Lesson 1: A Nation Divided?
   - North and South Venn Diagram
   - Teacher’s Key to Venn Diagram
   - Article Handout on North and South Pre-Civil War

Lesson 2: Abraham Lincoln & Jefferson Davis
   - Abraham Lincoln Graphic Organizer
   - Jefferson Davis Graphic Organizer

Lesson 3: Secession. A Class Divided?

Lesson 4: Life as a Soldier
   - Article handout on “The Rigors of War”
   - Life as a Soldier Graphic Organizer
   - Teacher’s Key to Graphic Organizer

Lesson 5: Black Soldiers in the Civil War
   - Overhead of Black Soldier with head
   - Overhead of Black Soldier with no head

Lesson 6: Pick Your Battle
   - List of Civil War Battles
   - Pick Your Battle Handout
Lesson 7: Timeline of the Battles
   - Timeline Direction Handout
   - Timeline Example Handout
   - Timeline Grade Sheet
   - List of Civil War Battles and Important Events
   - Presentation Rubric

Lesson 8: Civil War Mathematics
   - Mathematics Handout
   - Mathematics Handout Key
   - Article Handout on war death and disease

Lesson 9: Women and Spies in the Civil War
   - Worksheet about Women and Spies

Lesson 10: Research and Poster Presentation
   - Poster Presentation Directions
   - Poster Rubric
   - Reference Handout
   - Poster Presentation Rubric
Title: A Nation Divided?

NYS Standards:

ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

ELA 3.2: Speaking and writing for critical analysis and evaluation requires presenting opinions and judgements on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgement is based.

SS 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

SS 1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles contributions of individuals and groups.

Objectives:

- Given readings students will be able to express the ideals and situations of the North and South with proficiency.
- Using a journal entry the students will be able to provided two supporting examples of who had the advantage at the onset of the war.

Activity:

This activity is an introduction to the unit. Using a Venn Diagram we are going to look at the differences and similarities of the North and South pre-Civil War. The idea is to get the students thinking about what problems developed from these differences and why war seemed like the only answer to the problem. A journal entry should be completed to check for understanding (Brown, 2000).
Description:
To start the lesson students should have read pages 9-13 in War Terrible War for homework the night before. To give more background information on the topic hand out worksheet 1 and give them about 5 minutes to read it. Then as a class fill out a Venn Diagram and use class discussion to make sure students understand the main points. Use the last five minutes of class for students to write a journal entry using this question: After reviewing the ideals and situations of the North and South prior to the Civil War, which side do you feel has the advantage at the onset of the war? Please support your opinion with details and examples.

Assessment:
- Venn Diagram; Grading Criteria
- Journal Entry; Journal Grading Criteria

Homework for Next Lesson:
- Chapter 5, 6, & 8 from War Terrible War.

Resources:


Title: Abraham Lincoln & Jefferson Davis

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles contributions of individuals and groups.

Objectives:
- Using chapters on Abraham Lincoln’s students will be able to recall events of his life with 100% accuracy.
- Given a chapter on Jefferson Davis students will be able to recall events of his life with 100% accuracy.
- Using a journal entry the students will be able to demonstrate their knowledge of Abraham Lincoln and Jefferson Davis with proficiency.

Activity:
This activity will show students the different leaders of the Union and the Confederacy. Again it is a great way for students to understand the diversified mentalities of the North and South. Using a graphic organizer we are going to look at the lives of the two leaders. A journal entry should be completed to allow students to show comprehension of what they learned (Brown, 2000).

