

Civil War

Grade Level: Second Grade

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Length of Unit: Six lessons (25-35 minutes each, this unit will take approximately 8 days)

I. ABSTRACT

This unit is designed to be an introduction to the Civil War. It contains many concepts from the *Core Knowledge Sequence*. The six lessons contain information on personalities of the war, slavery, and life during the Civil War. This unit is to be used only as an introduction to the Civil War, which will be studied later in the fifth grade. In this unit the students are expected to complete a variety of activities and projects to enhance their learning and understanding of the Civil War.

II. OVERVIEW

A. Concept Objectives

1. The students will gain an understanding of how to use the processes and resources of historical inquiry.
2. Students will develop an awareness of how science, technology, and economic activity have developed, changed, and affected societies throughout history.
3. Students will gain an overall understanding of the Civil War and its effects on our country.

B. Content from the *Core Knowledge Sequence*

1. Controversy over slavery (page 50)
2. Harriet Tubman, the “underground railroad” (page 50)
3. Northern vs. Southern states: Yankees and Rebels (page 50)
4. Ulysses S. Grant and Robert E. Lee (page 50)
5. Clara Barton, “Angel of the Battlefield,” founder of the American Red Cross (page 50)
6. President Abraham Lincoln: keeping the Union together (page 50)
7. Emancipation Proclamation and the end of slavery (page 50)

C. Skill Objectives

1. The student will be able to display an understanding of slavery and its relation to the Civil War through class discussion.
2. The student will be able to complete a KWL chart on the Civil War.
3. The student will be able to describe the Underground Railroad and why it was important in the Civil War.
4. The student will be able to label the Northern and Southern states on a United States map.
5. The student will be able to identify the differences in lifestyles of the people in the North and the people in the South.
6. The students will be able to participate in a class discussion and review session on the Civil War.
7. The student will be able to complete a Venn diagram comparing Lee and Grant.

8. The student will be able to name character traits of Abraham Lincoln when completing the Abraham Lincoln worksheet.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsh, E.D. *What Your Second Grader Needs to Know*. New York: Random House, 1998. 0-385-31843-X
 2. Moore, K. *If You Lived in the Time of the Civil War*. New York: Scholastic, Inc., 1994. 0-5904-5226
 3. Hakim, J. *History of Us: War, Terrible War!* New York: Oxford University Press, 1994. 0-19-512774-9
- B. For Students
 1. US mapping skills to identify the northern and southern regions of the United States
 2. Abraham Lincoln as a United States President

IV. RESOURCES

- A. *Now Let Me Fly* by Dolores Johnson
- B. *Barefoot: Escape on the Underground Railroad* by Pamela D. Edwards
- C. *A Picture Book of Abraham Lincoln: Literature Notes* by Frank Schaffer
- D. *The Gettysburg Address* by Abraham Lincoln
- E. *If You Grew Up with Abraham Lincoln* by Ann McGovern
- F. *If You Lived at the Time of the Civil War* by Kay Moore
- G. *A Picture Book of Harriet Tubman* by David A. Adler
- H. *A Picture Book of Robert E. Lee* by David A. Adler
- I. *Robert E. Lee* by Carol Greene
- J. *A Picture Book of Abraham Lincoln* by David A. Adler
- K. *Civil War Era Activity Book* by Linda Millikin

V. LESSONS

Lesson One: Slavery and the Civil War

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will gain an overall understanding of the Civil War and its effects on our country.
 2. Lesson Content
 - a. Controversy over slavery
 3. Skill Objective(s)
 - a. The student will be able to display an understanding of slavery and its relation to the Civil War through class discussion.
 - b. The student will be able to complete the K and W sections of a KWL chart on the Civil War.
- B. *Materials*
 1. Book: *Now Let me Fly* by Dolores Johnson
 2. KWL Chart (Appendix A-2)
 3. Student Civil War Books (Appendix A)

C. *Key Vocabulary*

1. Slavery - a practice in which one person (a slave) is owned by another person
2. Free laborer - a worker who was not owned by another person, they were paid for the work they did
3. Plantation - large area used to grow crops such as rice, tobacco, and cotton
4. Factory - a building used for manufacturing goods such as turning cotton into cloth
5. Slave - a person who is owned by another human being, often required to work long hours with no pay and not allowed to leave owner's property
6. Slave owner - a person who owned another human being

D. *Procedures/Activities*

1. Introduce the Civil War to the class by defining what it is. The Civil War was a war that was fought between two parts of the same country. America had a Civil War that was fought between the Northern and the Southern states. Over the next two weeks we will be studying the Civil War, what the war was about, who fought in it, and why it happened.
2. Explain the student Civil War Books (Appendix A). Teacher background: these books follow along with each lesson. They include vocabulary and activities for each lesson. Explain to students that this book will be theirs to keep throughout the unit. They will use it to complete activities for the unit and study for their Civil War test. The first page that we will complete together is the KWL chart.
3. Turn to the KWL chart in the student workbooks (Appendix A-2). Explain the KWL chart to students. A KWL chart is a chart that helps you understand what things you already know and what you would like to learn. We are going to complete one for the Civil War. The first column is the K column. This is where you list the things that you already KNOW about the Civil War. The second column is the W. This stands for things that I WANT to learn about the Civil War. The L column stands for things that I LEARNED about the Civil War and we will fill this out at the end of our unit. Have the class complete the first two columns of their KWL charts.
4. As a class, generate a KWL chart on an overhead. Once class completes the KWL chart move into a discussion on the start of the Civil War.
5. Begin by saying, "Now we will look at one main reason the war started. We know the Civil War was between two parts of our country. They didn't agree about something and the war began. They did not agree on the idea of slavery. Therefore, the leading cause of the war was slavery."
6. Define slavery. Look up in vocabulary list (Appendix A-3) and have the students read. Continue reading through the rest of the vocabulary words for this lesson.
7. Read *Now Let Me Fly* by Dolores Johnson. Discuss the story. What is a slave? Who owned slaves? Where did slaves come from? How did the slaves get to America? How would you have felt if you were a slave?

