

Lesson Title: Mapping the Civil War
Lesson Designed By: Jackie Wyant, Trenton R-IX,
Special Education/Life Skills, 5th Grade,
Social Studies, July 2007

Teaching Traditional American History Program

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Mike Lair, Project Director

<http://www.chillhistoryproject.com>

Lesson Overview: In this lesson, students will become familiar with the geographical locations of the Union, Confederate, and Border States. In addition to the geographical locations, students will also become aware of the various battles that took place during the Civil War.

Objectives:

Missouri Social Studies Grade Level Expectations (GLE)

- (7) Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents (3C) creating maps and graphics – create maps, graphics, timeline, charts, and diagrams.
 - Identify and construct the states of the Union, Confederate, and Border states during the Civil War.
- (8) Knowledge of continuity and change in the history of Missouri, the United States, and the world. Understanding the causes and consequences of the Civil War. (8H)
 - Identify two reasons for each the North and South which fueled the Civil War.
- (6) Knowledge of relationships of the individual and groups to institutions and cultural traditions (6F) changing ideas, concepts, and traditions.
 - Identify and share the feelings that changed the ideas, concepts, and traditions by both the Northern and Southern civilians, military, and slaves during the Civil War.

Materials and References:

- Listing of Union, Confederate, and Border states
http://www.wikipedia.org/wiki/America_Civil_War
[http://www.wikipedia.org/Union_\(American_Civil_War\)](http://www.wikipedia.org/Union_(American_Civil_War))
- The 50 United States of America Quiz Cards

- Construction paper with pictures of states copied on them:
 - o Blue (Union)
 - o Light Blue (Union Territories)
 - o Gray (Confederate States)
 - o Tan (Confederate claimed and sometimes held territories)
 - o Yellow (Border States)
- Scissors
- Glue
- Markers and Colored Pencils
- KWL Chart
- Map Construction Rubric <http://rubristar.4teachers.org>
- Answer Sheet for Map Assessment
- Map with states numbered for assessment
<http://members.enchantedlearning.com/usa/outlinemaps/statesnumbered/>
- Teacher Answers for Map Assessment and Labeling
- At Gettysburg, or What a Girl Saw and Heard of the Battle by Tillie Pierce Alleman

Class Time: Five – fifty minute class periods.

Teacher Input and Activity:

Day 1 - Begin activity by providing students with individual KWL Charts for them to express their knowledge of the Civil War and the states that were Union, Confederate, and Border states. Allow the students approximately 5-10 minutes to complete this KWL Chart. Discuss with the students reason for the division with the states. After discussion, divide students in predetermined groups to begin constructing their own maps of the Union, Confederate, and Border states.

Day 2 - To provide the students more knowledge and insight of the war provide them with information taken from brochures provided by the National Parks Department. Various battles of interest are Battle of Wilson's Creek, Battle of Vicksburg, Battle of Chickamauga, Fort Sumter, Battle of Pamphlin, Battle of Laurel Hill, Battle of Rich Mountain, Battle of Antietam, and Battle of Gettysburg. This should take approximately 5-10 minutes depending on the class. Allow students to reflect in their journals about the battles discussed today. Students will then divide into their groups from Day 1 and work on the construction of their map.

Day 3 – Today's Bell Ringer, will be for students to write in their journals what they feel have changed ideas, concepts, and traditions by both the Northern and Southern civilians, military, and slaves during the Civil War. Prior to dividing into map construction groups, discuss information from two battles not discussed in Day 2. Students should be encouraged to have construction of map completed today.

Day 4 – The Bell Ringer for today will be for the students to write in their journals what they feel have been the political, economic, social causes and consequences of the Civil War. Once again, today discuss information on two

additional battles listed in Day 2. Students should now be labeling the following battles: Wilson's Creek, Vicksburg, Chickamauga, Fort Sumter, Pamphlin, Laurel Hill, Rich Mountain, Antietam, and Gettysburg. In addition, they should also label Washington, DC and Richmond, Virginia on their group maps and discuss why these two locations were key locations during the Civil War.

Day 5 - At the beginning of class have the students write briefly, what knowledge they have gained from this Civil War unit. With this being the last day of this unit, students will have a few minutes for final touches on their maps. At this time they will present them to the class with each one expressing, what they felt has been gained from this Civil War. Students will turn their maps in for grading and display. Journals will be turned in as well for grading, but will not be displayed.

Closure: At the end of each day students will be encouraged to do their own research and reading on the Civil War. Various books will be displayed in the classroom along with brochures from the National Parks Department and pictures of various locations. After presenting their feelings and maps to the class, students will turn their maps in for grading and display. Journals will also be collected for grading; however, they will not be placed on display.

