

# Civil War: A Multimedia Study

**Grade Level or Special Area:** 5<sup>th</sup> Grade / Information Literacy

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**Length of Unit:** 5 weeks: each week 30 minutes in LMC, 30 minutes in Computer lab and two 45 minutes classroom periods

## I. ABSTRACT

This unit presents the Civil War to fifth graders by classroom teacher, library media specialist and technology teacher utilizing the segment of the PBS series based on Joy Hakim’s book *A History of US* and the companion website *Freedom: A History of US*. Using primary source documents including photographs, personal diaries, newspapers and period documents presented by Academy Award winning actors, focusing activities for the video, creative journaling, and biography research projects students will gain a personal understanding and appreciation of the Civil War and its historical significance.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how to access information resources efficiently and effectively.
2. Students will recognize how to evaluate information critically and competently.
3. Students understand how to use the processes and resources of historical inquiry.
4. Students recognize history as common memory with political implications.

### B. Content from the *Core Knowledge Sequence* (1999 edition)

1. The Civil War (page 117)
  - a. Fort Sumter
  - b. Confederacy, Jefferson Davis
  - c. Yankees and Rebels, Blue and Gray
  - d. First Battle of Bull Run
  - e. Robert E. Lee and Ulysses S. Grant
  - f. General Stonewall Jackson
  - g. Ironclad ships, battle of the USS Monitor and the CSS Virginia (formerly the USS Merrimack)
  - h. Battle of Antietam Creek
  - i. The Emancipation Proclamation
  - j. Gettysburg and the Gettysburg Address
  - k. African-American troops, Massachusetts Regiment led by Colonel Shaw
  - l. Sherman’s march to the sea, burning of Atlanta
  - m. Lincoln re-elected, concluding words of the Second Inaugural Address (“With malice toward none, charity for all....”)
  - n. Richmond (Confederate capital) falls to Union forces.
  - o. Surrender at Appomattox
  - p. Assassination of Lincoln by John Wilkes Booth
2. Writing and Research (page 109)
  - a. Produce a variety of types writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
  - b. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different

sources, presenting the information in his or her own words, with attention to the following:

- i. Understanding the purpose and audience of the writing
- ii. Defining a main idea and sticking to it
- iii. Providing an introduction and conclusion
- iv. Organizing material in coherent paragraphs
- v. Illustrating points with relevant examples
- vi. Documenting sources in a rudimentary bibliography

C. Skill Objectives

1. Students will focus on presentation of videotape.
2. Students will participate in classroom discussion.
3. Students will identify major battles, leaders, and timeline of the Civil War.
4. Students will access information efficiently and effectively.
5. Students will evaluate information critically and competently.
6. Students will use information accurately and creatively.
7. Students will use reading, writing, speaking, and listening to define and solve problems.
8. Students will pose and answer questions about key events in the history of the early United States.
9. Students will respond to written and oral presentations as a reader, listener, and articulate speaker.
10. Students will make use of computer to complete activities on a book-marked website including appropriate use of computers.
11. Students will use listening skills to understand directions.
12. Students will pose and answer questions about key events in the history of the early United States.
13. Students will summarize and organize ideas gained from multiple sources in useful ways.
14. Students will take notes from relevant and authoritative sources.
15. Students will summarize and organize ideas gained from multiple sources into notes, outline and final paper.
16. Students will describe American leaders in American political cultural change.
17. Students will follow accepted formats for writing research and will document sources.

### III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Freedom, a History of US. Disc 2 [DVD]*. Alexandria, VA: PBS Home Video. 2003. 0-7806-42678.
2. *Freedom: A History of US* “A War to End Slavery” webisode 6 and teaching guides for each segment. [www.pbs.org/historyofus](http://www.pbs.org/historyofus)
3. National Teacher Training Institute. Thirteen/WNET New York, PBS Educational Broadcasting Corporation 2003. <http://www.thirteen.org/edonline/ntti/resources/index.html> > Go to this site and choose video strategies and Internet strategies. Under Video Strategies, click on and read NTTI Video Utilization Strategies. Then under Internet Strategies click on and read NTTI Internet Utilization Strategies. The National Teacher Training Institute (NTTI) provides teachers with the vision, strategies, and resources they need to make dynamic use of classroom technology.

- B. For Students
  - 1. Fifth Grade—Geography of the United States (page 116)
  - 2. Fifth Grade—Westward Expansion before the Civil War: “Manifest Destiny” (page 116)
  - 3. Fifth Grade—The Civil War Causes: Toward the Civil War (page 117)

#### IV. RESOURCES

- A. Clinton, Catherine. *Scholastic Encyclopedia of the Civil War*
- B. Dolan, Edward F. *The American Civil War: A House Divided*
- C. *Freedom: A History of US* website-links to other website resources. <[http://www.pbs.org/wnet/historyofus/teachers/primer\\_web06r.html](http://www.pbs.org/wnet/historyofus/teachers/primer_web06r.html)>
- D. *Freedom: A History of US* website. Teaching Guides for the Webisodes. PBS. 2003-click the link <<http://www.pbs.org/wnet/historyofus/teachers/guides.html>> for each segment number of Webisode 6 to download the Teaching Guides; there are nine guides to correspond with each of the nine segments (to download the Guide, you'll need the Adobe Acrobat Reader)
- E. *Freedom, a History of US. [Volume 3] [videorecording]*
- F. *Freedom, a History of US. Disc 2 [DVD]*
- G. Hakim, Joy. *A History of US: War, Terrible War*
- H. Herbert, Janis. *The Civil War for Kids*
- I. Hirsch, E.D. Jr. *Pearson Learning Core Knowledge History and Geography*
- J. Hirsch, E.D. Jr. *What your 5<sup>th</sup> grader needs to know: Fundamentals of a good fifth-grade education*
- K. The Johns Hopkins University Historical Primer: Webisode 6, Teaching Primer, <http://www.pbs.org/wnet/historyofus/teachers/primer.html>-under Teaching Guides to the Books, choose Book 6 Sample Set

#### V. LESSONS

##### **Lesson One: Introduction to Civil War Journaling (45 minutes two times each week)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize history as common memory with political implications.
  - 2. Lesson Content
    - a. Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
    - b. The Civil War understanding through journal writing with prompts of significant events to encourage students to imagine being there.
  - 3. Skill Objective(s)
    - a. Students will use information accurately and creatively.
    - b. Students will use reading, writing, speaking, and listening to define and solve problems.
- B. *Materials*
  - 1. Spiral bound notebooks for each student; use the cheap ones from Target, Wal-Mart or K-Mart
  - 2. Pencils and markers
  - 3. Post-it tabs
  - 4. Copy of Writing Prompts in Appendix F
- C. *Key Vocabulary*
  - 1. Biography – true story of a person’s life-choices are listed in Appendix C

2. Place – one of the locations (city, battle, states, geographic location) important in the civil war-see Appendix D
3. Thing – an item important in the Civil War (could be a uniform, weapon, document or speech)-see Appendix E

