Lesson Plan: The Civil War

Mrs. Marianne Haney         Gilbert High School
Grade level: 11-12          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.


**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.
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

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<th>People</th>
<th>Objects</th>
<th>Activities</th>
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Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?
### Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT (Check one):**
   - [ ] Newspaper
   - [ ] Map
   - [ ] Advertisement
   - [ ] Letter
   - [ ] Telegram
   - [ ] Congressional Record
   - [ ] Patent
   - [ ] Press Release
   - [ ] Census Report
   - [ ] Memorandum
   - [ ] Report
   - [ ] Other

2. **UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):**
   - [ ] Interesting Letterhead
   - [ ] Notations
   - [ ] Handwritten
   - [ ] "RECEIVED" stamp
   - [ ] Typed
   - [ ] Other
   - [ ] Seals

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**

   **POSITION (TITLE):**

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION (There are many possible ways to answer A-E.)**
   
   **A.** List three things the author said that you think are important:

   **B.** Why do you think this document was written?

   **C.** What evidence in the document helps you know why it was written? Quote from the document.

   **D.** List two things the document tells you about life in the United States at the time it was written.

   **E.** Write a question to the author that is left unanswered by the document:

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