Assessment: For final assessment, students will be graded as a group on accuracy of their map construction, labeling of battles, Washington DC, and Richmond Virginia. Individual assessment will be given by having the students label at least 10 states on a blank map and labeling as a Union, Confederate, or Border States. Labeling the map will be worth 20 points possible, plus 1 bonus point for each additional labeled correctly. The breakdown points is: 1 point for each state labeled correctly, 1 point for each stated labeled correctly as division (Union, Confederate, or Border State) and bonus points are awarded for ½ point for each additional state labeled correctly and an additional ½ point for each division labeled correctly. (Note not all 50 states will be used.) Students will also be assessed with participation points of their journal writings and expressing their own opinions and feelings of the battles. The KWL Chart will also be taken in to consideration for unit grading.

Extension: Students are encouraged to do individual research on the Civil War such as battles, terrain of the lands, political reasoning behind the war, and the economic affect it had on the North and South. Brochures, pictures, and computers with internet access are available for additional research during free time.

Listing of Union States

Original Union States (Blue)

California
Connecticut
Illinois
Indiana
Iowa
Kansas
Maine
Massachusetts
Michigan
Minnesota
New Hampshire
New Jersey
New York
Ohio
Oregon
Pennsylvania
Rhode Island
Vermont
Wisconsin
Nevada
West Virginia

Union Territories (Light Blue)

Colorado
Dakota (States were not divided out into North and South at this time)
Nebraska
Utah
Washington

Listing of Confederate States

Confederate States (Gray)

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee
Texas
Virginia

Confederate claimed and sometimes held territories (Tan)

Arizonia
New Mexico
Oklahoma

List of Border States

Border States (Yellow or Gold)

Delaware
Kentucky
Maryland
Missouri
West Virginia

Name: _____

Date: _____

Civil War KWL Chart

What do you already know about the Civil War? Are there things that are of interest to you about this famous war? Complete the first two columns of the table below to start your study of the Civil War. To help you get started here is a little help. Do you know any states that might be Union, Confederate, or Border States, or maybe tell something you know or would like to know about some of the battles? Now time to get started. Do not worry about the last column; we will work on that column on Friday.

What I already know about the Civil War	What I want to learn about the Civil War	What I have learned about the Civil War

Making A Map : Civil War Map

Teacher Name: **J Wyant**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Knowledge Gained	When shown a blank base map, the student can rapidly and accurately label at least 10 features.	When shown a blank base map, the student can rapidly and accurately label 8-9 features.	When shown a blank base map, the student can rapidly and accurately label 6-7 features.	When shown a blank base map, the student can rapidly and accurately label fewer than 6 features.