8. Wrap up discussion with a recap of the lesson. What war will we be studying? What country fought in the Civil War? What was the main reason for the war? Tomorrow we will be talking about a woman who helped many slaves escape.
- E. *Assessment/Evaluation*
1. The teacher will observe students in class discussion and participation.

Lesson Two: Harriet Tubman and the Underground Railroad

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will gain an overall understanding of the Civil War and its effects on our country.
2. Lesson Content
 - a. Controversy over slavery
 - b. Harriet Tubman and the “Underground Railroad”
3. Skill Objective(s)
 - a. The student will be able to describe the Underground Railroad and why it was important in the Civil War.

B. *Materials*

1. Book: *Barefoot: Escape on the Underground Railroad* by Pamela Edwards
2. Copy of Appendix D for teacher
3. Picture or poster of Harriet Tubman
4. Student Civil War book – Appendix A
5. Underground Railroad map – Appendix A-5

C. *Key Vocabulary*

1. Underground Railroad – path used to escape from Southern slave states to free Northern states
2. Conductor – a person who helped slaves escape on the Underground Railroad
3. Moses – nickname given to Harriet Tubman for leading her people to freedom
4. Gourd – a fruit that is hollowed out and used to drink from
5. Safe house – a stop on the underground railroad where slaves could rest and eat
6. Big Dipper – the constellation containing the North star

D. *Procedures/Activities*

1. Begin by saying, “We are continuing our study of the Civil War. Yesterday we learned that the major cause of the war was what? Slavery. People who were slaves were not free and had to work long hours without being paid.”
2. Introduce Harriet Tubman by reading biographical information – Appendix D. Show picture of Harriet, if available.
3. “Prior to the war many slaves were unhappy with their way of life and tried to escape. The course they followed was called the Underground

Railroad. This was not a real railroad with trains and a track but a secret path of safe houses that slaves followed to freedom.”

4. Read the vocabulary for lesson two as a class, Appendix A-4.
5. Read *Barefoot: Escape on the Underground Railroad*. Quiz students on the story. Have the students write down their answers on a piece of notebook paper. What was happening in the story? A slave was escaping in the middle of the night trying not to get caught. What was barefoot? A slave. How did he know he was at a safe house? He saw the quilt hanging outside. What path did slaves use to escape? The Underground Railroad.
6. Open to the Underground Railroad map (Appendix A-5). Make overhead of map to display. Look at the different paths used to escape. Add the Big Dipper into the sky on the maps.
7. Discuss how you would have felt as a slave. Would it be easy to escape? Would you have tried? Why?
8. Many slaves escaped using the Underground Railroad but it was very dangerous. Something else needed to be done. The Civil War was fought to help bring an end to slavery. Tomorrow we will talk more about the different sides of the war.

E. *Assessment/Evaluation*

1. The teacher will observe students on class participation and completion of map activity.
2. The teacher will check the quizzes for correct answers (total points: 4).

Lesson Three: Two Sides: The North and the South

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will develop an understanding of how culture and experience influence people’s perceptions of places and regions.
2. Lesson Content
 - a. Northern vs. Southern states: Yankees and Rebels
3. Skill Objective(s)
 - a. The student will be able to label the Northern and Southern states on a United States map.
 - b. The student will be able to identify the differences in lifestyles of the people in the North and the people in the South.

B. *Materials*

1. North/South map transparency (Appendix A-7)
2. North/south flags (Appendices A-8-9)
3. Student Civil War books (Appendix A)

C. *Key Vocabulary*

1. Secede – to pull away from
2. Confederacy – the group of Southern states who seceded from the North during the Civil War
3. Union – to stay together as one, also the group of northern states during the Civil War

D. *Procedures/Activities*

1. Begin by redefining the Civil War. The Civil War is when two parts of the same country are fighting against one another.
2. What were they fighting for? Some didn't want slavery and they had different ways of life. Who wanted slaves and why? The south wanted slaves to help farm the large plantations.
3. "Since the North and the South could not agree, the South decided to pull away or "secede" from the Northern states and form the Confederate states. The Northern states that were still together were called the Union."
4. Map out the northern and Southern states in student workbooks and overhead (Appendix A-7). Color the Northern states blue and the Southern states red. Who had more states? The Union. How many states did each side have? Most of the fighting was done in the South.
5. "Each side had its own president and armies. Abraham Lincoln who had just been elected President led the North. Ulysses S. Grant led the army. The Southern President was Jefferson Davis and Robert E. Lee led their army. We will study these men in a couple of days to find out more about them."
6. The North and the South had different symbols to represent them. One symbol was the flag. Open to flags in student books (Appendices A-8-9) and color in the flags. Have example colored to show students what colors to use and where.
7. Discuss some differences between the North and the South while the students are coloring. The North had more people, more money, didn't want slaves, had factories, etc. The South had fewer states, wanted slaves, had plantations, etc.
8. "Tomorrow we will talk more about what life was like as a soldier in the Civil War."