D. *Procedures/Activities*

1. Instruct students to turn to first page in their notebooks and write this information there:
  - a. My Civil War Journal
  - b. 1861-1865
  - c. Student's name
 The teacher should write this on the board as an example for students.
2. Instruct students to turn to the second page (not the back of the first page) and write on the first line: My place is \_\_\_\_\_. Instruct them to write on the right side of the last line: Page 2.
3. Instruct students to turn to the third page (not the back of the second page) and write on the first line: My thing or document is \_\_\_\_\_. Instruct them to write on the right side of the last line: Page 3.
4. Instruct students to turn to the fourth page (not the back of the third page) and write on the first line: My biography is about \_\_\_\_\_. Ask them to skip a line and write: Early Life. Instruct them to write on the right side of the last line: Page 4.
5. Instruct student to turn to the fifth page and write on the first line: Biography: Adult Life before the Civil War. Instruct them to write on the right side of the last line: Page 5.
6. Instruct student to turn to the sixth page and write on the first line: Biography: Role in the Civil War. Instruct them to write on the right side of the last line: Page 6.
7. Instruct student to turn to the seventh page and write on the first line: Biography: Death. Instruct them to write on the right side of the last line: Page 7.
8. Each student gets one post-it tab to go on Page 8. This tab is moved to the first blank page they will be working on each new assignment.
9. Tell the students that they will be using the Civil War Journals to record what they're learning about the Civil War. They will be used for notes and writing, both in class, technology lab and library.
10. Twice each week during language arts instruction, give your students the writing prompts to complete a journal entry in their Civil War Journals. See Appendix F for the prompts.
11. Lead a discussion with your students about the scenario given in the writing prompt for the day. Have them talk about what they know and imagine what life was like during the Civil War.
12. Tell students that they will be writing journal entries in their Civil War Journals on the first available page. Their post-it-tab should be on this page. Instruct them to write today's date on the top line and on the next line write week number and prompt number.
13. Read the writing prompt to the class.
14. Write the underlined words on the board so that all students can see and refer to them while they are writing. Instruct the students to make their writing sound like they are truly living back during the Civil War and are using the kind of language of those people and times.
15. Ask if students have any questions and answer these. Tell students to begin writing.

16. Modifications for students with coding, visual, or communicative disabilities: make a copy of the writing prompt, changing any wording that is too difficult and give to students. Read the prompt to the individual student while the other students are beginning their writing. Ask the student what they want to say first and give them feedback on their thoughts to get them started.
- E. *Assessment/Evaluation*
1. Writing Prompts Assessment Rubric in Appendix G.

**Lesson Two: Teach the Civil War with Video (seven 30 minute sessions)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to use the processes and resources of historical inquiry.
  - b. Students recognize history as common memory with political implications.
2. Lesson Content
  - a. Confederacy, Jefferson Davis
  - b. Yankees and Rebels, Blue and Gray
  - c. First Battle of Bull Run
  - d. Robert E. Lee and Ulysses S. Grant
  - e. General Stonewall Jackson
  - f. Battle of Antietam Creek
  - g. The Emancipation Proclamation
  - h. Gettysburg and the Gettysburg Address
  - i. African-American troops
  - j. Sherman's march to the sea, burning of Atlanta
  - k. Surrender at Appomattox
  - l. Assassination of Lincoln by John Wilkes Booth
3. Skill Objective(s)
  - a. Students will focus on presentation of videotape.
  - b. Students will participate in classroom discussion.
  - c. Students will identify major battles, leaders, and timeline of the Civil War.
  - d. Students will respond to written and oral presentations as a reader, listener, and articulate speaker.

B. *Materials*

1. Freedom: A History of US "A War to End Slavery" Videotape Episode 6 or DVD Disc 2 Episode 2 cued to each day's segment
2. Two copies of Then and Now Scripts for DVD / Video Recording in Appendix B; keep a full script for the teacher and give student reporters their part only
3. Questions for the segment of the Videotape you are watching today (included in the scripts in Appendix B)
4. Civil War Journals and pencils for each student

C. *Key Vocabulary*

1. Primary source – historical documents and pictures from the time period you are studying
2. [www.pbs.org/wnet/historyofus/web06/segment1.html](http://www.pbs.org/wnet/historyofus/web06/segment1.html) and click on link Glossary; see *Key Vocabulary* in Lesson Three for a list of the words included in the glossary
3. Segment – smaller parts that the program is divided into covering the Civil War chronologically; if using the DVD version, the segments changes are indicated as

“chapters” that are numbered consecutively beginning at the first segment of Disc 2. Episode Two begins with an introduction by Katie Couric numbered Chapter 8, Americans against Americans is numbered Chapter 9

D. *Procedures/Activities*

1. The teacher previews each of the seven segments of the program (total running time of “A War to End Slavery” is approximately 30 minutes) to decide when they will show the tape and where he/she wants to pause the video for class discussion.
2. Prior to beginning the activity, go to students you have chosen and arrange for them to read the reporter scripts in Appendix A. Suggest that they preview the reading and ask for help with any pronunciation. Encourage them to ham it up!
3. Introduce the videotape “Freedom: A History of US”, produced from Joy Hakim’s books, *A History of US*, with creative consultant, Christopher Reeve, who asked his Hollywood friends to help. Students can listen for the voices listed in Appendix K. (Remember only some of the actors listed will be in the video they will be viewing).
4. Ask the students to open their notebooks to the post-it tab which should be on the first blank page. On the first line have them write today’s date and the segment title which you write on the board. The titles of the segments are listed in Appendix A.
5. Tell students they will be looking for answers to some questions in the video we will be watching today. They will need to write down enough of the question to remember what the questions are. Be sure to leave enough room between questions for your answers. When you hear the answer to the questions during the video, write them down in the space you have left.
6. Set the stage for your News Reporter using the scripts in Appendix B.
  - a. Introduce the “Then and now” news reporter(s) who will be reporting on the Civil War today.
  - b. Read the teacher script.
  - c. Cue the student reporter.
7. Remind students of the answers they are looking for first. Begin the video.
8. Pause the video and ask each of the questions. If your students respond with the answers and show understanding continue with step 8. If no one picks up the answer to one of the questions, or they seem a bit confused, rewind and replay the segment until they understand and can answer all the questions.
9. Teachers may want to play just a portion of today’s segment then pause the video and discuss the questions covered. Show the video in small enough chunks to keep the students involved and interested. Repeat this until you have finished the segment.
10. Review the content on the entire segment in a class discussion.

E. *Assessment/Evaluation*

1. DVD/Video Classroom Assessment in Appendix G.

**Lesson Three: Teach the Civil War with Internet “Webisodes” (five 30 minute sessions on computers)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to access information resources efficiently and effectively.
  - b. Students will recognize how to evaluate information critically and competently.

- c. Students understand how to use the processes and resources of historical inquiry.
  - d. Students recognize history as common memory with political implications.
2. Lesson Content
- a. Confederacy, Jefferson Davis
  - c. Yankees and Rebels, Blue and Gray
  - d. First Battle of Bull Run
  - e. Robert E. Lee and Ulysses S. Grant
  - f. General Stonewall Jackson
  - g. Battle of Antietam Creek
  - h. The Emancipation Proclamation
  - i. Gettysburg and the Gettysburg Address
  - j. African-American troops, Massachusetts Regiment led by Colonel Shaw
  - k. Sherman's march to the sea, burning of Atlanta
  - l. Surrender at Appomattox
  - m. Assassination of Lincoln by John Wilkes Booth
3. Skill Objective(s)
- a. Students will make use of computer to complete activities on a book-marked website including appropriate use of computers.
  - b. Students will use reading, writing, speaking, and listening to define and solve problems.
  - c. Students will use listening skills to understand directions.
  - d. Students will pose and answer questions about key events in the history of the early United States.
  - e. Students will describe American leaders in American political cultural change.

