

## Lesson Title: VICKSBURG

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Government, 11<sup>th</sup> Grade

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### TEACHING TRADITIONAL AMERICAN HISTORY PROGRAM

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LESSON OVERVIEW: What circumstance led to the Union to decide that Vicksburg was important to the war effort? Considering this question will prompt a student to realize how this set of circumstances could arise today. This reaction may not always be in a civilized manner. This lesson will cause the student to understand the importance of transportation and natural resources with in a war effort.

#### ESSENTIAL QUESTIONS:

- What part did geography play in the strategy of General Grant?
- What part did the defense of Vicksburg enter into the strategy of General Grant?
- Why/how is transportation important to a war effort?

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

- Explain how natural resources are important to a war effort.
- Explain why/how transportation sources are important to a war effort.
- Explain how a siege functions and its purpose during a war time conflict.

ASSESSMENT: Within one page discuss an overview of the Battle of Vicksburg.

- 20 points: Correctly identify the importance of the following: Grant-Vicksburg to the South-Vicksburg to the North transportation to the war effort.
- 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 was important.
- 0 points: The above was not correctly identified.

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

Vicksburg, being located on the Mississippi River, was a river port town. This was a gathering point for the Southern material from the West. It was as well important to the North, to control the Mississippi River, to divide the South into another section. The victory for the North was due to the strategy of General Grant, being sent from St. Louis. From this point Grant was prompted in the Union Army.

- Evidence of the desired result would be that the student used all of the above and used 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, p425.
- SEVENTY GREATEST BATTLES in HISTORY: ed. Jeremy Black. Thames & Hudson. C2005. p214.

CLASS TIME: Three class periods of 47 minutes each, including assessment.

TEACHER INPUT: The following topics and facts are concepts that would help the student understand how war material and transportation are important to a military effort.

- Use a generic geography map with the American river system or diagram them on the chalk board.
- Use a generic agriculture crop map or diagram them on a chalk board to show where the crops were grown.
- Use a generic transportation map of the 1850's, to indicate the railroad lines at the time, or draw them on a chalk board.
- Stress the importance of rail centers with a "roundtable".

ACTIVITIES: The following is an activity that will encourage students to be more involved with the lesson. (this was not figured in as part of the three class periods)

- Assign students into groups. Each group will brainstorm one of the following topics. A. Civil War rail transportation B. Civil war agriculture production C. Why agriculture transportation was important.
- Have the group(s) make a class presentation of 2-5 minutes in length.

CLOSURE: Make a strong point that agriculture, manufacturing and transportation were all extremely important to the war effort. As well as the

South not being an “underdog”. But, did have some difficulties, which they never overcame. One of these being their central government concept.