

Introduction

Imagine you are living in the mid-1800's. You are in the prime of your life – ready to embark upon your adulthood. However, your country is falling apart around you. What your forefathers fought so hard to unite, today is breaking in half. There are so many reasons this is happening, it is hard to list just one. Your life has now taken a turn towards serving your country – whether you support succession or unification. What will you do? What will happen to you, your family, your home? How will you support your country – will you join the army or stay at home? How will your life change? What will happen if you win or lose your battle? This is the story of your life during the great American Civil War.

The Task

While you are enduring this tumultuous time, you will keep a personal journal. Your journal will record what is happening to you and those around you. You will provide details, so that your children and your children's children will know exactly what you were experiencing during the war.

You will have a minimum of 9 journal entries – three for each time period:

- Before the war
- During the war
- After the war

You will also have a minimum of 3 photos. Your journal entries will be organized in a booklet form, just like a published book.

You have chosen to become one of the following people:

Union Soldier

- Approximately 18 years old.
- You have enlisted with your father and left your mother and two sisters at home
- You were hoping to go to school in the fall

Confederate Soldier

- Approximately 18 years old
- You enlisted with your brothers

Southern Belle

- Approximately 10 years old
- Your brothers have just gone off to war
- You are left at home to help manage the plantation

Northern Girl

- Approximately 10 years old
- Some of your family still lives in the South
- You live in Baltimore, Maryland

You have chosen to become one of the characters listed above. These are just the bare details. You are to make a person out of these people, give them life. You are to name yourself, describe your home, and give details about your life. This is to be just like a journal you would write in the year 2004. You may look on the Internet to do research, but please do so with the help of your parents.

You can check your progress by asking yourself the following questions:

- Did I include all the required journal entries – minimum of 3 entries per time period?
- Is my journal put together in a creative manner – such as in a booklet form?
- Can my reader get a feeling for what I experienced through my use of descriptive language?
- Does my reader know which scenario I am portraying?
- Did I include at least 3 photos in my journal?

Remember to have fun! If you have any questions,
please ask me!

Monday – February 9, 2004

Introduction to the Civil War unit.

- Read a story from Civil War Ghosts.
- Give the students a few facts from the Civil War.
 1. Abraham Lincoln was elected the 16th president of the United States on November 6, 1860.
 2. **December 20, 1860** – South Carolina secedes from the Union, followed within two months by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas.
 3. The Confederate States of America is formed with Jefferson Davis, a West Point graduate and former U.S. Army officer, as president, on February 9, 1861.
 4. Abraham Lincoln is sworn in as 16th President of the United States of America on March 4, 1861.
 5. The Civil War begins on April 12, 1861, at 4:30 a.m., when Confederates under Gen. Pierre Beauregard open fire with 50 cannons upon Fort Sumter in Charleston, South Carolina.

Vocabulary words to introduce:

Secession – The withdrawal of a state from the national Union. In terms of the Civil War, a state secedes when it leaves the Union.

Unification – to make into or become a unit; consolidate. People in favor of unification wanted the United States to stay one whole country.

- I will also be giving the students their two-week assignments. They will be researching history and creating journals by choosing to become fictional characters.

Tuesday, February 10, 2004

Read a story from Civil War Ghosts.

The students will go onto the Texas Tides website and look for particular information based on the task sheet I have given them.

Wednesday, February 11, 2004

Read a story from Civil War Ghosts.

The students will go onto the Texas Tides website and look for particular information based on the task sheet I have given them.

Name _____

Texas Tides Hunt

1. Click on the African American tab. Find three things of interest that occurred during the time of the Civil War – 1800's. List these three in detail. Why were they interesting?

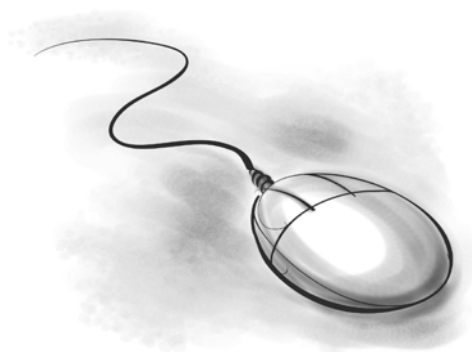
2. Find the speech given by Matthew Gaines under the African American tab. Read it. What was contained in the speech? Who was Matthew Gaines?

3. Click on the Mexican tab. Find, draw and label three things that Santa Anna owned during the time of the Civil War – 1800's.

4. Find the peace treaty of the Caddo Tribe under the Native tab of the website. It occurred in the 1800's. Click on the record of the peace treaty and read it. Find information about the Watkins family. Who was the Watkins family?

5. Under the Anglo section of the website, click on the 1800's. Find the letter from the soldier at Fort Bliss. What did the letter say? How did the soldier feel, and why do you think he felt that way?