B. *Materials*

- 1. Internet connected computers---it is best if each student can work on an individual computer
- 2. Book-marked website: [www.pbs.org/wnet/historyofus/webisode06](http://www.pbs.org/wnet/historyofus/webisode06)
- 3. Civil War Journals and pencils for each student

C. *Key Vocabulary*

- 1. Mouse – electronic pointing device attached to your computer that controls the position of the movable arrow on your screen; you will press the left button to select an item on your screen
- 2. Cursor – the blinking vertical mark on the computer screen
- 3. Mouse arrow – position is controlled by the mouse
- 4. Click – select an item on the screen using the mouse left button
- 5. Link – an item on your screen that causes the movable mouse arrow or cursor to change into a hand; if you click on a link it will take you to a new window with additional material there
- 6. Webisode – the Internet content that covers the material in one volume of A History of US; the Civil War content for this Unit is in Webisode 6 “A War to End Slavery”
- 7. Segment – smaller parts that the webisode is divided into covering the Civil War chronologically; there are nine segments in webisode 6 and the titles are listed in Appendix A
- 8. Icon – symbols used on this website to indicate the type of material you will find on the links; if you move your mouse cursor over the Icon Guide on the screen, you will see that the camera means “see it now” and will link to a picture; the

megaphone means “hear it now” and will link to an audio clip; and the scroll means “check the source” and will link to a primary source such as an original newspaper

9. Primary source – a document created by those who participated in or witnessed an event of the past
10. First person account – an oral or written account by a person who was present at an event
11. Quotation – a person’s actual words
12. Civil War terms needed are in a glossary on the website: [www.pbs.org/wnet/historyofus/web06/segment1.html](http://www.pbs.org/wnet/historyofus/web06/segment1.html)-click on link Glossary for the list of words used in Webisode 6; as you read the content of the website, the words in the glossary are written in a gray blue; if you click on any of the words included in the glossary, a window will open with the definition of that word; these are the words defined in Webisode 6’s glossary

Anaconda	Attrition	Bayonet	Blockaded	Bloodcurdling
Cherished	Consecrate	Consume	Counterpart	Emancipation
Feudal	Fitting	Foe	Frenzy	Hoarded
Laid siege	Livestock	Muffled	Munitions	Note
Pandemonium	Parlor	Pillage	Proclamation	Quest
Resolve	Restricted	Save	Score	Seceded
States’ rights	Stench	Theater	Tongue in his cheek	Vain
Vindictive	Wantonly	Wrest		

#### D. *Procedures/Activities*

1. The teacher previews each of the nine segments of Webisode 6 “A War to End Slavery” so that you are familiar with the content of the segments and with how to maneuver on the website. Because there are nine segments and only five weeks, the teacher will need to choose which segments to leave out, or have students look at two segments a week. Two segments a week can be done by having students explore only one the first week, and in the remaining weeks let them know that the time will be split between two segments and you will let them know when ½ of the time has gone by.
2. On computers which you have book marked the website and have it up, use whole group instruction to do the following:
  - a. Use the mouse to explore the icon guide and explain that the camera will take them to a picture, the megaphone will take them to a sound recording, and the scroll will take them to a “primary source”.
  - b. Define *primary source* “a document created by those who participated in or witnessed an event of the past”, *first person account* “an oral or written account by a person who was present at an event”, *quotation* “a person’s actual words”.
  - c. Explain that the book and website use many primary sources they can explore on this site.
  - d. Tell the students that their assignment today is to read the content of this page and are to go to as many links as they can during their computer time (30 minutes).
  - e. Have students turn to the next available page in their Civil War Journal, which is the page that should have their post-it-tab.

- f. Students are to write in their Civil War Journals the words they click on, the names of pictures they link to and any interesting facts they learn. During each class time on webisode 6 students should click on and write down the definition of at least three vocabulary words and one other interesting fact.
  - g. Encourage them to make notes on information on their biography, place or thing on those pages of their Civil War Journal.
  - h. Tell students that you will be grading their journals each week and will get points for what they have recorded in their Civil War Journals.
- 3. During the 5<sup>th</sup> week have students take the Webisode 6 online Quiz.
  - 4. Ask students to record in their Civil War Journal how many answers they get correct. If all questions are correct, they may continue to explore the Webisode links. If they have missed any questions, they should retake the quiz after reading the answers to the quiz.
- E. *Assessment/Evaluation*
- 1. Computer Classroom Assessment in Appendix G.
  - 2. Grade the Civil War Journals each week for presence of notes. Write encouraging comments in their journals.

**Lesson Four: Teaching the Civil War with Research (four 45 minute sessions in library)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will understand how to access information resources efficiently and effectively.
    - b. Students will recognize how to evaluate information critically and competently.
    - c. Students understand how to use the processes and resources of historical inquiry.
  - 2. Lesson Content
    - a. Jefferson Davis
    - b. Robert E. Lee and Ulysses S. Grant
    - c. General Stonewall Jackson
    - d. Massachusetts Regiment led by Colonel Shaw
    - e. Sherman's march to the sea, burning of Atlanta
    - f. Assassination of Lincoln by John Wilkes Booth
    - g. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:
      - 1. Understanding the purpose and audience of the writing
      - 2. Defining a main idea and sticking to it
      - 3. Providing an introduction and conclusion
      - 4. Organizing material in coherent paragraphs
      - 5. Illustrating points with relevant examples
      - 6. Documenting sources in a rudimentary bibliography
  - 3. Skill Objective(s)
    - a. Students will access information efficiently and effectively.
    - b. Students will evaluate information critically and competently.
    - c. Students will use information accurately and creatively.

- d. Students will use reading, writing, speaking, and listening to define and solve problems.
- e. Students will pose and answer questions about key events in the history of the early United States.
- f. Students will summarize and organize ideas gained from multiple sources in useful ways.
- g. Students will take notes from relevant and authoritative sources.
- h. Students will summarize and organize ideas gained from multiple sources into notes, outline and final paper.
- i. Students will describe American leaders in American political cultural change.
- j. Students will follow accepted formats for writing research and will document sources.

B. *Materials*

1. Civil War Journals and pencils for each student
2. Library Media Center scheduled for class research, with relevant Civil War resources located and reserved for your class
3. Computer time reserved for students who wish to type their final report
4. Copy of Research Guide: Appendix H for each student including your due dates
5. Copies of Appendix C: Biography Choices on blue paper with choices cut out
6. Copy of Appendix D: Places choices on pink paper with choices cut out
7. Copy of Appendix E: Things and Documents on tan paper with choices cut out
8. A hat to pass around for students drawing of choices
9. Copies of Appendix I: Outline Guide for each student

C. *Key Vocabulary*

1. Encyclopedia – a multi-volume collection of information arranged alphabetically
2. Reference materials – non-fiction books that are informative and may or may not be checked out from the library
3. Plagiarism – using someone else’s research, information or words in your writing without giving them credit for their work
4. Bibliography – the list of resources (books, magazines, interviews) used in creating your report; the list comes at the end of the report and uses a standard format which is taught in the Research Guide: author (last name first), title, city, publisher, copyright date, and pages; the entries in the bibliography are arranged in alphabetical order by the first word of the entry (ignoring the articles, the, a and an)-see Appendix H
5. Biography – retelling of a person’s life

D. *Procedures/Activities*

1. Classroom teacher will, with great excitement, introduce the Civil War Fair. The Civil War Fair is the culminating activity at which each student will display their final Biography research project, replica and information about their thing, and map or drawing and information about their place.
2. Pass the hat with the blue Biography choices, each student taking one. Instruct students to record their person on page 4.
3. Then pass the hat with the pink Places choices, starting at the other end of the room. Instruct students to record this on page 2.
4. Then pass the hat with the tan Things and Documents choices starting from the middle of the room. Instruct students to record this on page 3.
5. Teacher will instruct students to turn to the last page of the notebook and write at the top of the page: Bibliography. Then pass out the Research Guide for students to staple to the back cover of their Civil War Journal.

