Explore the Civil War

1860-1877

An Inquiry/Project based TILT encompassing the Causes, Effects, People, Battles, and Reconstruction Period of the Civil War

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Essential Questions

• How did significant battles, strategies, and turning points affect the outcome of the Civil War?

• How did the Civil War change the United States socially, economically, and politically?

• What impact did the assassination of Abraham Lincoln have on the goals and course of Reconstruction?
Explore the Civil War through Children’s Literature, Primary Sources, and Informational Text
# Causes and Effects of the Civil War

<table>
<thead>
<tr>
<th>ELA</th>
<th>Social Studies</th>
<th>Math</th>
<th>Science</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing primary/secondary sources, point of view, literature circles, journaling, poetry, RAFT, book reviews</td>
<td>Analyzing causes and effects of the Civil War through primary source documents</td>
<td>Multiplying whole numbers and decimals to calculate weights</td>
<td>Engineering and Physical Science</td>
<td>Creating visual, theatrical representations/depictions of historical photos</td>
</tr>
</tbody>
</table>

**Activity Spotlight:**
- **ELA:** Analyzing primary source photographs to create a Cinquain describing the event/person
- **Social Studies:** Utilizing the Primary document with excerpts from *Uncle Tom's Cabin* to create a review of the book
- **Math:** Simulating a soldier’s life by calculating the weight of the items in their knapsack
- **Science:** Hot Air Balloon Height experiment by varying the size of the bag/balloon and heat
- **Theater:** Creating tableaus utilizing primary source photographs referencing causes and effects of the Civil War

**Lesson Spotlights:** Tableaus, RAFT, Hot Air Balloons
The Agricultural South

versus
The Industrial North

The Power of Machines
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
<th>Strong Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Confederate soldier</td>
<td>William T. Sherman</td>
<td>Advice column</td>
<td>Get out and vote!</td>
<td>Announce</td>
</tr>
<tr>
<td>A museum curator</td>
<td>Voters in the presidential election</td>
<td>Campaign poster</td>
<td>Here’s what happened.</td>
<td>Compare</td>
</tr>
<tr>
<td>A slave</td>
<td>Ulysses S. Grant</td>
<td>Complaint</td>
<td>Here’s what really happened to me.</td>
<td>Defend</td>
</tr>
<tr>
<td>A soldier’s family</td>
<td>Sojourner Truth</td>
<td>Confession</td>
<td>How do I escape?</td>
<td>Demand</td>
</tr>
<tr>
<td>A Union soldier</td>
<td>People watching the play at Ford’s Theater</td>
<td>Diary entry</td>
<td>I didn’t know what was happening.</td>
<td>Describe</td>
</tr>
</tbody>
</table>
Science of the Civil War
Applied Science, Engineering, Physical Science

Hot Air Balloon Heights Experiment
# People of the Civil War

<table>
<thead>
<tr>
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<th>Visual Art/Theater</th>
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<tbody>
<tr>
<td>Analyze primary/secondary sources, point of view, literature circles, character analysis, journaling, poetry, script writing for reader’s theater, RAFT</td>
<td>Utilize informational text to research and gain insight into the lives of prominent people of the Civil War</td>
<td>Equivalent fractions, polygons, and geometric shapes</td>
<td>Constellations and Astronomy: <em>Follow the Drinking Gourd</em> The Big Dipper, The Little Dipper, and North Star</td>
<td>Utilize a variety of processes to create works of visual art, Curriculum-based Reader’s Theater of Abraham Lincoln to communicate content</td>
</tr>
</tbody>
</table>

**Activity Spotlight:**
Create a Reader’s Theater script on one prominent figure of the Civil War era

**Activity Spotlight:**
Create Literature Circles utilizing the “Who Was” series of the Civil War for class discussions on their impact during the period

**Activity Spotlight:**
Create a Freedom Quilt square utilizing equivalent patterns and symmetrical shapes

**Activity Spotlight:**
Utilize the song “Follow the Drinking Gourd” and connection to the Underground Railroad and Astronomy

**Activity Spotlight:**
Create Big Dipper, North Star, and Little Dipper using Tape Art

**Lesson Spotlights:** Freedom Quilt and Constellation Tape Art
Freedom Quilt

Character Analysis

<table>
<thead>
<tr>
<th>The Underground Railroad Quilt Code Patterns</th>
<th>Our Freedom Quilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monkey Wrench: Prepare the tools you'll need for the long journey, including the mental and spiritual tools. Or (as a Ship's Wheel), the pilot is prepared to begin the transport.</td>
<td></td>
</tr>
<tr>
<td>Wagon Wheel: Load the wagon or prepare to board the wagon to begin the escape.</td>
<td></td>
</tr>
<tr>
<td>Bear's Paw: Take a mountain trail, out of view. Follow the path made by bear tracks; they can lead you to water and food.</td>
<td></td>
</tr>
<tr>
<td>Crossroads: Refers to Cleveland, Ohio, a destination offering several routes to freedom. It also signifies reaching a point where a person's life will change, so one must be willing to go on.</td>
<td></td>
</tr>
<tr>
<td>Log Cabin: A secret symbol that could be drawn on the ground indicating that a person is safe to talk to. It also advises seeking shelter.</td>
<td></td>
</tr>
<tr>
<td>Shoo-fly: Possibly identifies a friendly guide who is nearby and can help.</td>
<td></td>
</tr>
<tr>
<td>Bow-tie Dress: In a disguise, or put on a change of clothes.</td>
<td></td>
</tr>
<tr>
<td>Flying Geese: Points to a direction to follow, such as where geese would fly during spring migration.</td>
<td></td>
</tr>
<tr>
<td>Drunkard's Path: Create a zig-zag path, do not walk in a straight line, to avoid pursuers in this area.</td>
<td></td>
</tr>
<tr>
<td>Star: Follow the North Star. Worked in conjunction with the popular song, “Follow the Drinking Gourd,” a reference to the Big Dipper constellation.</td>
<td></td>
</tr>
</tbody>
</table>
Constellation Tape Art