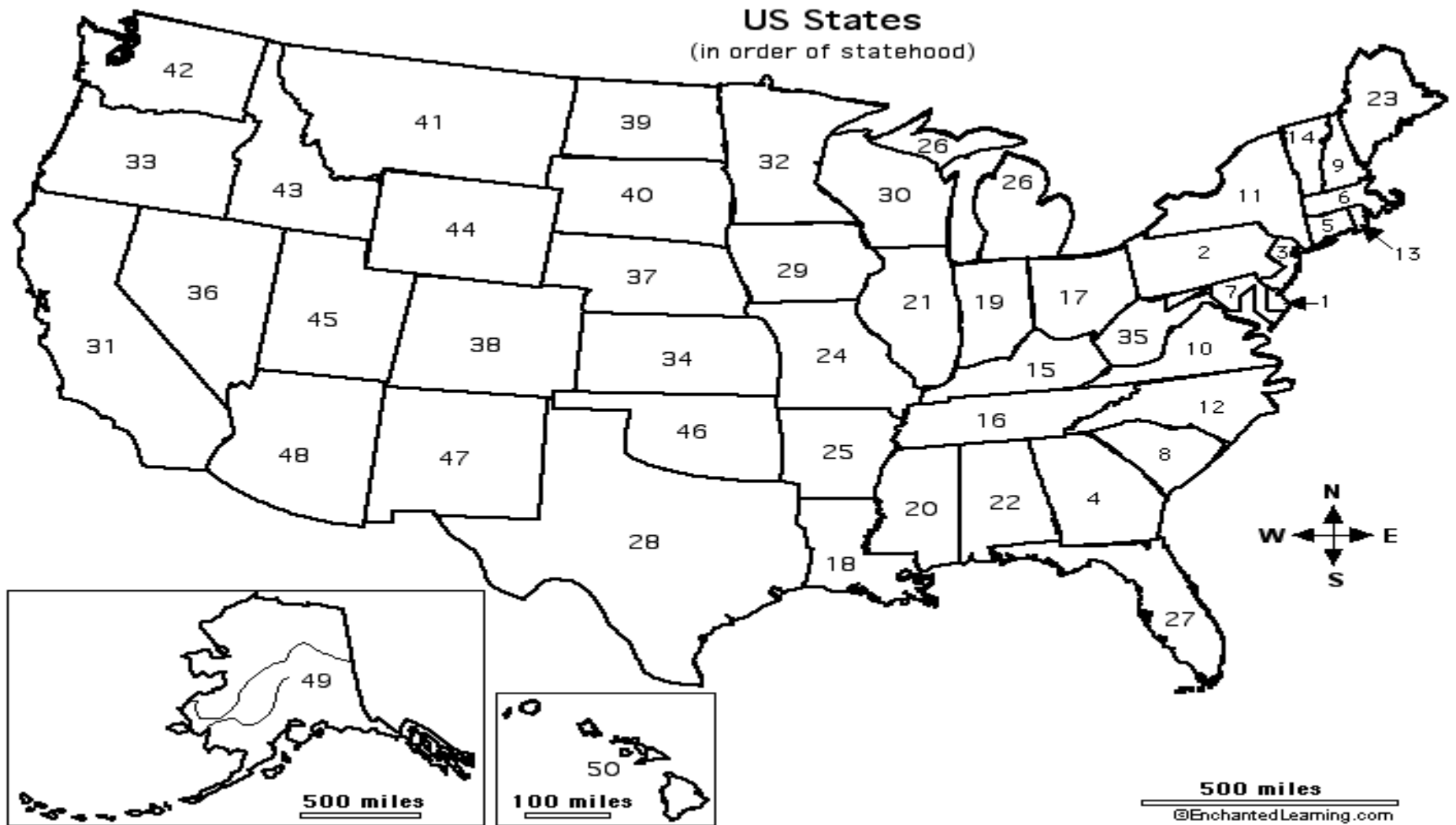
Date Created: **Jul 07, 2007 06:34 pm (CDT)**

Name: _____ Date: _____ 20/____ Bonus: _____

Label at least 10 of the states you have learned from this unit according to the number of each state written on the map. You will receive 1 point for each state labeled correctly and 1 point for each state labeled as a Union, Confederate, or Border State. This test will have 20 points possible. One bonus point possible for each additional correct labeling (1/2 pt for state/1/2 point for division)

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
36.	37.	38.	39.	40.
41.	42.	43.	44.	45.
46.	47.	48.	49.	50.

DO NOT WRITE ON THIS PAGE



Name: **ANSWER KEY**

Date: _____

20/____ Bonus: _____

Label at least 10 of the states you have learned from this unit according to the number of each state written on the map. You will receive 1 point for each state labeled correctly and 1 point for each state labeled as a Union, Confederate, or Border State. This test will have 20 points possible. One bonus point possible for each additional correct labeling (1/2 pt for state/1/2 point for division)

1. Delaware/Border	2. Pennsylvania/Union	3. New Jersey/Union	4. Georgia/Confederate	5. Connecticut/Union
6. Massachusetts/Union	7. Maryland/Border	8. South Carolina/Confederate	9. New Hampshire/Union	10. Virginia/Confederate
11. New York/Union	12. North Carolina/Confederate	13. Rhode Island/Union	14. Vermont/Union	15. Kentucky/Border
16. Tennessee/Confederate	17. Ohio/Union	18. Louisiana/Confederate	19. Indiana/Union	20. Mississippi/Confederate
21. Illinois/Union	22. Alabama/Confederate	23. Maine/Union	24. Missouri/Border	25. Arkansas/Confederate
26. Michigan/Union	27. Florida/Confederate	28. Texas/Confederate	29. Iowa/Union	30. Wisconsin/Union
31. California/Union	32. Minnesota/Union	33. Oregon/Union	34. Kansas/Union	35. West Virginia/Border
36. Nevada/Union Territory	37. Nebraska/Union Territory	38. Colorado/Union Territory	39. Not admitted to the Union until 1889 (North Dakota)	40. Not admitted to the Union until 1889 (South Dakota)
41. Not admitted to the Union until 1889 (Montana)	42. Washington/Union Territory	43. Not admitted to the Union until 1890 (Idaho)	44. Not admitted to the Union until 1890 (Wyoming)	45. Utah/Union Territory
46. Oklahoma/Confederate Territory	47. New Mexico/ Confederate Territory	48. Arizona/Confederate Territory	49. Not admitted to the Union until 1959 (Alaska)	50. Not admitted to the Union until 1959 (Hawaii)