E. *Assessment/Evaluation*

1. The teacher will observe student efforts on the completion of the North/South flags, map, and participation in class discussion.

Lesson Four: Life as a Civil War Soldier

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of how science, technology, and economic activity have developed, changed, and affected societies throughout history.
2. Lesson Content
 - a. Northern vs. Southern states: Yankees and Rebels
 - b. Clara Barton, "Angel of the Battlefield," founder of the American Red Cross
3. Skill Objective(s)
 - a. The students will be able to participate in a class discussion and review session on the Civil War.

B. *Materials*

1. Pictures of Union and Confederate Soldiers (Appendices A-11-12)
2. Map of the United States (Appendix A-7)
2. Clara Barton picture or poster
3. Student Civil War Books (Appendix A)
4. Signs for North and South to be written on sentence strips (Appendix E)

C. *Key Vocabulary*

1. Yankee – nickname given to the Northern army
2. Rebel – nickname given to the southern army
3. Billy Yank – nickname for a Northern soldier
4. Johnny Reb – nickname given to a Southern soldier

D. *Procedures/Activities*

1. Display the pictures of the Civil War soldiers (Appendices A-11-12).
2. Divide the chalkboard into two halves. Label one side Yankee and one side Rebel.
3. Review background info on Northern and Southern states. What did the North want? Slaves to be free, union to join back together. What did the South want? To make their own rules and have slaves. “Today we are going to learn about the Rebels and the Yankees. Look in your Civil War books (Appendix A-10). Read the vocabulary as a class. Now look at the picture of the Rebel soldier on page 11). Describe the Rebel uniforms. They wore gray coats and light blue pants. Have students color in uniform while listening to information on confederate soldiers. Confederate soldiers, as well as Union soldiers were very young. The median age was 24. If you were wealthy you did not have to fight in the war. If you owned more than twenty slaves in the south you did not have to fight. Southern soldiers often went hungry and many died of disease from bad food and health conditions.
4. Now look at the Union soldier on page 12. Their uniforms were different. They wore dark blue coats and light blue pants. Have students color in uniform while listening to the info on Union soldiers. There were many similarities between the two soldiers. Many of them were friends or family and fighting on separate sides. This led the soldiers to be friendly when not fighting and when given a command they would kill each other. Union soldiers were also very young and if you were wealthy enough to pay someone else to go to war for you, you did not have to fight. The Union soldiers were better fed and had more supplies but many still died from illness. When class is finished have a review session using the north and south signs and the board (Appendix E). Hold one sign up and have students say which side it belongs to, the Yankee or Rebel side.
5. Which side had more battles? The south. On student’s map (Appendix A-7) label some of the major battle sights and explain them. Fort Sumpter, Anietnam, and Gettysburg. Fort Sumpter was the first battle fought. It took place in Charleston, South Carolina. Southern troops fired upon Northern soldiers. Many expected this to be the first and last battle but they were wrong. The south was not easily defeated as many people

thought they would be. This battle began the four-year war, the Civil War. The battle of Gettysburg is known as being one of the bloodiest battles ever. The rebel army lost one third of their army in this battle. It was later the site of Gettysburg cemetery. Lincoln dedicated this cemetery to all the men who died at Gettysburg. The battle at Anietnam was the single bloodiest day of the war. It was a victory for the South.

6. Major battles resulted in many injuries. The soldiers needed nurses and doctors to take care of them. One famous nurse from this time is Clara Barton. Explain that Clara Barton was known as “The Angel of the Battlefield” because many times she risked her own life to bring supplies to the wounded soldiers. After the war Clara went on to begin the American Red Cross. Show picture of Clara Barton if available.
7. Tomorrow we will be discussing the leaders of the Rebel and Yankee soldiers and other famous people of the war.

E. *Assessment/Evaluation*

1. The teacher will observe the class during completion of the soldiers and class discussion.

Lesson Five: Famous People of the War

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will gain an overall understanding of the Civil War and its effects on our country.
2. Lesson Content
 - a. Clara Barton, “Angel of the Battlefield,” founder of the American Red Cross
 - b. President Abraham Lincoln: keeping the Union together
3. Skill Objective(s)
 - a. The student will be able to complete a Venn diagram comparing Lee and Grant.

B. *Materials*

1. Venn Diagram (Appendix A-14)
2. Student Civil War books – Appendix A

C. *Key Vocabulary*

1. Soldier – someone who fought in battle
3. Battle – fighting between two sides
4. General – the leader of an army
5. Surrender – to give up completely

D. *Procedures/Activities*

1. Begin by saying, “Yesterday we talked about life as a Civil War soldier. We know the Civil War was fought between two sides, the North and the South. What were the Northern soldiers called? Yankees. Southern soldiers? Rebels. Today we will learn more about the men who led these armies during the war.”
2. Read information on Grant and Lee to the class. Grant was very good at fighting. He had been to West Point and was nicknamed Uncle Sam

because of his initials. He was very poor and didn't like slavery. He let his slave go free. Lee was also a very good fighter. He had a horse named Traveller. He did not like slavery either and let his slaves go free before the end of the war. He was offered the position of leading the Union army but turned it down because he was loyal to his home state, Virginia, which was a Confederate state. Discuss the leaders as you read the information.