The Big Dipper or Drinking Gourd

The North Star

Many slaves were running to freedom by following the “drinking gourd.”
# Battles of the Civil War

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<tr>
<td>Analyzing primary/secondary sources, point of view, literature circles, comparing perspectives, journaling, poetry, explanatory writing prompts, RAFT</td>
<td>Utilize primary documents, such as the Gettysburg address to focus on Battles and Turning Points of the Civil War</td>
<td>Applying Area/Perimeter formulas to Civil War Encampment created with KEVA planks</td>
<td>Engineering and Design Standards Stem Activities</td>
<td>Curriculum-based Reader's Theater of The Battle of Bull Run to communicate content, Creative Writing, analyzing music and song lyrics</td>
</tr>
</tbody>
</table>

**Activity Spotlight:**
- Imagine themselves as a civilian or soldier in the Battles of Gettysburg/Ft. Sumter to create diary entries
- Read the Gettysburg Address primary source document by Abraham Lincoln to compare perspectives of different individuals in history
- Calculate the area and perimeter of a student-created Civil War encampment utilizing KEVA planks
- Constructing ironclad warships using 3D printing (Engineering) Constructing Civil War Encampments with KEVA planks
- Creating a Battle Haiku after reading text and analyzing primary sources on significant battles

**Lesson Spotlight:** Ironclads with 3D printers and KEVA planks Civil War Encampments
Ironclad Ships of the Civil War with 3D Printers
Building a Civil War encampment with KEVA planks

1. Design a Civil War encampment within your collaborative groups.

2. Build the encampment within a given perimeter.

3. The encampment must include a Civil War tent, a cannon, and fencing around a portion of the perimeter.
Civil War Camp

The easy Split Rail Fence helps create Civil War look.

The simple zig-zag pattern is an easy way to frame your scene. Split rail fences were popular because there was no need to dig post holes in the rocky soil and other fences needed nails. Split rail fences were made by simply stacking split logs—much like stacking KEVA planks. The most difficult parts of the above scene are the tripods in front of the tents. These represent rifles stacked or a cooking fire.

The fence adds realism and interest to the log cabin scene.
# The Reconstruction Period of the Civil War

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<tr>
<td>Analyzing primary/secondary sources, Point of View, Literature Circles, Journaling/Poetry, Explanatory Writing prompts, RAFT</td>
<td>Analyze Lincoln’s, Johnson’s, and Congress’ plans for Reconstruction by comparing and contrasting their similarities and differences</td>
<td>Operations involving decimals and whole number calculations to show debt/income cycle</td>
<td>Physical changes in matter, Matter and Mixtures</td>
<td>Curriculum-based Reader’s Theater on Reconstruction to communicate content, Creating brochures utilizing Microsoft Word</td>
</tr>
</tbody>
</table>

**Activity Spotlight:** Analyze Political Cartoons of the period to create their own

**Activity Spotlight:** Create their own plan for Reconstruction that is best suited for all citizens of the era

**Activity Spotlight:** Participate in a Sharecropping simulation to see how sharecropping compared to slavery, and kept freedmen in debt

**Activity Spotlight:** Explore recipes of the Civil War/Reconstruction period, by simulating churning butter to observe the physical changes of matter & mixtures

**Activity Spotlight:** Create a brochure that depicts the responsibilities of the Freedmen's Bureau, and the jobs they performed for freedmen

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**Lesson Spotlight: Sharecropping Simulation**
Sharecropping Simulation

1. Students will pretend to be a family of sharecroppers in a collaborative group activity. Each group begins with different amounts of money.

2. At each station, students will spend their money on clothes, food, tools, medicine, and rent to the land owner.

3. Students will calculate their debt-to-income ratio based on what they borrowed, earned, and what is owed.
Sharecroppers in the South

Reflection: How are sharecropping and slavery similar? Why did sharecropping result in a vicious cycle of debt/poverty?
Instructional Strategies

- Read-alouds
- Think/Pair/Share
- STEAM Activities
- Drama Circles
- Tableaus

- Literature Circles
- Project based learning
- Questioning/Class discussions
- Curriculum-based Reader’s Theater
- Inquiry Stations
Differentiating for all Students

- Collaborative Learning
- Auditory, Visual, and Kinesthetic Modalities
- Multiple Intelligences (Verbal-linguistic, Logical-mathematical, Visual-spatial, Bodily-kinesthetic, Musical, Interpersonal/Intrapersonal, Natural)
- Graphic Organizers
- Varying leveled texts
- Components allow for student choice
## Assessments

### Formative
- Tableaus
- RAFT
- STEAM Activities
- Exit Tickets
- Writing Activities

### Summative
- Civil War Project Based Learning Assessment
- Civil War Museum Project
- Reconstruction Museum Exhibit Project

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### Medical treatments

**Obituary for Lincoln**
Resources

Library of Congress
National Park Service
Education.com
Civilwar.org
American Civil War History
Other Text Sets/Websites (included in Unit Plan and Budget Planning Form)