

Lesson Plan: The Civil War

Mrs. Marianne Haney
Grade level: 11-12

Gilbert High School
US History

Objective: To understand the military strategy, political struggle, outcome and legacy of the Civil War.

SC Social Studies Standard 4.3: Outline the course and outcome of the Civil War.

Resources/Materials: Textbook-*The Americans*(McDougal Little); US National Archives (www.archives.gov) and internet site for Ford Museum(www.ford.org)

Procedure: Begin with CRISS Strategy to access students' prior knowledge. Draw chart and instruct students to copy and fill in: What I know/What I think I know/ What I want to know about the Civil War. Discuss answers.

Divide students into groups. Tell them they are going to tour a "Civil War Gallery," and in this gallery they will view letters, telegrams and photographs illustrating factors that affected the Civil War. Provide them with appropriate analysis worksheets(see attached).

After they've toured the gallery (I display it on a bulletin board in my room), ask them to decide how their knowledge about the Civil War is reflected in the documents they analyzed. Ask a volunteer from each group to describe their document(s) and explain.

Assessment: For homework, write a short editorial - either supporting or opposing the war - for an 1861 newspaper. Consider the documents and class discussion as well as text in writing your assignment. I also include objective test questions from this activity for a future test.

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement											
<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record											
<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report											
<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other											
2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations												
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp												
<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>												

Designed and developed by the
 Education Staff, National Archives and Records Administration,
 Washington, DC 20408