be prepared to present your events to the class.

3. Write a story for *The Bull Run Bulletin*.

- Pretend that you are a roving reporter for *the Bull Run Bulletin* and you have just witnessed the First Battle at Bull Run. Your assignment is to write a story on the outcome of the battle.
- Be sure to answer the questions; Who?, What?, Where?, and Why?
- Check your spelling, capitalization, grammar, and punctuation

|                                |
|--------------------------------|
| <b>***BULL RUN BULLETIN***</b> |
| July 21, 1861 -----<br>-----   |

4. Start a Civil War dairy.

- Create a Civil War diary cover.
  - You will be given a topic to enter in the diary in each class.
  - Complete the Civil War DiaryActivity

5. Use the Internet and other resources to find information on Civil War Leaders.

- Complete the Leaders hand-out. [Leaders](#) | [Leaders](#) | [Leaders](#)

6. Create a make-believe dialogue between two or more people you have "met" during your work on the Civil War history. It is important to get "inside" each

person as they (you) decide what that person will say. Prepare to dramatize your conversation. Here are some ideas:

- Abraham Lincoln and Jefferson Davis try to solve the differences between North and South with words, not bullets.
- Ulysses S. Grant and Robert E. Lee meet at a Virginia restaurant after the war.
- You are Dred Scott's attorney arguing his case before a jury.
- An abolitionist and a slave owner talk about slavery.

**7. Research the songs that were popular among Union and Confederate Soldiers.**

- What was life for a soldier like then?**
- How did music help soldiers deal with boredom and homesickness?
  - Look carefully at the words composed in these ballads.
  - Describe how the words tell the story of the soldiers' horror, grief, and courage.

**8. Compare these two poems written during the Civil War by Union and Confederate Soldiers.**

**9. Take the ThinkQuest Trivia**

**10. Form groups of three. Use all your resources to compete in the Scavenger Hunt.**

**Evaluation**

Civil War Webquest Rubric

| Assignment             | Assessment              | Possible Points | Points |
|------------------------|-------------------------|-----------------|--------|
| Civil War Timeline     | Research/Presentation   | 10              |        |
| Divided Nation Map     | Illustration            | 10              |        |
| The Bull Run Article   | Written Article         | 20              |        |
| Soldiers' Diary        | Journal Entries         | 25              |        |
| War Leaders            | Research/Homework Sheet | 10              |        |
| Role-Play Conversation | Presentation            | 15              |        |
| War Songs              | Written Analysis        | 10              |        |
| War Poems              | Written Analysis        | 10              |        |
| <b>TOTAL</b>           |                         | 110             |        |

**Conclusion**

You have completed a Unit on the American Civil War. You have used the technology of the 1900's to access the history of the 1800's. Gather together in different groups for discussion.

- o Talk about how the Civil War started and ended?

- Do you believe that a civil war could begin again in the years 2000?
- o Discuss your views of the north and south.
- o Read your article written for *The Bull Run Bulletin*  
Are your views of the war different now?
- o What other civil wars have been fought since 1861?



## Reference



The following references were used and accessed to make this WebQuest possible:

- [Poetry and Music of the War Between the States](#)
- [The Civil War for Kids](#)
- [The Civil War Homepage](#)
- [The History Place](#)
- [The Civil War Project](#)
- [Civil War Clip Art and Coloring Book](#)
- [The Thinkquest WebSite](#)
- [The Middle School Partnership](#)

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