Descriptions:
Use the first five minutes of class to review what they learned from the chapters 5, 6, and 8 in War Terrible War. Break the classroom up into four groups. Then hand out the Abraham Lincoln graphic organizer to each member in two of the groups and the Jefferson Davis graphic organizer to the each member in the other two groups. Have them work together as a group and fill it in; student may use the textbook for a reference if necessary. Once the groups are finished filling in the organizer bring them back together as a class. Have the two Abraham Lincoln groups go over their findings while the teacher fills in an overhead of their worksheet. Then do the same with the Jefferson Davis groups. End with a small class discussion of how the two leaders fit the mentality of the North and South by reviewing graphic organizer from lesson one.
Assessment:
- Graphic Organizers; Grading Criteria
- Journal Entry; Journal Grading Criteria

Homework for Next Lesson:
- Write a journal entry using this question: Where do you see the most evidence of separation between the North and South? Do you think there is enough separation to cause secession and why?

Resources:


Title: Secession. A Class Divided?

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles contributions of individuals and groups.

Objectives:
- Given prior knowledge the students will be able to debate the topic of secession.
- Using a journal entry the students will be able to reflect on the class activity with proficiency.

Activity:
This activity will allow students to examine the positions of the North and South and how their conflicts erupted in war. It will allow them to express and expand on their ideas. A journal entry should be completed to allow students to show comprehension of what they learned (Brown, 2000).

Descriptions:
Review homework from the night before (Journal Entry). Have students count off by two and then split into the two groups. Allow them to pull their chairs together or sit in another area of the room as a group. Tell the groups to discuss what they wrote in the journals for homework the night before and to figure out as a group what everyone thinks about the conflict between the North and South. Model to them an example using a students entry (ask for a volunteer). Also have them discuss if it would be beneficial for the South to secede from the Union. Ask them why the North might not agree with them seceding. Write these questions on the board for them to reference. Then randomly assign one group as the North and the other as the South and then give them time to discuss their position and then debate it between themselves, in a polite and political manner, why they did what they did.
Assessment:
- Anecdotal records
- Journal Entry; Journal Grading Criteria

Homework for Next Lesson:
- Write a journal entry using this question: Write a reflection of today’s class debate. What did you like about the debate, make sure to include at least two ideas with supportive statements. Also include one thing you think could be improved with supportive evidence.
- Read Chapters 16 and 22 in War Terrible War

Resources:


Title: Life as a Soldier

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles contributions of individuals and groups.

Objectives:
- Given readings students will be able to express life as a soldier with proficiency.
- Using a journal entry the students will be able to demonstrate their knowledge of a soldier’s life with proficiency.

Activity:
This activity allows students to see what life during the Civil War was like for a soldier, what was expected of them and how they lived life. They are presented with the differences in battle life and camp life. Students learn of the hardships soldiers endured. A journal entry should be completed to check for understanding (Brown, 2000).

Descriptions:
Begin class by a brief class discussion of what they read the night before for homework (Chapter 16 and 22 in War Terrible War). Have them get together with a their 6 o’clock clock buddy. Hand out graphic organizers and packet. Have students read their packet either silently or quietly out loud with their partner. When they finish have them fill out the graphic organizer as best they can. Have a class discussion about their findings. Make sure to discuss the What do you think it would have been like to be a soldier, and why many men volunteered but after the war started and the soldiers started righting letters home less volunteers showed up. Would the information you gathered today have swayed your choice to join and why? What hardship do you think would have been the worst and why? What are some good things about the life of a soldier? Have students then share out what they filled in on the worksheet and fill out an overhead of it as they do. If time is available in class have the students start a journal entry, which will be finished for homework, with the question: Write
a letter home to your parents as if you were a soldier and describe your days in camp. Explain to them how you feel, what you wear, and problems you deal with.

Assessment:
- Journal Entry; Journal Entry Grading Criteria
- Life as a Soldier Graphic Organizer; Grading Criteria
- Anecdotal records

Homework for Next Lesson:
- Finish journal entry.
- Chapter 21 in War Terrible War

Resources:


Title: Role of Blacks in the Civil War

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Objectives:
- Given pictures and readings students will be able to express the role Blacks played during the Civil War with proficiency.
- Using class discussion the students will be able to identify why blacks became soldiers during the Civil War with proficiency.
- Using a reflection sheet/journal the students will be able to develop two feelings as to what being a black soldier felt like.