6. During students' first visit to the library on this project go over with the whole class:
  - a. Use of encyclopedia index
  - b. Alphabet listing in encyclopedia by person's last name
  - c. The selection of Civil War books and their Dewey decimal numbers and normal shelf location
  - d. Sharing of resources
  - e. Plagiarism.
7. Tell students that it is their job today to locate some information on their person. They are to look in the index or table of contents and look over those pages to see if there is information you can use. When you find a good resource, the first thing you need to do is write down the bibliography information on the last page of your Civil War Journal in the order given in your research guide: *Author. Title. City. Publisher. Copyright date. pages used* and note if this is for their person, place or thing.
8. Students should then write down notes on the information they find on the appropriate page 2 through 7.
9. On the second visit to the library, the teacher gives a brief review of note taking before students continue with their research.
10. During the student time in the library, teacher and library media specialist check in with each student on the following in their notebooks: Bibliography, organization of notes on the appropriate pages, note taking clarity and assist with finding resources as needed. Any students you cannot check in with during class should turn in their Civil War Journals so you can check their progress. Write instructive, encouraging notes in their journals and work with students individually if you see they need help.
11. During the library research time, encourage students to use your school's on-line resources including your subscription as well as free on-line data bases, especially the PBS Webisode 6 they are using during their computer time.
12. Classroom teacher instructs students at the end of the third week on how to complete their outlines. Library time during the fourth week should be spent filling in any gaps of information needed for the outline. Be sure the students understand they may need to complete their outlines at home.
13. Classroom teacher instructs students on using the outlines to complete their rough draft early in the fourth week. Be sure students understand they may need to complete the rough draft at home. Make editing comments on these papers and return as soon as possible. Give students extra credit for turning the rough drafts in early.
14. Classroom teacher instructs students on requirements of the final paper. These are written at the bottom of the Outline Guide in Appendix I.
15. Librarian instructs students on bibliography formatting using the research guide students have stapled to the back of their Civil War Journals. Have students figure out the alphabetical order of their entries from the bibliography list they should have on the facing page to their Research Guide. Final Library Media time can be spent assisting students with their bibliography formatting for their final paper.
16. Modifications for Special Education students: prior to passing the hat, you can select a biography for the student(s) choosing a person that you have resources in the appropriate reading level for that student. Length of the paper can be modified as well.

- E. *Assessment/Evaluation*
1. Biography Research Assessment in Appendix G.

**Lesson Five: Teaching the Civil War with Civil War Fair Projects (one 45 minute session in Library)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to access information resources efficiently and effectively.
  - b. Students will recognize how to evaluate information critically and competently.
  - c. Students understand how to use the processes and resources of historical inquiry.
2. Lesson Content
  - a. Fort Sumter
  - b. Confederacy, Jefferson Davis
  - c. Yankees and Rebels, Blue and Gray
  - d. First Battle of Bull Run
  - e. Ironclad ships, battle of the USS Monitor and the CSS Virginia (formerly the USS Merrimack)
  - f. Battle of Antietam Creek
  - g. The Emancipation Proclamation
  - h. Gettysburg and the Gettysburg Address
  - i. African-American troops, Massachusetts Regiment led by Colonel Shaw
  - j. Sherman's march to the sea, burning of Atlanta
  - k. Lincoln re-elected, concluding words of the Second Inaugural Address ("With malice toward none, charity for all....")
  - l. Richmond (Confederate capital) falls to Union forces.
  - m. Surrender at Appomattox
  - n. Assassination of Lincoln by John Wilkes Booth
  - o. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line).
3. Skill Objective(s)
  - a. Students will access information efficiently and effectively.
  - b. Students will use information accurately and creatively.
  - c. Students will use reading, writing, speaking and listening to define and solve problems.
  - d. Students will evaluate information critically and competently.
  - e. Students will use reading, writing, speaking, and listening to define and solve problems.
  - f. Students will pose and answer questions about key events in the history of the early United States.

B. *Materials*

1. Civil War Journals and pencils
2. Library Media Center or reference materials
3. Copies of Appendix J: Civil War Fair Places and Battles and Things and Documents Entries for each student
4. Unlined paper students can use to trace maps or pictures-printer paper will work

C. *Key Vocabulary*

1. Replica – a reproduction or model made with accurate detail

2. Diorama – a scenic depiction of an event or place using models of people and plants in a box or case
  3. Original map or picture – a map or picture that you draw or trace; this is NOT a photocopy or a print-out of a downloaded picture
- D. *Procedures/Activities*
1. Classroom teacher will schedule extra time in the Library Media Center, or bring resources (set of encyclopedias, historical atlas, Civil War history books) into classroom during the fourth or third week of this unit.
  2. Tell students that it is their job today to find out information on their Civil War Place or Battle and their Civil War Thing or Document and to take notes in their Civil War Journal.
  3. Pass out Civil War Fair Places and Battles and Things and Documents Entries to each student and explain that this form is to be filled out after they have finished taking notes in their best handwriting and is to be displayed with their projects at the Civil War Fair. This form can be kept in their Journals until they bring it in for the Fair.
  4. Let students know they can use information they have learned from the video or websites.
  5. Give a mini lesson in use of indexes, giving the location of these—back of the book or a separate volume in some encyclopedia sets. For the battles they may need to look for Wilson’s Creek, battle of or Atlanta, Georgia, siege of.
  6. Encourage students to make a copy of pictures or maps to use later to trace or make their replicas.
  7. Walk around to students to check on their progress and give assistance as needed.
  8. Halfway through your time tell students to finish up with their Place and Battles or Things and Documents and switch to looking up their other choice.
  9. Let students know that they can look up the website they have been using in class at home by going to <http://www.pbs.org/wnet/historyofus/web06/index.html> and that this address is listed on their Research Guide.
- E. *Assessment/Evaluation*
1. Check list Civil War Places and Battles and Things and Documents in Appendix G

## VI. CULMINATING ACTIVITY (one hour or longer if you are using the extension)

- A. Civil War Fair. Students will bring in and display their Civil War Journals, Biographies, Diorama or picture of their Place or Battle and its entry, and Replica of their Thing or Document and its entry. Rearrange your room so that students can easily display their work. Divide your class in half so that, for part of the time, students stand with their items to explain to other students and half of the time they are viewing their classmates work.
- B. Extension / Modification of the Civil War Fair would be to require students to dress in Civil War costumes they make (giving them options of choosing their biography person or just typical dress of the time) and bring in food of the time period and devote an afternoon to the Fair incorporating these elements with oral presentations on their work.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Overview
- B. Appendix B: Then and Now Scripts for DVD / Video Recording
- C. Appendix C: Biography Choices
- D. Appendix D: Places and Battles of the Civil War
- E. Appendix E: Things and Documents of the Civil War