3. Compare Lee and Grant using a Venn diagram. Complete as a class on the overhead and in individual log books (Appendix A-14).
4. Besides Grant and Lee there were other famous people of the Civil War. Jefferson Davis was the president of the Southern Confederate States. Abraham Lincoln was the president of the Union States. Matthew Brady was a famous photographer of the war. Clara Barton was a famous nurse who helped many soldiers during the war. She was known as the "Angel of the Battlefield." Harriet Tubman was the woman who helped slaves escape on the Underground Railroad.
5. Close with a review of today's lesson. Who were Grant/Lee? Tell me three things about each one.

E. *Assessment/Evaluation*

1. The teacher will observe the students during class discussion and will check for completion of the Venn Diagram.

Lesson Six: Abraham Lincoln

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will gain an understanding of how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. Abraham Lincoln
1. Skill Objective(s)
 - a. The student will be able to name character traits of Abraham Lincoln when completing the Abraham Lincoln worksheet.

B. *Materials*

1. Book: *A Picture Book of Abraham Lincoln* by David Adler
2. Abraham Lincoln Worksheet: Abraham Lincoln.... from Literature notes for *A Picture Book of Abraham Lincoln* by Schaffer Publications – not included in this unit
3. Review Worksheet (Appendix B)
4. Test (Appendix F)

C. *Key Vocabulary*

1. Honesty – to tell the truth
2. President – leader of a group
3. Log cabin – house built from wooden logs
4. Lawyer – to practice law

D. *Procedures/Activities*

1. Introduce Lincoln. Show Picture if available. What side of the country was Abraham Lincoln president of? Union (North)

2. Read *A Picture Book of Abraham Lincoln* by David Adler. After reading the story, discuss Lincoln's life, character traits, what he did as a boy, what did he think about slaves, etc.
3. Abraham Lincoln did not want slavery to continue. He wrote the Emancipation Proclamation on September 22, 1862. It declared that all slaves were free. It turned the war into a war about freedom and led to the eventual freeing of slaves in 1865 and the addition of the 13th amendment.
4. Lincoln was also famous for a speech called the Gettysburg Address. This speech was written as a dedication to soldiers who died at the battle of Gettysburg. The battlefield became a cemetery.
5. Review information on Lincoln with the class. Who can tell me a fact they learned about Lincoln? Pass out the Abraham Lincoln worksheet (not included in this worksheet) and have the class fill in something they know about Lincoln and color the picture. Display the pictures in the classroom or hallway.
6. Discuss the end of the war in 1865. Who won? North. Do we still have slavery? No, slavery ended in 1865 and the two sides of our country came back together to form the United States of America again.
7. As a review for the lesson ask questions relating to information taught about the Civil War. This will serve as a small review before the test. Have the students fill in the L section of the KWL chart. Also complete the review worksheet assigning some students North and some South. As easy way to do this is to place a blue (north) or gray (south) dot in the corner of the worksheet to represent what side the student is on. The students should then complete the worksheet according to their assigned side of North or South. The test will be the following day and students are encouraged to use their Civil War student books to study. Give the test the following day (Appendix F).

E. *Assessment/Evaluation*

1. The teacher will assess the students on their responses during the review session as well as their completion and accuracy on the review worksheet and KWL chart. Review worksheet = 14 points

VI. CULMINATING ACTIVITY

- A. This is an activity to be completed during the unit rather than at the end. At the beginning of the unit I assign a project to the class to be completed at home. This project is due at the end of the unit. I give the students approximately one week to complete their project. I have attached the directions and rubric used to grade the report and presentation. (Appendix C) All of the questions the students are assigned are taken from the book *If You Lived at the Time of the Civil War* by Kay Moore. Each child is handed one question from the book and the answer that goes along with it. They are to write the report for the class using their own words.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A-1: Civil War Book Cover

B.	Appendix A-2:	KWL Chart
C.	Appendix A-3:	Slavery Vocabulary
D.	Appendix A-4:	Underground Railroad Vocabulary
E.	Appendix A-5:	Underground Railroad Map
F.	Appendix A-6:	North and South Vocabulary
G.	Appendix A-7:	Map of the United States (North/South)
H.	Appendix A-8:	Picture of North Flag
I.	Appendix A-9:	Picture of South Flag
J.	Appendix A-10:	Life as a Soldier Vocabulary
K.	Appendix A-11:	Picture of Confederate Soldier
L.	Appendix A-12:	Picture of Union Soldier
M.	Appendix A-13:	Personalities of War Vocabulary
N.	Appendix A-14:	Venn Diagram
O.	Appendix A-15:	Abraham Lincoln Vocabulary
P.	Appendix B:	Review Worksheet
Q.	Appendix C:	Directions for Civil War Project
R.	Appendix D:	Harriet Tubman Information
S.	Appendix E:	North/South Signs
T.	Appendix F:	Civil War Test

VIII. BIBLIOGRAPHY

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The Civil War

Slavery Vocabulary

Slavery – a practice in which one person (a slave) is owned by another person

Plantation – a large area used to grow crops such as rice, tobacco, and cotton

Free Laborer – a worker who was not owned by another person; they were paid for the work they did

Slave – a person who is owned by another human; they were required to work long hours with no pay and were not allowed to leave their owner's property

Factory – a building used for manufacturing goods such as turning cotton into cloth

Slave Owner – a person who owned another human being

Underground Railroad Vocabulary

Underground Railroad – a network of people who helped pass runaway slaves from one safe house to another northward to freedom

Safe House – a home that was a safe place for a runaway slave to rest and eat without being captured

