Abstract

The purpose of this unit is to provide an overview of the major events, leaders, and issues that were evident during the time of the Civil War. It has been proven that the most effective way for a child to learn something is to teach someone else. This model of education lays the foundation for this unit. Throughout this unit, we provide students with the opportunity to research important information about the Civil War. We then provide the students with the opportunity to teach the rest of the class about the information that they researched. Throughout this unit, the students will research, learn, and teach about the causes of the Civil War, the people fighting in the Civil War, the leaders of the Civil War, and the lasting legacy of the Civil War. The students will also create and perform a play about the instrumental presidency of Abraham Lincoln during the Civil War. This unit will provide a very thorough and engaging Civil War learning experience for all students. To help supplement student learning, the students will also be able to look at authentic Civil War pictures provided by the Archives and Special Collections section of Bracken Library at Ball State University.

Focus Questions

1. What major issues led to the beginning of the Civil War?
2. What where the major events that took place during the Civil War?
3. What role did President Abraham Lincoln play throughout the Civil War?
4. How did the Civil War shape our society today?
<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Assessment Tasks</th>
<th>Key Concepts</th>
</tr>
</thead>
</table>
| Students will: 4.1.7  
Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals, Society and Culture) | Students will:  
1. Create a recruitment poster for a soldier wanted during the civil war. On the back of the poster, identify what side the soldier recruitment is for, identify the states that the poster would have been displayed in, and identify what that soldier would have been fighting for in the Civil War. (4.1.7)  
2. Create a script for a play about the Presidency of Abraham Lincoln during the Civil War. (4.1.8) | - Abraham Lincoln  
- Civil War Causes  
- Civil War leaders  
- Civil War Events  
- Civil War Legacy |

**Instructional Resources**

"Fun History Play for Elementary Kids: "U.S. Presidents: Washington to Lincoln"


<http://www.libertyparkusafd.org/lp/Lincoln/curriculum%5CKey%20Events%20and%20Battles%20of%20the%20Civil%20War.htm>.

Catalog of Lessons

Lesson 1: North vs. South
In this lesson we will introduce our unit on the Civil War. We will hand out pictures of the Civil War from the Ball State Archives and Special Collections section of Bracken Library. The first topic that will be discussed is the two sides that fought during the Civil War. We will split the class into two groups. One half of the class will research the north and the other half will research the south. Both the north and the south groups will then be split into sub-groups, each in charge of researching a different topic about their geographical region. The topics the groups will research will be: the states that are in the region, the political stances of each side, lifestyle of the region, and important leaders of the region. The class will have access to the classroom computers and the class encyclopedias for their research. Once completed, each group will share their information with the class. The class will be provided study guides to take notes on as the groups are presenting. We will then assign our first assessment task for the unit. Each student will create a recruitment poster that would have been used during the Civil War. The students will be allowed to use the Bracken Library Civil War photos to assist them as they make their posters.

Lesson 2: Important Leaders
In this lesson, we will talk about the important leaders for both the north and the south during the Civil War. The class will be split up into small groups. Each group will be assigned with an important historical figure from the Civil War. The group will need to research and find information on this leader. When they have collected all of the information, they will present their findings to the class. The leaders that will be assigned to groups are: Abraham Lincoln, General Grant (north), General Lee (south), General Stonewall Jackson (south), and General Hooker (north). Each group will use the classroom resources to research their person. They will need to provide general information on each person such as: birth, death, ethnic roots, and role they played in the Civil War. When each group has finished, they will teach the class about their person. The rest of the class will be provided with study guides on which to take notes.

Lesson 3: Important Events
For this lesson we will cover the important events that took place during the Civil War. We will once again split the class into groups. Each group will be assigned
an important event that took place during the time of the Civil War. The events that will be assigned to groups are: the election of Abraham Lincoln as president, The Battle of Bull run, The Battle of Gettysburg, and Lee surrendering. After each group has researched their information, they will teach the class about their event. The class will be given study guides to take notes while each group is presenting. After all the groups have presented, the class will put the events in chronological order.