- F. Appendix F: Writing Prompts
- G. Appendix G: Assessment Rubrics
- H. Appendix H: Research Guide
- I. Appendix I: Outline Guide
- J. Appendix J: Civil War Fair Places and Battles and Things and Documents Entries
- K. Appendix K: Voices featured on *Freedom: A History of US* PBS series

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## Appendix A Teacher Overview

Civil War Journals: Each student has an inexpensive spiral bound notebook for this project. The notebook will be used in most of the lessons and will be used as an assessment in this unit. Each week students will make entries for the following:

1. Diary entries using writing prompts designed to go with the subject matter covered as a writing assignment
2. Answers to questions given during video viewing in Lesson One
3. Notes taken during webisode work in Lesson Two
4. Score on Quizzes taken during webisode work in Lesson Two
5. Notes taken for research project in Lesson Three

The DVD version of Freedom: A History of US, Episode Two: A War to End Slavery is divided into the following seven segments:

1. Americans Against Americans (1861)
2. “Forever Free” (1861-1863)
3. To Arms! (1863)
4. Gettysburg (July 1863)
5. A New Birth of Freedom (November 1863)
6. The Final Year (1864-1865)
7. “A Nation Worth Fighting For” (1865)

The companion website for Freedom: A History of US webisode “A War to End Slavery” has the following nine segments:

1. “Americans against Americans”
2. “Strategy in the South”
3. “Lincoln’s Generals”
4. “Forever Free”
5. “To Arms!”
6. “Gettysburg”
7. “A New Birth of Freedom”
8. “The Final Year”
9. “A Nation Worth Fighting For”.

Due dates for the Biography research project need to be set to encourage student success. Bibliography check should be completed during the first library time and should have the second library session as the due date. Outlines should be due early in the 4<sup>th</sup> week, rough drafts due the end of the 4<sup>th</sup> week and the final copy ready for the Civil War Fair, to be collected and graded after the Fair.

Freedom: A History of US website is: <http://www.pbs.org/wnet/historyofus/index.html>. To get to Webisode 6 “A war to end slavery” choose webisode menu and select Webisode 6 which will take you to <http://www.pbs.org/wnet/historyofus/web06/index.html>.

**Appendix B, page 1**  
**Then and Now Scripts for DVD / Video Recording**

Freedom: A History of US, Episode Two: A War to End Slavery

Copy the scripts for each day and give your “volunteer” readers a copy of their portion and allow them enough time to read over their part and ask about any words with which they are not familiar.

*DO NOT READ* the words in *italics*!

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*Cue video or DVD to the beginning of the Episode: A War to End Slavery. The introduction begins with Katie Couric.*

Teacher: To study the Civil War we’ll be watching a part of “Freedom: A History of US” produced from primary sources. Primary sources are documents, pictures and reports made at the time of the event. So you’ll be seeing photographs and drawings made back in the 1800’s and you’ll be hearing the words quoted from diaries, speeches and newspapers.

*Play segment 8: Introduction to the episode and pause the recording after the credits.*

Teacher/News Anchor: Today we are going to begin a special set of news reports from our team of “Then and Now” reporters. We will travel through time to almost 150 years ago and will get you as close to the action as we can by using primary sources---pictures and the actual words of people who lived at the time. Now we will hear from \_\_\_\_\_ (*Reporter 1*).

Reporter 1: I’m back in time to April 13, 1861. I’m reporting from Charleston, South Carolina. Cannon fire from the Rebels has just led Union Major Robert Anderson to surrender Fort Sumter to General Beauregard. This is the beginning of a civil war here in the United States over the conflict between the Northern states and the Southern states. Don’t know what’s going to happen next!

Teacher: Thank you, \_\_\_\_\_ (*Reporter 1*), we’ll go to videotape now. While we are watching, class, I want you to look for the answers to these questions and write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What were the two names of the war?
2. Which side was fighting for freedom or liberty?
3. Who said the words: “you think slavery is right and should be extended while we think it is wrong and ought to be restricted; we must settle this question now, whether the minority have the right to break up the government whenever they choose”.
4. Where was the first battle of the war fought?

*Play segment 9 “Americans against Americans”. Pause the recording.*

Teacher (*ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before*).

Let’s see if we have the answers to our questions: write them down as we if you haven’t yet.

1. What were the two names of the war? The Civil War or the War Between the States
  2. Which side was fighting for freedom or liberty? Both the Union and Confederacy said they were fighting for liberty.
  3. Who said the words: “you think slavery is right and should be extended while we think it is wrong and ought to be restricted; we must settle this question now, whether the minority has the right to break up the government whenever they choose”. Abraham Lincoln
  4. Where was the first battle of the war fought? Manassas, Virginia at the creek called Bull Run
-

## Appendix B, page 2

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*Cue segment 10 "Forever Free"*

*Teacher:* Reporting for us today is \_\_\_\_\_ (*Reporter 2*). Our "Then and Now" report is from September 17, 1862. Tell us how the Civil War is going, \_\_\_\_\_ (*Reporter 2*).

*Reporter 2:* I'm reporting here from Sharpsburg, Maryland, at Antietam Bridge and the fighting is the worst we've seen. There's been hard bloody fighting here, the worst single day for Americans. I hear that more than twice the number of Americans died today than combined in the War of 1812, the Mexican War and the Spanish-American War.

*Teacher:* Thank you, \_\_\_\_\_ (*Reporter 2*). Now we will hear from our reporter in Washington, DC. What's happening in the Union Capitol, \_\_\_\_\_ (*Reporter 3*)?

*Reporter 3:* It's quite a day here in the Union capitol, New Year's Day, 1863. President Lincoln has signed the Emancipation Proclamation which has freed the slaves in the Southern states. There are great processions of colored and white men marching in front of the White House and congratulating the President on his proclamation.

*Teacher:* Thank you, \_\_\_\_\_ (*Reporter 3*). Now we will go to our videotape.

While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. How did they describe the southern fighter and the northern fighter?
2. Who criticized the Union for not enlisting Negroes into the army?
3. Who criticized the Union for not saying this was a war about slavery?
4. How many men were killed and how many men were wounded at Antietam?

*Play segment 10 "Forever Frees". Pause the recording.*

*Teacher (ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before).*

Let's see if we have the answers to our questions: write them down now if you haven't yet.

1. How did they describe the southern fighter and the northern fighter? Southern: skilled fighters, farmers used to shooting guns, riding horses and being outdoors. Northern: city boys, not used to being outdoors or shooting guns
  2. Who criticized the Union for not enlisting Negroes into the army? Frederick Douglass
  3. Who criticized the Union for not saying this was a war about slavery? John Rock
  4. How many men were killed and how many men were wounded at Antietam? More than 4,000 and more than 20,000 were wounded or missing
-

## Appendix B, page 3

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*Cue segment 11 To Arms!*

Teacher: Because you will be hearing primary sources; some of these accounts will contain difficult words and derogatory language of the times. Some of these words we find offensive or objectionable today were commonly used in the past. When you hear these primary sources, remember the times from which they come.

Now we will go to our “Then and Now” reports: Where are you back then in July 1863  
\_\_\_\_\_ (Reporter 4)?