Conductor – a person who led a runaway slave from one hiding place to another

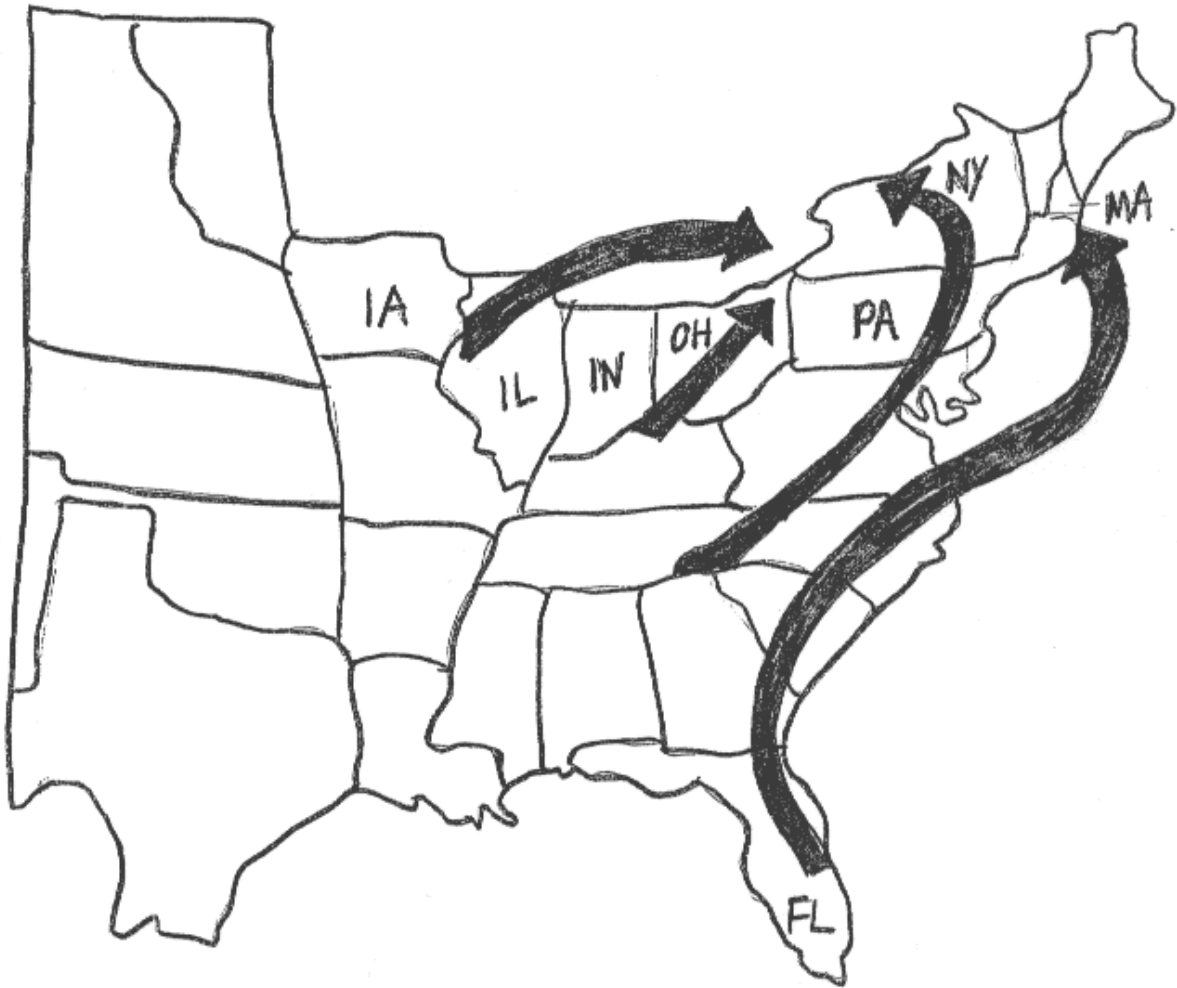
Constellation – a grouping of stars

Big Dipper – a constellation which looks like a large spoon and contains the North Star

Gourd – a piece of inedible fruit that was hollowed and used to drink

Appendix A-5-Civil War
Underground Railroad Map

Map of Underground Railroad Routes



North and South Vocabulary

Secede – to break away

Confedarcy – a group of 11 southern states that broke away from the United States of America

Union – a group of 23 states who stayed together when the southern states seceded