Activity:
This activity allows students to see how African Americans were involved in the war efforts. They will get to brainstorm ideas as a class of why some slaves would fight.

Descriptions:
Put an overhead of a black soldier with no head up. Ask students what they think of when they see this picture. Then put up the overhead of the complete picture of the soldier and ask them what they now think of the picture. Afterwards, have student talk about the reading they did for homework (chapter 21 in War Terrible War). Brainstorm any differences they noticed from the reading between black and white soldiers (Brown, 2000). Put brainstorming up on the overhead. Discuss After reading do you think we could have added to our picture observations? Why do you think many Northerners thought ex-slaves would make inferior soldiers? What do you think it would have been like for an ex-slave going into battle? Using the last five minutes of class have students answer the follow question in their journal: What do you think it must have felt like being a black soldier during the Civil War?
Assessment:
- Journal Entry; Journal Grading Criteria
- Anecdotal records

Homework for Next Lesson:
- Finish Journal Entry if necessary

Resources:


Title: Pick Your Battle

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
Math 2.1: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Objectives:
- Given a list of Civil War battles students will be able to pick a battle with proficiency.
- Using resources students will be able to describe the elements of a Civil War battle with 100% accuracy.

Activity:
This activity gives students the opportunity to research a battle and start to examine the parts of the war. They will use both reference books in the room and the Internet to find fact on their battle and fill out a worksheet. Students will pair off to accomplish the task. This is an opening lesson to them creating a timeline of the Civil War battles and important events.

Descriptions:
Open class by discussing how we have been dealing mostly with the people of the Civil War and how we are now going to focus on the events these people participated in. They are going to look at a specific battle that occurred during the War and how there were 19 battles that took place over the five year war. Discuss how this lesson is an opening lesson for making a timeline of some battles and events that took place over these five years. Have student get together with their two o'clock clock buddy and give them the list of the Civil War battles let them choose a battle to research (no battle can be used more than once). Record the pair and their battle, making sure no battle is used more than once. Pass out the worksheet after they have picked their battle and let them use the classroom books and the Internet (if they have a signed internet contract) to find out information to answer all of the questions. Have them turn in the worksheet, making sure to return it to them by following class.
Assessment:
- Anecdotal records
- Battle Worksheet; Grading Criteria

Homework for Next Lesson:
- NONE

Resources:


Malkus, A. (1955). *We were there at the battle of gettysburg*. New York: Grosset & Dunlap.


Title: Timeline of the Battles

NYS Standards:
ELA 1.2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

SS 1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles contributions of individuals and groups.

Visual Arts 1.1: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Student will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Objectives:
- Using information gathered about Civil War battles students will be able to organize it by date with 95% accuracy.
- Using a timeline students will be able to orally explain the importance of the Civil War battles.

Activity:
This activity gives students the opportunity to vocalize the information found during the research of Civil War battles and important events. They should be given time to construct a timeline and then given the opportunity to present their findings. They should follow the “Timeline Directions” worksheet and will be graded using the criteria listed on the handout.

Descriptions:
Pass out “Timeline Directions” worksheet and read it over as a class. Show them an example of a timeline and pass out the grade sheet. Ask them to get out the list of battles they had to pick from yesterday and then pass out the handout with the list of important event that occurred during the Civil War. Allow about two class periods for students, still with same battle partners, to work on the timeline. Go over the presentation rubric and model a proper presentation in a mini lesson. Use one class period to have them briefly present their work, making sure they describe the battle they researched.
Assessment:
- Timeline; Timeline Grade Sheet
- Presentation; Presentation Rubric

Homework for Next Lesson:
- Finish Timeline outside of class if necessary.
- After the presentation days are completed have student read Civil War mathematics handout from For Home and Country: A Civil War Scrapbook

Resources:


Malkus, A. (1955). *We were there at the battle of gettysburg*. New York: Grosset & Dunlap.