Reporter 4: I’m here at Fort Wagner, outside Charleston, South Carolina with the 54<sup>th</sup> Massachusetts all-black regiment. I am sad to report that 272 soldiers in addition to their white commander, Colonel Robert Gould Shaw were killed in battle. Colonel Shaw was the son of a prominent family of abolitionists in Massachusetts. He was buried by the confederates in a mass grave with his dead black soldiers.

Teacher: This is sad news, \_\_\_\_\_ (Reporter 4). In the video we’ll hear about another black regiment who bravely fought on the banks of the Mississippi. Now we go to  
\_\_\_\_\_ (Reporter 5) who is at the White House.

Reporter 5: I just heard a conversation between the President and one of the senators who was proposing that after the war’s end we return the black soldiers to slavery to make peace with the south. The president said that “I should be damned to time and eternity for doing so”. I don’t think any other opponents of black soldiers will be approaching President Lincoln.

Teacher: Thank you, \_\_\_\_\_ (Reporter5). Now we will go to our videotape.

While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What did the war department establish to recruit black soldiers?
2. What did the Confederates do in response to the Union enlisting black soldiers?
3. How many black men served as soldiers by the end of the Civil War?

*Play segment 11 To Arms! . Pause the recording.*

Teacher (ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before).

Let’s see if we have the answers to our questions: write them down as we if you haven’t yet.

1. What did the war department establish to recruit black soldiers? The Bureau of Colored Troops
  2. What did the Confederates do in response to the Union enlisting black soldiers? Any black soldiers captured in battle would be put to death or sold into slavery.
  3. How many black men served as soldiers by the end of the Civil War? 180,000
-

## Appendix B, page 4

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### *Cue segment 12 Gettysburg*

Teacher: Today our “Then and Now” reporter, \_\_\_\_\_ (*Reporter 6*) is reporting from the Confederate Army.

Reporter 6 It’s late June 1863 and General Robert E. Lee has just decided to invade the North and beat the Union on their own ground. General Lee is taking his army north towards Pennsylvania. It’s quite a bold move.

Teacher: Thank you, \_\_\_\_\_ (*Reporter 6*). Now we go to \_\_\_\_\_ (*Reporter*) who is reporting on the third day of the Battle of Gettysburg.

Reporter 7 This is July 3, 1863 and here in the little town of Gettysburg the casualties of this battle have been enormous. The Confederacy lost 28,000 men and the Union lost 23,000 men. General James Longstreet, General George Pickett and General Lewis Armistead led a charge of their three Confederate divisions. Many met their deaths with courage and bravery.

Teacher: Thank you, \_\_\_\_\_ (*Reporter 7*). Now we will go to our videotape.

While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What Northern regiment lost all but 42 of their soldiers?
2. Who led the most famous charge in US History?
3. How much of his army did Robert E. Lee lose at Gettysburg?

*Play segment 12 Gettysburg. Pause the recording.*

Teacher (*ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before*).

Let’s see if we have the answers to our questions: write them down as we if you haven’t yet.

1. What Northern regiment lost all but 42 of their soldiers? First Minnesota
  2. Who led the most famous charge in US History? General George Pickett
  3. How much of his army did Robert E. Lee lose at Gettysburg? 28,000 or 1/3
-

## Appendix B, page 5

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### *Cue segment 13 A New Birth of Freedom*

Teacher: It's a solemn day with our "Then and Now" reporters in Gettysburg, Pennsylvania on November 19, 1863. We go to \_\_\_\_\_ (*Reporter 8*)

Reporter 8 Since July 14<sup>th</sup>, when Union General George Meade allowed the Army of Northern Virginia to escape across the Potomac River, 18 northern states have been raising money to dedicate a cemetery for all the fallen soldiers here. There were a total of 51,000 casualties in the Battle of Gettysburg for North and South.

Teacher: Thank you \_\_\_\_\_ (*Reporter 9*). Now to \_\_\_\_\_ (*Reporter 10*).

Reporter 9 We have just heard President Lincoln make a few brief remarks. He said, "these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

*Play segment. Pause the recording.*

Teacher: Thank you, \_\_\_\_\_ (*Reporter 9*). Now we will go to our videotape.

While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What people went to the dedication of the national cemetery?
2. How many words were in the Gettysburg Address?
3. What is the name of the bronze statue put on the top of the Capitol when Lincoln returned to Washington, DC?

Teacher (*ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before*).

Let's see if we have the answers to our questions: write them down as we if you haven't yet.

1. What people went to the dedication of the national cemetery? Tourists, sight-seers and grieving families. (students may add Philadelphia journalist, eminent people, President Lincoln).
  2. How many words were in the Gettysburg Address? 272 words (202 were single syllable)
  3. What is the name of the bronze statue put on the top of the Capitol when Lincoln returned by train to Washington, DC? The Statue of Freedom
-

## Appendix B, page 6

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*Cue segment 14 The Final Year*

Teacher: Our “Then and Now” reporters have taken us back to the year 1864. What’s our news for today, \_\_\_\_\_ (*Reporter 10*)?

Reporter 10 The breaking news here is that General George C. Meade has been replaced as general-in-chief of all the Union armies by General Ulysses Simpson Grant. General Grant has proven himself in fighting at Vicksburg, Lookout Mountain, and Missionary Ridge. His job will be to strike two Confederate armies: one in Richmond, Virginia and one in Atlanta, Georgia.

Teacher: Big changes in leadership, \_\_\_\_\_ (*Reporter 10*). Now we go to the US presidential election, 1864 with \_\_\_\_\_ (*Reporter 11*)

Reporter 11 President Abraham Lincoln has defeated General George B. McClellan, 2,206,938 to 1,803,787. Now we have a new Vice President, Andrew Johnson, the only Southern senator who did not resign after secession. Reports are the President wanted someone who could help heal the wounds between North and South.

Teacher: Thank you, \_\_\_\_\_ (*Reporter 3*). Now we will go to our videotape. While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What actor is doing the voice of General Grant?
2. Who said, “War is the remedy our enemies have chosen and I say let us give them all they want”?
3. For what were Grant and Sherman known?

*Play segment 14 The Final Year. Pause the recording.*

Teacher (*ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before*).

Let’s see if we have the answers to our questions: write them down as we if you haven’t yet.

1. What actor is doing the voice of General Grant? Robin Williams
  2. Who said, “War is the remedy our enemies have chosen and I say let us give them all they want.”?  
General Sherman
  3. For what were Grant and Sherman known? Brutal war tactics
-

## Appendix B, page 7

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*Cue segment 15 "A Nation Worth Fighting For"*

Teacher: Our "Then and Now" reports take us to breaking news at Appomattox Court House, Virginia with \_\_\_\_\_ (*Reporter 12*) reporting.

Reporter 12: It's April 9, 1865 and the news here is that the war is over! General Robert E. Lee has surrendered to Lieutenant General Ulysses S. Grant. It's a solemn day here after 4 years of fighting and more than 620,000 soldiers killed. Reports are that Grant is treating the surrendering army with dignity and respect.

Teacher: Thank you, \_\_\_\_\_ (*Reporter 12*). \_\_\_\_\_ (*Reporter 13*) do you have a report for us from Appomattox?

Reporter 13: Yes, I just interviewed Wilmer McClean, the owner of the house that Grant and Lee used to sign the surrender. Mr. McClean told me that the Civil war started in his kitchen and ended in his parlor. He owned a home in Manassas and when a bullet came into his kitchen he decided to move away from the conflict, and bought a home here in Appomattox. Today, soldiers asked if he knew of a place they could use and he offered his home.