**Lesson 4: End of the War**
For this lesson, we will begin by reviewing all of the important information that we have learned during this unit. We will review the sides fighting in the war, the people involved in the war, and the events of the war. We will then watch a United Streaming video on the Emancipation Proclamation. We will discuss how the Emancipation Proclamation brought an end to the war. We will also discuss how the war has influenced and shaped our society today. The teacher will then assign the second assessment task for the unit. The class will create a play about the presidency of Abraham Lincoln. This play will be performed for parents during our last lesson of the unit. The class will once again, be split up into groups. Each group will have to write a script about a different part of Lincoln's presidency during the Civil War. The class will be handed scripts from another small class play to use as reference. When all of the scripts have been completed, they will be put together to form a play. The script segments that will be assigned will be: Lincoln’s election, Civil War beginning, Civil War climax, Civil War ending and Lincoln’s death. The class will be given access to all of the classroom resources to help them with the writing of their scripts. When all groups have finished, they will act their script out in front of the class. The class will then put the scripts together to form a play.

**Lesson 5: Class Play**
For the concluding lesson of our unit, the class will present their play about Lincoln's presidency. The play will be performed for both parents and other classes in the school.
Course Title: Indiana History
Grade Level: 4th Grade
Unit: Civil War

Abstract

This task is designed to assess student knowledge of the political stances and physical geography of one of the sides of the Civil War. It also assesses the student knowledge about the important role of soldiers during the Civil War. After learning about the political views and lifestyles of both the North and South during the Civil War, each student will create a recruitment poster that could have been used during the time of the Civil War. The students will be shown several authentic pictures from Civil War time, including real soldier recruitment posters that were used during the time of the Civil War. These pictures will be gathered from a photo collection in the Archives and Special Collections section at Bracken Library at Ball State University. Each student will have to create a picture of a recruiting ploy for a soldier on the front of his or her poster. This could be a picture of a soldier from the north or the south with a WANTED: SOLDIER slogan for example. Students can refer to the pictures of actual Civil War soldier recruitment posters from our collection if needed. On the back, the student will have to write what side the poster is for (north or south), what states the poster could be displayed in, and what the soldier would have been fighting for in the Civil War. When each student finishes his or her poster, he or she will present it to the class. The class will then have a class discussion on the use of recruitment posters today. Do we have them today? Are they as useful? How do they try and convince people to join the military? These will all be key questions that the teacher will use to guide this class discussion along. All posters will be displayed in the classroom for parents and other classes to look at on the day when
the class presents a play on the Civil War. This play will take place on the last day of this unit, which will be a "Civil War" Day. During "Civil War" Day, they will present their play and also show the parents and other classes their posters.

Prompt

- Civil War photo collection from the Archives and Special Collections section of Bracken Library at Ball State University
- Construction Paper
- Coloring utensils such as markers, crayons, and colored pencils
- Art supplies such as scissors and glue

Directions

"Now that we have learned about the two sides fighting during the Civil War, each of you will create your own recruitment poster that could have been used during the time of the Civil War. You can use construction paper and all the classroom art supplies to create your poster. On the front of your poster, you need to have a picture that could be used to convince a young boy to join the Union or Confederate army. Use the pictures that we have of actual Civil War recruitment posters to help you. The pictures are displayed at the front of the classroom. Please make sure the front looks neat and is easy to read. Once you have completed the front, you have several things you need to write on the back. You need to state whether the poster is intended for a soldier in the north or the south. You need to write down at least four states where the poster could be displayed. Then you need to write why the soldier would be fighting. Remember the issues and stances that both sides had that led to the start of the war. When you have completed your poster, you will share your poster with the class. I want you all to think about if or how we use recruitment posters today. Think about if they still work, they can
about what recruitment posters try and say today. All posters will be displayed in the classroom for your parents and other classes to see on the day we present our Civil War play. You may now begin working, I will be walking around the room if you need any assistance.”