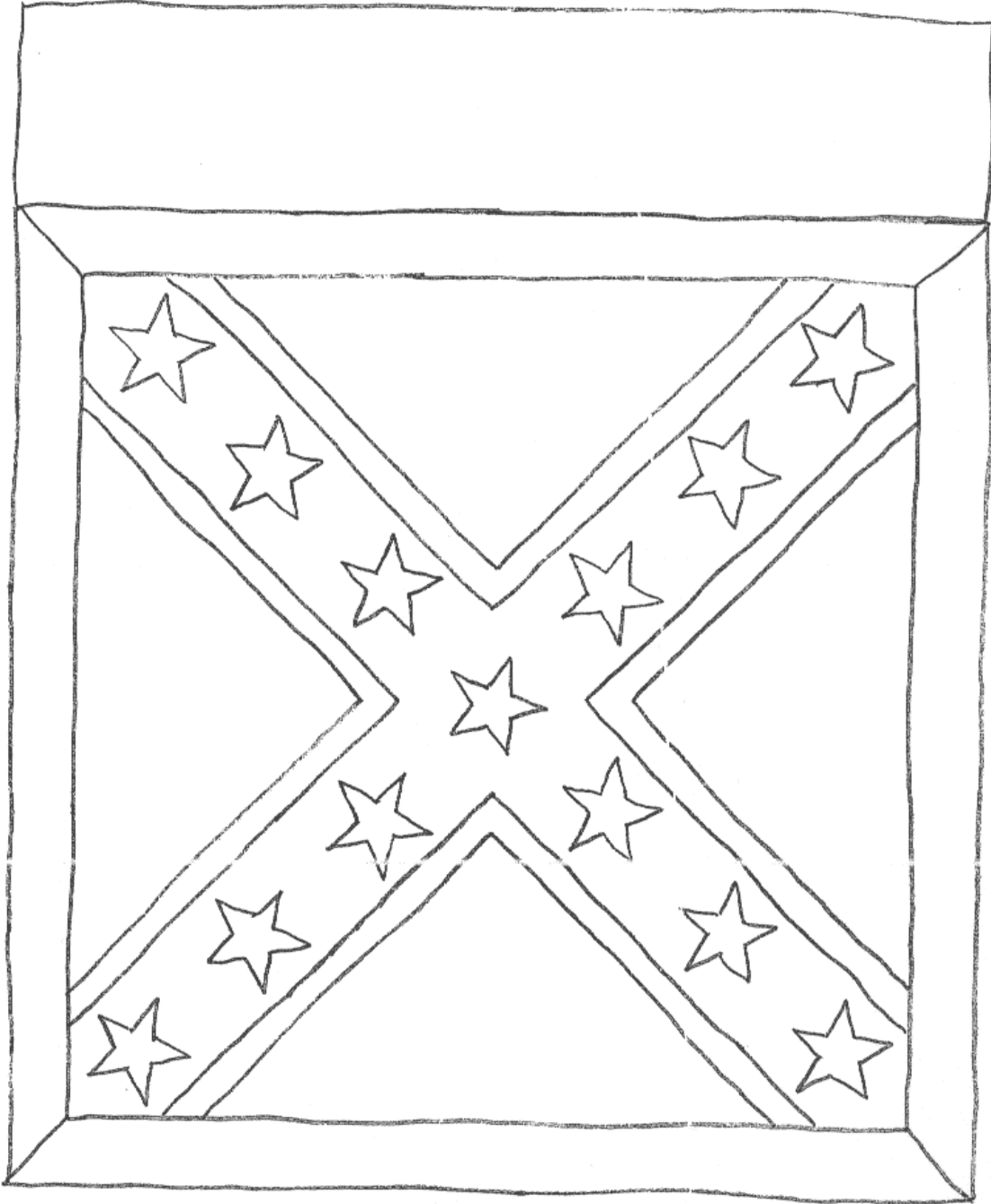
States – a part of a nation that has the same government, such as the United States of America

Appendix A-7-Civil War
Map



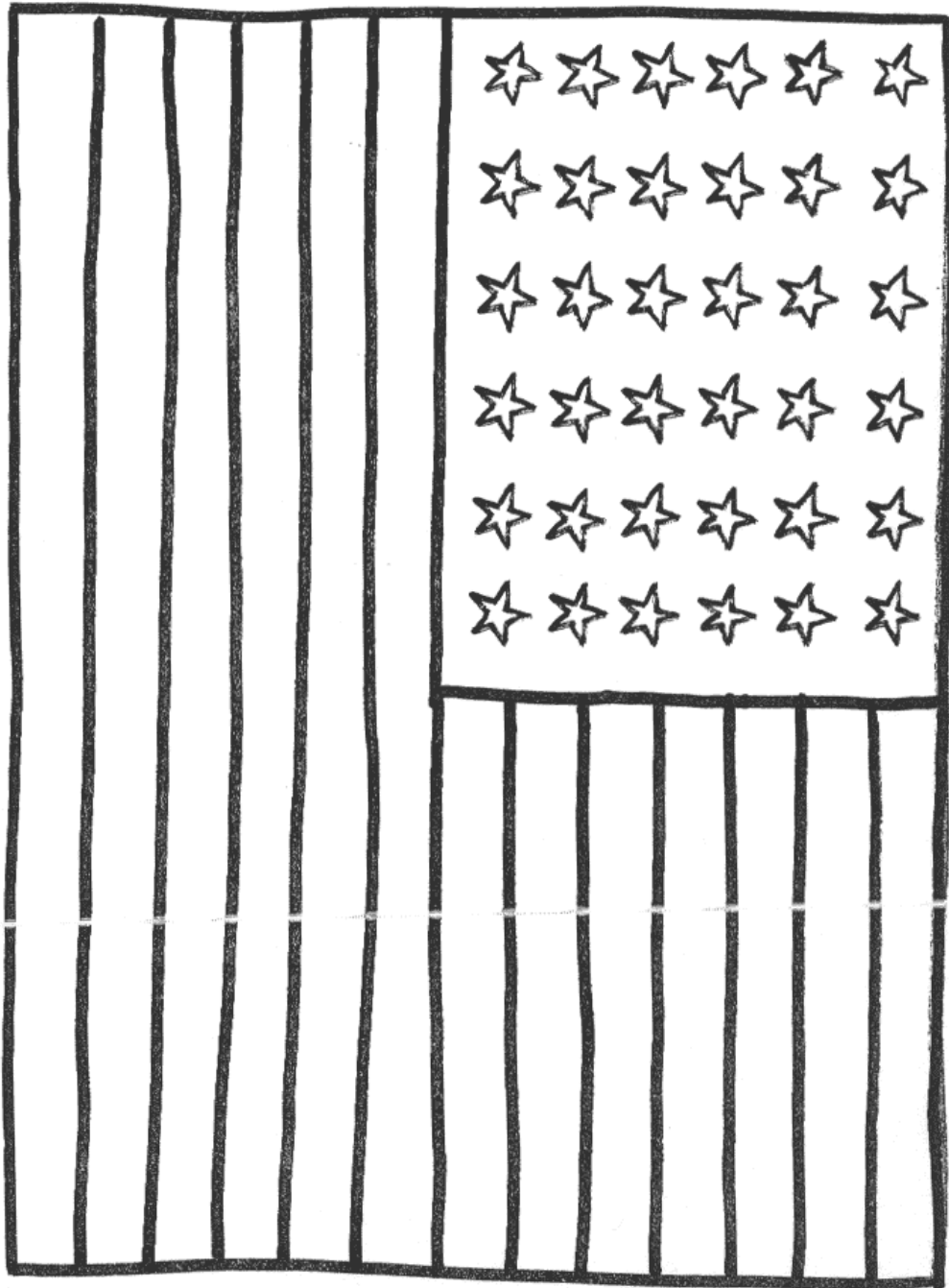
Appendix A-8-Civil War
Picture of North Flag