6. Explore the website. What is something that you found of interest? Where did you find it? Why was it interesting to you?



Thursday, February 12, 2004

Read a story from Civil War Ghosts.

Students will go back to the information that was given to them on Monday. They will get in groups of four and begin to make timelines using the information. Each group should have every fact on their timeline. They are to decorate their timelines with pictures and drawings.

Friday, February 13, 2004

Read a story from Civil War Ghosts.

Students will take an assessment on the information they have already learned.

Name _____

Civil War Assessment 1

1. Who was president of the United States during the Civil War?
When was he elected?

2. Who was elected president of the Confederate States of America?

3. What does secession mean? Which state was the first to secede?

4. When did the Civil War begin? Who fired first, the United States, or the Confederate States?



Monday, February 16, 2004

Today, I will introduce more Civil War facts. The students are to take notes over the information that I give them today. The information includes:

1. General Robert E. Lee, a distinguished member of the U.S. Army resigns his post on April 20, 1861, and accepts a position as Commander of Forces in Virginia. He will eventually become the Commander of the Rebel Forces for the Confederate States of America.
2. Some major battles are: The Battle of Bull Run (Confederate win), and Antietam, the bloodiest battle of the war (Union win).
3. January 1, 1863 – President Lincoln issues the Emancipation Proclamation, freeing all slaves in territories.
4. July 1-3, 1863 – turning point in the war: The Confederates are defeated at the Battle of Gettysburg in Pennsylvania.
5. Leaders for the Union:
 - General Ulysses S. Grant – Commander of all the Union armies in the U.S.
 - William T. Sherman – Commander of all of the Army of the West.
6. November 8, 1864 – Abraham Lincoln is re-elected president.
7. April 9, 1865 – Gen. Robert E. Lee surrenders his Confederate Army to Gen. Ulysses S. Grant. The Civil War is over, though there are still a few battles fought.
8. President Abraham Lincoln is shot by John Wilkes Booth on April 14, 1865 at Ford's Theatre. He dies the next day, on April 15, 1865. Vice President Andrew Johnson is made President.
9. December 6, 1865 – The Thirteenth Amendment to the United States Constitution is passed. Slavery is abolished.

New Vocabulary word: Abolished – to get rid of.

This information should go onto two days. After taking some notes, the students will look at a picture on the overhead and write a story about what they think is happening in the picture.

Tuesday, February 17, 2004

Focus: I will finish giving the notes of the day before. The students will be expected to take all of the notes.

Objective: The students will be able to read and understand Morse Code, and understand that this was a means of communication during the Civil War.

TEKS:

(4.4) History. The student understands the political, economic and social changes in Texas during the last half of the 19th century.

Explanation/Presentation/Activities, etc.

I will ask the students if any of them know what Morse Code is and what it was used for. I will write any of these comments on the board.

I will explain to students that the telegraph was an invention that enabled news about the Civil War to travel faster than at any other time in prior history. A telegrapher tapped out messages in Morse Code, and others on the receiving end of the messages could translate the coded dots (short electrical impulses) and dashes (long electrical impulses) into letters and words. It was invented by Samuel Morse.

Guided Practice: The students will help me decode a message that is in Morse Code form.

Check for Understanding: I will take any questions and comments from the students, and check for their engagement during the activities.

Independent Practice: The students will write a message to me using Morse Code telling me one thing they have learned about the Civil War.

Closure: I will ask the students if any of them have any questions pertaining to the Morse Code lesson.

Check for Understanding: I will check the students papers to see if they have understood the lesson.

Wednesday, February 18, 2004

The students will finish up their Texas Tide Hunt, and take an assessment on the material learned on Monday.

Thursday, February 19, 2004

The students will take their final assessment on the Civil War and turn in their Civil War Journals. A rubric is attached for the grading of the journals.

Friday, February 20, 2004

The students will be sharing their Civil War Journals today.

Name _____

Civil War Assessment 2

1. Who was General Robert E. Lee? Which side did he fight for?

2. What was the Emancipation Proclamation?

3. What battle was the turning point in the war?



Name _____ Date _____

Journal Evaluations

I included all the required journal entries in the form discussed in class. (0-5) _____

I placed all my journal entries in the required creative format. (0-5) _____

I used descriptive language to illustrate the "voice" of my character. (0-5) _____

I used good grammar. (0-5) _____

I included at least 3 photos/drawings in my journal. (0-5) _____

Total points _____/25

Name _____

Civil War Final

1. When did the Civil War begin?

2. Who was the president of the Confederate States of America?

3. Who were Ulysses S. Grant and William T. Sherman?

4. When did the Civil War end?

5. When was slavery abolished? What does "abolished" mean?

