

Lesson Title: **North and South: Battles and Important Facts**

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## **Teaching Traditional American History Project**

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<http://www.chillhistoryproject.com/>

**Lesson Overview:** This lesson consists of a number of activities the purpose of which is to emphasize student knowledge of basic information on Civil War battles and important facts, particularly the advantages and disadvantages of each side in the war. First students will be given a list of important battles and prepare a timeline of the battles. Students will then prepare graphic organizers in order to categorize the advantages and disadvantages that were experienced by each side. Finally, students will be given a number of cards on which certain facts will be typed, working in small groups the students must determine which facts belong to which side in the war, North or South.

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

- Construct a timeline of Civil War battles that were of particular strategic importance, research data on each battle and analyze why each was strategically important (G 1.2, 1.7, 1.8; SS 5, SS7).
- Develop a graphic organizer that illustrates the advantages and disadvantages experienced by each side and be able to discuss why each fact was a help or a hindrance (G 3.5, 3.6; SS 2, SS 5, SS 6).
- Work together to determine how a number of important facts about the war and its participants would be categorized and organized according to the respective sides in the war (G 1.8, 2.3; SS 2, SS 4, SS 5).

**Materials:** Timelines require the use of texts, library books, the internet and as 8 ½" x 14" construction paper; graphic organizers will use texts and notebook paper; interpretation of facts includes two large poster boards, one blue and one gray, laminated cards with battles and facts typed on them for the students to share and interpret, these cards may be color coded so that each group has different colored cards. This allows the instructor to choose groups if he/she so desires, encourages team spirit, and limits the number of students moving to attach the cards to the poster boards at a time.

**Class Time:** The entire lesson will require 4 days to complete. Days one and two will introduce the timeline activity, hand out the list of battles, research the required information for each battle and organize the information on construction paper in the form of a timeline. On day three students will research information on the advantages and disadvantages experienced by each side in the war and list them on a graphic organizer on notebook paper (or on a word document and e-mailed to the instructor).

The class will then compare and contrast the graphic organizers and discuss why each topic was an advantage or disadvantage. Students should take notes on the bottom of their paper to help them remember the importance of each. The activity on the second half of day three will be for the teacher to hand out the color coded cards with facts about battle, advantages and disadvantages for the students to discuss and determine how to categorize them according to North or South.

**Teacher Input:** At the beginning of the class the teacher will explain the activity of the day and model the timeline. On day three the teacher guides discussion of the graphic organizer, modeling how information could be arranged, discusses the topics that should be included and how and why they are important. Teacher will prepare one blue poster board labeled "North," one gray poster board labeled "South" and laminated cards with information and distributes to students for them to discuss and attach to the appropriate boards.

### **Activities**

1. Class will discuss student's existing knowledge of the battles of the war, including various generals and locations of the battles.
2. Class will then receive a list of ten strategic battles of the war and research to determine the general in charge on each side, the dates, the "winner" and the strategic importance of the battle. Students will prepare a timeline on 8 ½" x 14" construction paper to illustrate the information on the battles.
3. Students will research the advantages and disadvantages held by each side in the war and prepare a graphic organizer to illustrate that information.
4. Class discussion about the graphic organizers and how the advantages and disadvantages affected each side.
5. Students will be organized into groups of 4 or 5. Each group will be given a number of fact cards to discuss and organize on poster boards posted in the classroom.

**Closure:** Class will discuss each fact and determine if it has been placed on the correct poster board. Students may ask questions and discuss how the advantages and disadvantages affected each group. Students will then write one paragraph on one advantage or disadvantage for each side and why they feel it was important to the respective side (two paragraphs total).

**Assessment:** Students will be graded on the timelines (50 points), graphic organizers (10 points), individual participation (10 points), and paragraphs on one advantage or disadvantage for each side and why they feel it was important to the respective side (20 points). Students will also be required to identify the strategic importance of the battles on the unit test.

### **References**

References will vary according to the books and internet sites utilized by the students and teacher. The advantages and disadvantages can be obtained from the classroom texts. I have included a list of strategic battles and facts from the following source:

Burd, Frank. "Civil War Book of Facts." Americana Souvenirs & Gifts, Gettysburg PA,

## Important Battles of the Civil War Timeline Assignment

Following is a list of important battles of the Civil War. There were many battles and many generals involved in the war, however these battles were important for specific reasons. Your mission is to research each battle for the commanding general on each side, location (including the state) in which the battle took place, the date(s) of the battle, who won the battle (both strategically and tactically if different) and a brief explanation of why it was an important battle. When you have completed the research you will prepare a timeline on a piece of 8 ½" x 14" construction paper on which you will illustrate this information. Include 3-5 pictures or illustrations that pertain to the war for interest. You will have two days to complete this assignment.

1. Fort Sumter
2. The First Battle of Manassas
3. Laurel Hill
4. Fort Donelson
5. Shiloh
6. Chattanooga/Chickamauga
7. Antietam
8. Vicksburg
9. Gettysburg
10. Petersburg

Your grade for this assignment will be determined in the following manner:

Timeline includes all of the required information	25
Timeline is neat and includes 3-5 pictures or illustrations for interest	15
Student uses class time and stays on task	10

Here is a sample of the items that could be used for the laminated cards. The cards you use will vary depending on specific topics of class discussion.

Victory at Fort Sumter	This side had the advantage of having the best generals and military men.	This side had a larger population and number of soldiers.
Supreme commanding general-Robert E. Lee	Supreme commanding general-Ulysses S. Grant	Victory at the battle of Vicksburg meant command of the Mississippi River
Victory at the first battle of Manassas proved Lincoln would need more men.	This side was fighting for states' rights-not for slavery.	Victory in this battle caused western Virginia to secede from the state of Virginia.
This side had the advantage of more industry.	Victory at the Battle of New Orleans under the command of David Farragut.	This side had the advantage of fighting on their own turf.
This victory at Antietam was considered to be the bloodiest one-day battle of the war.	February 12-16, 1862, victory at Fort Donelson; first major victory for this side.	This side had the advantage of Abraham Lincoln for president.
April 6-7, 1862, after a surprise attack reinforcements help this side push back the advance of the other side.	Victory at Gettysburg stopped one side's invasion of the other's territory.	Fought in Virginia from June 12, 1864 to April 2, 1865, this victory put a stranglehold on Richmond and marked the last major battle of the war.
This side had the disadvantage of fewer men and supplies.	This side had the disadvantage of fewer railroads and industry.	This side, although they had a larger population, had the disadvantage of fewer people who supported the war.