Teacher: Thank you, \_\_\_\_\_ (*Reporter 13*). Imagine having the war begin and end in your homes. Now we will go to our videotape. While we are watching, class, I want you to look for the answers to these questions and, as we watch, write them down in your Civil War Journal. It may help to write down the key idea of the questions and leave space for the answers:

1. What were the terms of surrender?
2. Where was President Lincoln shot?
3. Through Lincoln's sacrifice and million's of other's sacrifice the country's promise became what?

*Play segment .. Pause the recording.*

Teacher (*ask the questions and take student answers---if only a few students have picked up the answers, replay the segment. Remind students to write down the answer now if they did not before*).

Let's see if we have the answers to our questions: write them down as we if you haven't yet.

1. What were the terms of surrender?
    - promise not to fight against the country again
    - could take home their horses
    - give up their firearms
    - Never again own slaves
  2. Where was President Lincoln shot? Ford's Theatre
  3. Through Lincoln's sacrifice and million's of other's sacrifice the country's promise became what?  
Liberty for all.
-

**Appendix C**  
**Biography Choices**

Copy onto blue paper.

(If the website has information on the person, the Webisode number is beside there name.)

John Wilkes Booth -6	Harriet Beecher Stowe -6
Jefferson Davis -6	John Brown -5
Edward Everett -6	John Calhoun -5
Ulysses S. Grant -6	Frederick Douglass -5
Winfield Scott Hancock -6	Abraham Lincoln -5
“Stonewall” Jackson -6	Dred Scott -5
Robert E. Lee -6	Daniel Webster -5
George B. McClellan -6	Stephen Douglas -5
Ely Parker -6	Andrew Johnson -7
George E. Pickett -6	Walt Whitman -4
Winfield Scott -6	Harriet Tubman
Robert Gould Shaw -6	Clara Barton
William Tecumseh Sherman -6	Eli Whitney
Edwin Stanton -6	Colonel Robert Gould Shaw

**Appendix D**  
**Places and Battles of the Civil War Choices**  
Copy onto pink paper.

Kansas Territory	Richmond, Virginia (the fall of)
Underground Railroad	Battle of Antietam
Confederate States of America	Chancellorsville
Union States	Chattanooga, Tennessee
Mason-Dixon Line	Siege of Vicksburg, MS
Fort Sumter	Battle of Gettysburg
Fort Donnelson	Battle of Spotsylvania
Fort Henry	Siege of Atlanta, Georgia
Federal blockade of southern ports	Sherman's March to the Sea
Battle of Bull Run	Siege of Petersburg, Virginia
Battles of Hampton Roads	Camp Sumter, Andersonville
Battle of Wilson's Creek	Appomattox Courthouse
Battle of Shiloh	Ford Theater
Shenandoah Valley	
Richmond-Confederate Capitol	

**Appendix E**  
**Things and Documents of the Civil War Choices**  
Copy onto tan paper.

Kansas / Nebraska Act	Civil War dresses
Missouri Compromise	Civil War Field Hospital
cotton	Civil War medicine
<u>Uncle Tom's Cabin</u>	Confederate money
Lincoln's second inauguration	Anaconda strategy
army bugler	Emancipation Proclamation
army drummer	54 <sup>th</sup> Massachusetts Volunteers
Confederate flag	Gettysburg Address
Rebel Yell	poem "O Captain, My Captain"
U.S. Flag of the Union	artificial limbs
Union uniform	<b>telegraph used by journalists</b>
Confederate uniform	Merrimac
Civil War cavalry	<b>CSS Virginia (was the USS Merrimack)</b>
Civil War cannon	Hunley
Civil War bayonet	Mankala (African game)

**Appendix F**  
**Writing Prompts**  
Civil War Journal

(Underlined words should be written on the board so that students can refer to them while writing in their journals.)

Week 1:

- A. You live on a cotton plantation outside of Charleston, South Carolina with your family. Your older brother has enlisted in the Confederate army. Write a newspaper article encouraging other people to join the Confederate army.
- B. You took your drawing pad out to the first battle of Bull Run to picnic while you watched the battle. Draw what you saw and write a few comments under the picture about how it felt when the Union troops retreated right through your picnic.

Week 2:

- C. You are fighting for the side of the North, and your family wants you to come home and doesn't support you being a Union soldier. Write a letter home to convince them you are right.
- D. You are working in a field hospital after the Battle of Antietam. Write in your diary about what you see and do after the bloodiest day for Americans at war.

Week 3:

- E. You are a black slave in Virginia and you hear that President Lincoln has signed the Emancipation Proclamation. Write a song that you would sing in the fields while you work to let the other slaves know what you think about what's going on.
- F. As a slave owner you write a letter to the Editor about the Emancipation Proclamation.

Week 4:

- G. You are a child hiding in a cave during the Siege of Vicksburg, Mississippi. Draw a picture of your cave and your mother and write about what it is like there.
- H. You are the widow of a Union soldier who will be buried in the Gettysburg National Cemetery and you went to hear President Lincoln speak at the dedication. Write what you write in your diary that night.

Week 5:

- I. You are Wilmer McClean on the day of the surrender of the Confederate Army at your home in Appomattox Court House. Write in your diary about what you have seen today.
- J. You are one of the doctors called in to help the President after he was shot at Ford's Theater. Write about how you feel about all you have heard and seen as he is dying in a letter to your son.

## Appendix G, page 1

**Assessment Rubrics:** Created using websites: “Rubistar Templates” and “Rubric, Rubrics, Teacher Rubric Makers”

### Writing Prompts Assessment

	4	3	2	1	Total
Historical knowledge	Demonstrates full knowledge of topic (more than required)	Demonstrates understanding of topic	Student is uncomfortable with facts and leaves out presented material.	Lack of understanding of material presented and has inaccuracies or errors.	
Voice	Voice is accurate for age, profession, feelings expressed. Includes Civil War vernacular.	Voice is accurate for age, profession, feelings expressed.	Voice misses on one or two points for age, profession or feelings expressed.	Voice is not discernable.	
Mechanics	Writer followed directions on the form requested (newspaper, letter, diary entry) and includes extra details lending authenticity.	Writer followed directions on the form requested (newspaper, letter, diary entry).	Writer followed directions on the form requested (newspaper, letter, diary entry) but makes errors in their format or details.	Writer does not follow directions and does not demonstrate an understanding of the form requested.	
Legibility	Legible handwriting.	Marginally legible.	Writing is not legible in places.	Writing is not legible.	