Title: Civil War Mathematics

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
Math 1.2: Deductive and inductive reasoning are used to reach mathematical conclusions.

Objectives:
- Given a worksheet students will be able to fill in the answers with 95% accuracy.
- Using a journal entry the students will be able to demonstrate their knowledge of Civil War statistics with proficiency.

Activity:
This activity allows students to see the catastrophic nature of the war. How many died of disease and that more Americans were lost in the war than a combination of many other wars. A journal entry should be completed to check for understanding (Brown, 2000).

Descriptions:
Pass out Civil War Mathematics worksheet and discuss what it is they read in the homework last night (Handout from For Home and Country: A Civil War Scrapbook). Make sure to review the condition soldiers lived in. Make sure they connect with what life really was like. Have them count of by 6’s and get into the groups. Assign each group a problem number and have them solve the problem. After all the groups have finished then have the groups share out their answers. Write the answer on the board and have a brief class discussion on their findings. In the last five minutes of class have the students start a journal entry with the question: What did all those numbers mean to you today? Give supporting evidence to your ideas with specific details.
Assessment:
- Journal Entry; Journal Grading Criteria
- Civil War Statistics worksheet; Grading Criteria

Homework for Next Lesson:
- Finish Journal if necessary

Resources:


Title: Women and Spies in the Civil War

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
SS 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Objectives:
- Given a worksheet students will be able to comprehend the roles of women during the war with proficiency.
- Using a letter the students will be able to demonstrate their knowledge of women and spies in the war with proficiency.

Activity:
This activity allows students to see how women and spies were involved in the war efforts. They will get to write a letter home as if they were these people to describe what life was like for women and spies. Student will write both a rough draft and final copy of the letter.

Descriptions:
Have students read the handout at the beginning of class. Go over the handout and ask for questions. Get an idea of their reaction to the worksheet. Explain the edict of social behavior during the time period and how that affects the role of women. Ask them to imagine themselves either as a woman hiding herself as a solider or a spy and ask them to construct a rough draft of a letter to their parents from either of the two perspectives. During writing workshop have them edit each other's papers and then have them construct a final copy of the letter home and write/attach a copy it into their journals.
**Assessment:**
- Letter home in Journal; Journal Grading Criteria
- Anecdotal records

**Homework for Next Lesson:**
- None

**Resources:**

Title: Research and Poster Presentation

NYS Standards:
ELA 1.1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
ELA 3.2: Speaking and writing for critical analysis and evaluation requires presenting opinions and judgements on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgement is based.
Math 2.1: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.
SS 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
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Objectives:
- Given prior knowledge students will be able to relate their understanding of the Civil War orally with proficiency.
- Using a poster the students will be able to extrapolate on information orally with 95% accuracy.

Activity:
This activity allows students to put to use what they have learned about the Civil War. They are arranged in groups of 4-6 students, which model their ELA groups. They are asked to prepare a poster presentation that includes at least one other art form on their ELA topic.
**Descriptions:**
Arrange student in the same groups as they are in for ELA and hand out poster presentation directions and a copy of both rubrics. Have someone read them out loud and ask for question. Each reading group will be focusing on the life style of the specific group they have been reading about in ELA (Woman, Children, Blacks, Soldiers). Give the students at least four days to research the topic. Have one day of research be in the computer lab. Hand out to them two reference worksheets to fill out as they go along. All the students must find at least two different references pertaining to the topic and fill out a reference worksheet, which should be used in preparation for the presentation. Each presentation is from 10-15 minutes in length with each member participating equally. The presentation must contain an artistic poster and one more art form to be decided on by the group, but they must fill out the handout and get it approved by the teacher before the presentation day.

**Assessment:**
- Presentation Rubric
- Poster Rubric
- Anecdotal records
- Reference worksheets

**Homework for Next Lesson:**
- Do what work is necessary for preparation of their presentation.

**Resources:**


Malkus, A. (1955). *We were there at the battle of gettysburg*. New York: Grosset & Dunlap.