Confederate Flag



Appendix A-9-Civil War
Picture of South Flag

Union Flag



Life as a Soldier Vocabulary

Yankee – a name given to the troops of the Northern army

Rebel – a name given to the troops of the Southern army

Billy Yank – a name given to a Northern soldier; they often wore a gray uniform

Johnny Reb – a name given to a Southern soldier; they often wore a gray uniform

Soldier – someone in the army who fought in the war

**Appendix A-11-Civil War
Picture of Confederate Soldier**



Confederate Soldier

Appendix A-12-Civil War
Picture of Union Soldier



Union Soldier

Personalities of War Vocabulary

Robert E. Lee – leader of the Confederate army

Ulysses S. Grant – leader of the Union army

Battle – fighting between two sides (the North and the South in the Civil War)

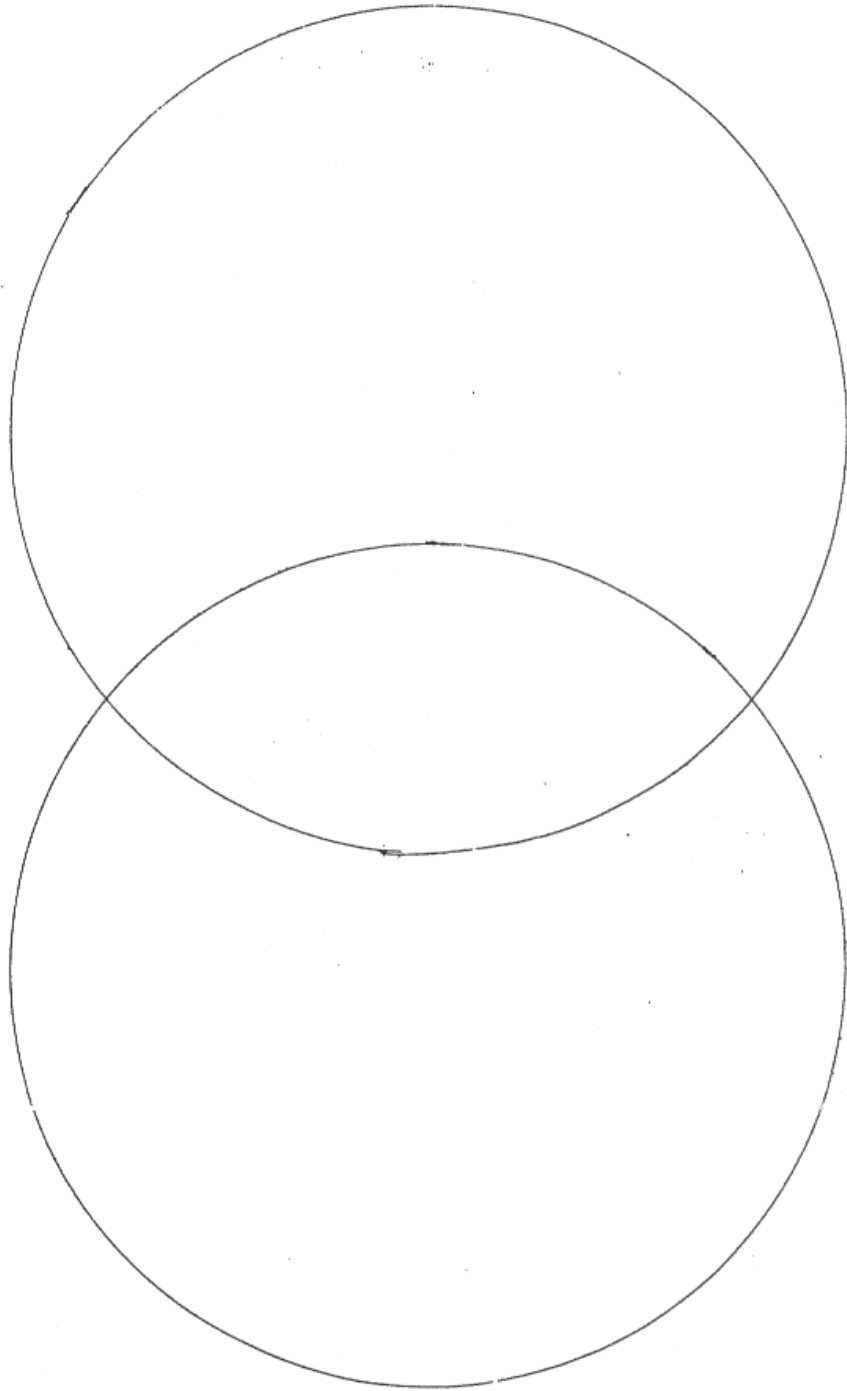
Surrender – to give up completely

Appendix A-14-Civil War

Venn Diagram

Grant

Lee



Abraham Lincoln Vocabulary

Honesty – telling the truth

President – a leader of a group

Log Cabin – a house made out of logs

Lawyer – someone who studies and practices the law

Wilderness – an area where humans do not live

Life During the Civil War

1. I live in the _____.
(North, South)
2. My states are called the _____.
(Union, Confederacy)
3. There are mostly _____ where I live.
(factories, plantations)
4. We _____ want to have slaves.
(did, did not)
5. Our President's name was _____.
(Jefferson Davis, Abraham Lincoln)
6. We fought a war against the _____ called the Civil War.
(North, South)
7. The war lasted _____ years from 1861 – 1865.
(4, 40)
8. The leader of our army was _____.
(Robert E. Lee, Ulysses S. Grant)
9. Our troops were called _____.
(Yankees, Rebels)
10. Our troops wore _____ uniforms.
(gray, blue)

11. My states _____ the Civil War.
(won, lost)

12. The slaves were free when Abraham Lincoln wrote the
_____.
(Constitution, Emancipation Proclamation)

13. _____ was a woman who helped
(Clara Barton, Harriet Tubman)
wounded soldiers.

14. _____ was a slave who escaped
(Clara Barton, Harriet Tubman)
and helped others escape using the Underground Railroad.

Appendix C-Civil War

Directions

Assignment: Read the Civil War question assigned to you. Using the information you have been given, write a report that gives the answer to your question. Your report should be at least 4-5 sentences long and be written using complete sentences.

Next, create a poster to go along with your report. The poster needs to be large enough so that the class will be able to see it during your presentation. The poster should illustrate your answer. For example, if you were assigned a question regarding life as a child during the Civil War you may draw a picture that shows what things a child did. Did they go to school, play games, what did they look like, what clothes did they wear, etc? The illustrations need to be your own artwork. Internet pictures are not acceptable and will be marked down. If you wish to show the class internet pictures which you find interesting about your question you may paste these on the BACKSIDE of your poster. However, you must draw your own pictures on the front.

On _____(date)_____ each student will present their report and poster to the class.

