

Battle at Wilson's Creek
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Amazonia Elementary
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 be able to construct a timeline and gain knowledge of the Battle at Wilson's Creek, Springfield Missouri.

Essential Question: What events happen in Springfield Missouri, at Wilson's Creek on August 10, 1861.

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

- MO GLE 2aA - Explain Missouri's role in the Civil War, i.e., Missouri as a border state.
- MO GLE 2aA - Summarize positions taken by pro-Southern and pro-Northern groups in Missouri. Use maps to show concentration of supporters for each side in Missouri, and explain reasons for their location.
- MO GLE 7B - Create timelines to enhance studies in history.

Assessment: Students will be able to construct a timeline of the battle that occurred at Wilson's Creek in Springfield, Missouri in August of 1861. They will include facts about participants in the battle including leaders of the troops. The timeline will be graded on neatness, readability and accuracy. Rubric attached.

Timeline : Wilson's Creek Battle

Teacher Name: **Ms. Ussary**

Student Name: _____

CATEGORY	4	3	2	1
Neatness	The overall appearance of the timeline is pleasing.	The overall appearance of the timeline is somewhat pleasing.	The timeline is relatively neat.	The timeline is not neat.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.

Materials:

<http://www.nps.gov/wicr/>

Webpage analysis worksheet (to record data)

Butcher paper

Markers

Ruler

Class time:

2 – 50 minute periods

- Day one for research and recording
- Day two for constructing the timeline

Teacher Input: To begin the lesson the teacher needs to pull up the following websites. Locate and explore these sites so that you, as the teacher, are familiar with the content.

<http://www.nps.gov/wicr/>

<http://www.civilwaralbum.com/misc/wilsons creek.htm>

<http://www.cwbattlefields.com/virtualtours/wilsons creek.html>

http://en.wikipedia.org/wiki/Battle_of_Wilson%27s_Creek

Direct the students to these sites. Explain how to navigate through the site then let them explore.

Before you turn the students loose, to let them explore on their own, review the analysis worksheet and the rubric.

Name _____

Date _____

Analysis Worksheet

Name of Battle: _____

Time frame: _____

Name of commanders (Union & Confederate).

List all the important facts about this battle.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Explain how this battle affected the State of Missouri: (Answers may vary)

Explain how this battle affected the Civil War: (Answers may vary)

Activities:

During this lesson students will use technology, cooperative learning and analysis to create a class sized timeline of the battle at Wilson’s Creek. Using the National Park Service and other websites, the students will be able to explore the battle. The students will have access to primary sources such as writings, photos and documents that will help them find information in an entertaining but educational manner.

- Divide students into pairs
- Each pair will need a copy of the rubric
- Each pair will need a copy of the analysis worksheet
- Complete the analysis worksheet
- Review information from worksheet
- Allow students to record their information on their timeline

Questions for review:

Ask each group to orally report one interesting event that took place during the battle.

Closure:

What events happen before, during and after the battle at Wilson’s Creek?

Extension:

This will be the starting point for my unit on the Civil War.

References:

<http://www.nps.gov/wicr/>
<http://www.civilwaralbum.com/misc/wilsonscreek.htm>
<http://www.cwbattlefields.com/virtualtours/wilsonscreek.html>
http://en.wikipedia.org/wiki/Battle_of_Wilson%27s_Creek