### DVD/Video Classroom Assessment

	4	3	2	1	Total
<u>Listening</u> : Students focus on the speaker or video recording	All of the time	Most of the time	Some of the time	None of the time	
<u>Participation</u> : Student proactively participates in class by volunteering to answer questions, reading a part, asking questions and participating in discussions.	More than once a class	Once a class	Rarely	Never	
<u>Answers questions in Journal</u> : Do not grade spelling!!	All correct with clear notes	All correct	One error	More than one answer wrong	

### Computer Classroom Assessment

	4	3	2	1	Total
Behavior	On task and fully engaged	On task	Sometimes off task and socializing	Disruptive behavior	
Note-taking	3 words defined and other notes	2 words and other notes	1 word defined	No notes	

**Appendix G, page 2**  
**Biography Research Paper Assessment**

	4	3	2	1	Total
<b>Outline</b>	Outline completed correctly on time with extra detail.	Outline completed correctly and on time.	Outline missing details easily found, messy and 1 day late.	Outline missing major information, messy and late.	
<b>Rough draft</b>	On-time with few errors.	On-time some errors but showing good effort.	One day late and showing lack of effort.	Late and showing lack of effort.	
<b>Final copy</b>	On-time, neat, well written, all errors corrected from rough draft	On-time, neat, with 2 errors.	On-time, messy, more than 2 errors, missing a required element.	Late with errors or missing requirements.	
<b>Bibliography</b>	Work displays the correct number of references, written correctly.	Reference section was completed incorrectly.	Work does not have the appropriate number of required references	Work displays no references.	
<b>Organization</b>	Well organized, demonstrates <b>logical</b> sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing <b>or</b> sentence structure.	Well organized, but demonstrates illogical sequencing <b>and</b> sentence structure.	<b>Weakly</b> organized	
<b>Mechanics—punctuation, capitalization and spelling</b>	Punctuation and capitalization are <b>correct</b> .	There is <b>one error</b> in punctuation and/or capitalization.	There are <b>two or three</b> errors in punctuation and/or capitalization.	There are <b>four or more</b> errors in punctuation and/or capitalization.	
<b>Content Knowledge</b>	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content but demonstrates basic concepts.	Student does not have grasp of information.	

**Check list for Civil War Fair Places and Battles and Things and Documents**

Use this table or write the four requirements in your grade book. Check off the presence of the requirement for each student during the Civil War Fair.

Student name								
Places and Battles entry								
Diorama, original map or original picture								
Things and Documents entry								
Replica: drawing, photo or model								

## Appendix H Research Guide

**Due Dates:** \_\_\_\_\_ Bibliography Check (First one completed in notebook)  
\_\_\_\_\_ Outline  
\_\_\_\_\_ Rough Draft  
\_\_\_\_\_ Final Copy turned in  
\_\_\_\_\_ Places and Things projects due for Civil War Fair

### **Bibliography Guide:** (based on MLA)

For every resource you use the bibliography needs the following information in this order (if the work provides this information---it's your job to hunt it down!)

**Author. Title. City: Publisher, copyright date. pages used.**

You need at least three different resources including a book or encyclopedia and an Internet source. You can search the PSB website for information at home

<http://www.pbs.org/wnet/historyofus/web06/index.html>.

### **Examples:**

#### **Book with one author:**

Hakim, Joy. A History of US: War, Terrible War. New York, NY: Oxford University Press, 2003. pp 20-30.

#### **Video with more than one author:**

Kunhardt, Philip B. III, Philip B. Kunhardt, Jr. and Joy Hakim. Freedom: A History of US. Alexandria, Virginia: PBS Home Video, 2003. Disc 2 Episode Two.

#### **Encyclopedia with one author:**

Boritt, Gabor S. "Civil War". The World Book Encyclopedia. Chicago, Illinois: World Book, Inc., 1992. pp 614-634.

#### **Internet site:**

Summers, Robert S., "Abraham Lincoln" Presidents of the United States. University of Michigan, 22 Feb 2001. visited July 7, 2003. <<http://www.ipl.org/div/potus/alincoln.html>>

#### **Magazine:**

Isaacson, Walter. "Citizen Ben's 7 Great Virtues". Time Magazine. New York, NY: Time Inc., 7 July 2003. pp 40-58.

#### **Internet database:**

"Harriet Tubman". Contemporary Heroes and Heroines Book III. Jefferson County Public Library website: Biography Resource Center, the Gale Group, 1998. visited July 30, 2003. <<http://www.galenet.com/servlet/BioRC>>

## Appendix I Outline Guide

An Outline organizes your research to help readers follow and find the information you are presenting. Follow this guide for your paper. Use the outline to research your paper so you'll get all the information you need to write your outline and rough draft.

### **Outline:**

I. Introduction---draw in your reader in a creative way. (One paragraph is okay)

- A. Who was this person?
- B. What were the times like when they lived?
- C. What will we learn in your paper?

II. Body (One paragraph *at least* for each A, B, C, and D)

A. Early Life

- 1. Birth year, place
- 2. Childhood
- 3. Family, heritage
- 4. Unusual or special events that happened
- 5. Education

B. Adult Life before Civil War

- 1. Interesting friendships, marriage, children
- 2. Where did they live?
- 3. What did they do?

C. Contribution or role in Civil War

- 1. Accomplishments, important achievements
- 2. What problems did they overcome?
- 3. Who and what did they influence and why, when and how?
- 4. What did people say about their deeds?

D. Death

- 1. Circumstances and date of death

III. Conclusion (One paragraph is okay)

A. Summarize the purpose of your paper.

B. Tell us what strengths, weaknesses and personality traits were needed to accomplish what they did; and what influenced them to be the person they were (parents, role models, faith, and upbringing). This can be your opinion.

Final paper requirements: Double spaced, 12 or 14 point Arial or Times font, title page including paper title, student name, month and year written, teacher name. Minimum of six paragraphs. Last page is the Bibliography with entries in alphabetic order using formatting shown in the Research guide. Paper must be typed or in your very best handwriting.

**Appendix J**  
**Civil War Fair Places and Battles and Things and Documents Entries**

**Place:** Create a diorama, original map or an original picture of your place. You may trace the map or picture. Include this information about your place or battle:

Name of Place _____
Date _____
Background _____
_____
_____
Role in the Civil War _____
_____
_____
_____
What would you have said if you were there? _____
_____
_____
Student Name _____

**Thing or Document:** Bring in a replica—a drawing, photograph or model. Include this information about your thing:

Name of thing or document: _____
Date (if it has one) _____
Description: _____
_____
_____
_____
Role in the Civil War: _____
_____
_____
_____
_____
Student Name _____

You can search the Internet resource <http://www.pbs.org/wnet/historyofus/web06/segment1.html> by clicking on 'search this site' or 'additional resources'.

**Appendix K**  
**Voices featured on *Freedom: A History of US* PBS series**

Jane Alexander	John Goodman	Dana Reeve
Jennifer Aniston	Graham Greene	Ving Rhames
Angela Bassett	Tom Hanks	Tim Robbins
Phillip Bosco	Anthony Hopkins	Julia Roberts
Matthew Broderick	Jeremy Irons	Al Roker
Billy Bush	Samuel L. Jackson	Susan Sarandon
Michael Caine	Stacey Keach	Campbell Scott
Chevy Chase	Bobby Kennedy, Jr.	Martin Sheen
Glenn Close	Kevin Kline	John Siegenthaler
Dabney Coleman	John Lithgow	Kevin Spacey
Sean Connery	Matthew McConaughey	Meryl Streep
Harry Connick, Jr.	Monique Mojica	Raoul Trujillo
Billy Crystal	Paul Newman	Stanley Tucci
Blythe Danner	Fred Owens	Robin Williams
Michael Douglas	Brad Pitt	Reese Witherspoon
Charles Dutton	Dennis Quaid	Joanne Woodward
Ralph Fiennes	John Goodman	Kristi Yamaguchi
Morgan Freeman	Aidian Quin	
Richard Gere	Robert Redford	
Whoopi Goldberg	William Reeve	