

Lesson Title: ANTIETAM

Lesson Design: Elmer Gaug, Braymer C-4 Government: 11th Grade

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TEACHING TRADITIONAL AMERICAN HISTORY
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<http://www.chillihistoryproject.com/>

LESSON OVERVIEW: A brief overview of why Antietam was a pivotal battle in the Civil War and that the Union needed a positive point to the War.

ESSENTIAL QUESTIONS:

- What did General Lee hope to gain from this campaign?
- What did the Union hope to gain from this campaign?
- Was this a political or military victory for each involved?

OBJECTIVES: After completing this lesson the student will be able to:

- Explain the importance of Antietam in relation to the Civil War.
- Understand that battles have both political and military value.
- Understand the weakness and strength of each side of the Civil War.

ASSESSMENT: With in one page discuss an overview of The Battle of Antietam.

- 20 points: Correctly identify the importance of how each contributed to the battle. General Lee – General McClellan – President Linclon view of the battle – World view of the outcome.
- 15 points: Correctly identify how three of the above were important.
- 10 points: Correctly identify how two of the above were important.
- 5 points: Correctly identify how one of the above were important.
- 0 points: Nothing was written or the above was not correctly identified.

The following is an example of a constructed response to the above assessment.

General Lee felt that taking the conflict to Union soil with another victory could bring some form of resolution to the conflict. In doing this, Lee confronted General McClellan, the Union general. If it had been another Union general, other than McClellan, this battle may have turned out differently. If the Confederate had won a clear cut victory, England

may have extended diplomatic recognition. But, the battle was not a clear cut victory for either side. But, the Union could make some sort of victory, therefore President Lincoln decided it was a Union victory. Therefore he decided that politically he could give the Emancipation Proclamation speech.

- Evidence of the desired result would be that the student mentioned all of the above and places the information in a constructive manner.
- Did the student provide more information than was required for a good paper.

MATERIALS: The following are several texts that can be used.

- AMERICAS'S STORY: Jacobs, Wilder, Ludlum and Brown. Houghton Mifflin Co. c1990 Chp. 18, p421.
- SEVENTY GREATEST BATTLES in HISTORY: ed. Jeremy Black. London. c2005. p 206-9.

CLASS TIME: Three class periods, of 47 min. each. This includes the assessment.

TEACHERS INPUT: The following topics and facts are key concepts for student understanding of the battle and its consequences.

- Why was there a battle at Antietam?
- Explain the foreign impact, if there had been a clear cut victory for the South.
- Explain the connection between Antietam and The Emancipation Proclamation.
- Explain how and why President Lincoln used the Battle of Antietam.
- Discuss how the outcome of Antietam effected the remaining part of the War.

ACTIVITY: The following will have the students better prepared for your presentation.

- Have the students all do an independent study on Antietam.
- Prepare a one page paper to hand in before your class presentation and your class discussion.

CLOSURE: Make a strong point about this battle being the South's opportunity to take the War to Northern soil. And that it failed to do this. After Antietam, the South was simply "buying time", before the conclusion.