

Civil War Survey & Graph
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4th Grade, Social Studies
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Teaching American History Program
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Mike Lair, Project Director
<http://www.chillihistoryproject.com/>

Lesson Overview: Students will conduct a survey of different ages of adults to find out how much they know about the Civil War. They will record their results in a graph, and write a conclusion statement explaining why a certain age group knew more about Civil War History.

Essential Question: Which age group of adults knows more about Civil War History.

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

- MO GLE 7B - Create graph to enhance studies in history.
- MO GLE 72B – Knowledge of the use of tools of Social Science inquiry (surveys, statistics, maps, and documents)

Assessment:

Graphing : Survey Graph

CATEGORY	4	3	2	1
Data Table	Data in the table is well organized, accurate, and easy to read.	Data in the table is organized, accurate, and easy to read.	Data in the table is accurate and easy to read.	Data in the table is not accurate and/or cannot be read.

Title	Title is creative and clearly relates to the problem being graphed. It is printed at the top of the graph	Title clearly relates to the problem being graphed and is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.
Type of Graph Chosen	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph distorts the data somewhat and interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.
Neatness and Attractiveness	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.
Conclusions	Conclusions are validated by the graph and have depth.	Conclusions are validated by the graph, but lack depth.	Conclusions are somewhat validated by the graph.	Conclusions are not validated by the graph.

Materials:

- questionnaire sheet
- large poster paper

Survey:

Students will survey 5 different adults, 1 in each of the 5 age groups. (20-29, 30-39, 40-49, 50-59, 60-69)

They will ask the following questions:

1. Who was President of the U.S. during the Civil War?
2. What was the cause of the Civil War?
3. What did the Southern states call themselves?
4. Can you name one important battle of the Civil War?
5. What city was the capital of the Confederacy?
6. Which state did the most battles take place?
7. What is the Gettysburg Address, and what was the purpose?
8. Which state is Gettysburg in?

Students will record answers on their sheet.
Students will be divided into groups of 4 or 5 to construct a graph showing the correct answers for each age group.

Class time:

- 2 – 50 minute periods
- Day one for introduction and recording
- Day two for constructing the graph