Rubric

Presentation _____(30 pts)

Comments:

Poster

Follows Directions _____(15 pts)

Neatness _____(5 pts)

Relates to Report _____(15 pts)

Report

Answers Questions _____(20 pts)

Uses 4-5 sentences _____(10 pts)

Neatness/complete

Sentences _____(5 pts)

Total _____(100 pts)

Harriet Tubman Information

Harriet Tubman was born a slave in Maryland around 1820. She was a small woman yet she was very strong. When she was young her master considered her to be a problem child. She was often beaten for not doing her work well. At a young age, Harriet tried to run away but did not know where to go and had to return back to her master's house. She then became too sick to work and was sent back to her mother and father and 10 brothers and sisters to care for her. Once she was feeling better she stayed on the same plantation with her family and worked the fields. Harriet learned about the Underground Railroad by listening to the slaves talk in the fields. At first she thought it was a real railroad but then learned it was the route that slaves took to escape north. Later, Harriet escaped using the Underground Railroad successfully. However, Harriet did not stop. She went back and rescued her family and nearly three hundred others. During the war Harriet helped the Union army as a scout and a spy. She also served as a nurse in Virginia. When the war ended, Harriet married a war veteran, cared for her parents, and opened a home for elderly blacks.

Appendix E-Civil War

North/South Signs

Had more Factories
Had more Plantations
Wanted Slavery
Did not want Slavery
Lincoln
Davis
Grant
Lee
Gray
Blue
Yankee
Rebel
Confederate
Union

Test

1. **The Civil War was fought in the**
 - A. **1680's**
 - B. **1860's**
 - C. **1770's**

2. **Abraham Lincoln was the**
 - A. **President of the Union States**
 - B. **General of the Union Army**
 - C. **President of the Confederate States**
 - D. **General of the Confederate army.**

3. **Robert E. Lee was the**
 - A. **President of the Union States**
 - B. **General of the Union Army**
 - C. **President of the Confederate States**
 - D. **General of the Confederate Army**

4. **Ulysses S. Grant was the**
 - A. **President of the Union States**
 - B. **General of the Union Army**
 - C. **President of the Confederate States**
 - D. **General of the Confederate Army**

5. **The Confederate States were the**
 - A. **Northern States**
 - B. **Southern States**

6. **The Civil War was fought because**
 - A. **people wanted the Transcontinental Railroad built.**
 - B. **people wanted freedom from England.**
 - C. **some people wanted slaves and some people did not.**

7. **The person who helped many slaves escape on the Underground Railroad was**
 - A. **Abraham Lincoln**
 - B. **Robert E. Lee**
 - C. **Harriet Tubman**
 - D. **Beatrix Potter**

8. **Jefferson Davis was the**
 - A. **President of the United States**
 - B. **General of the Union Army**
 - C. **President of the Confederate States**
 - D. **General of the Union Army**

9. **When the Civil War was over**
 - A. **the slaves had to work harder for their masters**
 - B. **the slaves were free to make a new for themselves**
 - C. **the United States Constitution was written**