

**Lesson Title:** Civil War Monument Honoring Civilians

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## **Teaching Traditional American History Program**

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<http://www.chillihistoryproject>.

Lesson Overview: This lesson will investigate the effects of the Civil War on civilians. The lesson will help students to recognize sacrifices of civilians during times of war. Students will create a memorial monument to honor efforts and sacrifices of civilians during the Civil War.

Essential Question: How are civilians affected during times of war? What are the consequences for civilians during and after the war? Why are monuments important?

### Objectives:

SS2A Knowledge of the continuity and change in the US History.  
Consequences of the Civil War.

CA Reading 3A Comprehend, analyze and evaluate non-fiction from various times. Biographies

Assessment: Students will create a memorial monument honoring civilians during the Civil War. Students will present their monuments to the class and describe how the monument relates to honoring the efforts and sacrifices of civilians during the war.

Materials: The following website will be used to discuss effects of war on daily life of civilians. The students will read and discuss the excerpt from the site.

<http://www.nps.gov/archive/frsp/civilian.htm>

The teacher will also read and discuss the following books with the students.

Jennie Wade Remembered by Bill Booker – The story of a young girl killed while baking bread for Union soldiers. Jennie is the only civilian casualty of Gettysburg.

At Gettysburg, or What a Girl Saw and Heard of the Battle by Mrs. Tillie Pierce Alleman. A young girl's account of what the battle was like for her.

The following site will be used to view and access monuments.

[http://www.geocities.com/r\\_leddy/cw/cw-monument.html](http://www.geocities.com/r_leddy/cw/cw-monument.html)

Class Time: The readings and discussions should take three 50 minute periods. Creating the monument can be done during additional class time or given as an assignment to be completed at home.

Teacher Input: The teacher will read from the previous two books listed. The teacher will go to the geocities website to have students look at civil war monuments. Teacher will show monuments from the site.

Q: What is a monument?

A: A memorial, a way to remember a person, group, place or event.

Q: Why do we want to build memorials?

A: To honor a person, group, place or event.

Q: Do you know of any monuments or memorials?

A: List and discuss some of the possible answers on the board.  
(Washington Monument, Vietnam Memorial, WWII Memorials,  
Lincoln Memorial, Mount Rushmore)

Q: How do these monuments represent the person, place, or event?

A: They list their names, faces, dates, use of symbols, ect...

Q: We see a lot of monuments to soldiers, states and leaders. Does war affect the civilian population?

A: Civilians are affected in many ways, such as loss of family members, homes, personal belongings, or even loss of life.

Q: Does war affect civilians more if it is fought on their home soil?

A: Yes, you are probably in more danger and have the possibility of losing more property, and seeing more horrific sites.

#### Activities:

- Students will read [Excerpt from Journal of Jane Beale](#) from the previous website listed.
- Students will be given time to explore the monument website looking at the different monuments built for units and individuals of the Civil War. This site contains hundreds of monuments for the students to view. It also contains a short synopsis of each person or event.
- A discussion should follow about how war affected the lives of these three civilians from the previous readings. Civilians see many horrific and heroic events during the course of a war. Many civilians help the soldiers during the war, some giving everything they own for the cause. Their way of life can be as disrupted as the soldiers.
- Students will create a monument honoring the civilians of the Civil War. They will first draw their monument on paper. This monument will be created as a diorama.
- Students will present their monument to the class. Students will discuss how their monument represents the civilian population and their sacrifices during the American Civil War.

Questions for Review:

Q: Have you learned some of the ways civilians sacrificed for the War?

A: Civilians on both sides supported and gave all they could to help the soldiers fighting during the war.

Q: Name some of the ways civilians were affected by the Civil War?

A: Civilians can lose their homes, family members, livestock, livelihood, personal property, and sometimes even their own life.

Q: Are civilians mentally affected by the war?

A: Yes, civilians were witness to horrific scenes during the Civil War.

Closure: During the American Civil War the civilian population was heavily effected by the battles fought on their front door. Property was confiscated if not given freely. Civilians were expected and did support the causes of both sides of the war. The after effects of the battles were horrific for the civilians to deal with and recover from. Most civilians were affected by the loss of a family member or a wounded soldier. Families had to try and heal and rebuild after the war. War touches everyone, in one way or another.

Extension: Discuss how the War in Iraq affects the civilian population there? How does the War in Iraq affect you? Do you think there will be a monument built for this war?

# Civil War Monument

## Scoring Guide

### 4 Exemplary

- Criteria for Proficient have been met
- Design is exceptionally detailed
- Design reflects research and original thought
- Presentation is exceptional in showing relationship between monument design and research

### 3 Proficient

- Design reflects research
- Design is historically accurate
- Design contains adequate detail
- Design has professional appearance
- Presentation is adequate in showing relationship between monument design and research

### 2 Progressing

- Three of the criteria for Proficient have been met
- Additional work is needed

### 1 Not Yet Meeting the Standards

- Less than three of the criteria for Proficient have been met
- Task should be repeated