Procedure

Gather Civil War pictures from Bracken Library at Ball State University. Display these pictures in the classroom. Stock the classroom with plenty of construction paper, markers, crayons, colored pencils, scissors, and glue. Create a rubric for the posters. Show the class the rubric prior to assigning the poster assignment. Monitor the room while students are working and answer any questions that may arise.

Scoring Rubric

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will 1. Create a recruitment poster for a soldier wanted during the civil war. 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals,</td>
<td></td>
</tr>
<tr>
<td>Poster does not show a message of a wanted Civil War soldier. The back does not state for what side the poster is, it gives 0-1 state that the poster can be displayed in, and it also does not tell for what the soldier is fighting.</td>
<td></td>
</tr>
<tr>
<td>Poster has a message of a wanted Civil War soldier on the front. The back of the poster does not state for what side the poster is, it states two states in which the poster could be displayed, but does not state for what the soldier will be fighting.</td>
<td></td>
</tr>
<tr>
<td>Poster has a clear message of a wanted Civil War soldier on the front. The back of the poster states for what side the soldier is being recruited, four states in which the poster could be displayed, and why the soldier will be fighting.</td>
<td></td>
</tr>
<tr>
<td>Society and Culture</td>
<td></td>
</tr>
</tbody>
</table>
Course Title: Indiana History  
Grade Level: 4th  
Unit: Civil War  

Abstract  
This task is designed to assess the students' understanding of the impact President Abraham Lincoln had during the Civil War. The students will be split into groups and will create a script chronicling his presidency throughout the civil war. The students will focus on the major events that took place; the election, inauguration, Civil War beginnings, Emancipation Proclamation, Gettysburg Address, the ending of the war, and his death. The students will also incorporate the impact the war and Lincoln had on Indiana. When each group has finished, they will present their scripts to the class. The class will put together all of the scripts in the end to form one large class play. The students will also discuss how our nations history may have been altered had Abraham Lincoln not been our president during the Civil War. The students will perform their created class play for their parents and for other classes on a special "Civil War" day.  

Prompt  
- Images from the Ball State Archives and Special Collections  
- Civil War Costumes for Students  
- Classroom Computers with Internet
Directions
"We will be creating a script for a play to be performed for our parents and other classes on the last day of this unit. We will divide into 7 groups and each group will be assigned a different part of Lincoln's Civil War presidency. Each group will be assigned one of the following topics to write their script about:

1. The Election of Abraham Lincoln
2. Inauguration
3. Civil War Beginnings
4. Emancipation Proclamation
5. Gettysburg Address
6. The End of the Civil War
7. The Assassination

(The teacher will now split the class into groups and assign topics)
You must create at least fifteen lines in your script. There must be five references to Civil War facts or ideas that we have learned about in this unit. Each member of the group must play an active role within the play. As a class, we will combine each script to make the whole play that we will perform. You may use the Internet and textbook in order to research your section of the play. Be sure to use the Abraham Lincoln play I handed to each of you as a reference. As you are creating your scripts, think about how our history may have been changed had Barack Obama or somebody else been president during the Civil War. You may now begin writing your scripts. I will be walking around the room to answer any questions."

Procedure
The teacher will gather his or her objects prior to class starting. The teacher will present a ready-made script for the students to reference while writing their scripts, images from the Ball State Archives will be displayed for students to refer to while working. The teacher will also invite the parents and other classrooms to watch the class’s performance of the play during the last day of the unit. The teacher will make a rubric for the scripts. The teacher will display this rubric for the students prior to assigning this assessment task. The teacher will then monitor the room and answer questions as the students are working.

Scoring Rubric

<table>
<thead>
<tr>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>4.1.8 Summarize the impact</td>
<td></td>
</tr>
<tr>
<td>Has 0-4 lines and no references</td>
<td>1</td>
</tr>
<tr>
<td>Has 5-9 lines and has 1-2 references</td>
<td>2</td>
</tr>
<tr>
<td>Has 10-14 lines and has 3-4 references</td>
<td>3</td>
</tr>
<tr>
<td>Has 15 or more lines and has 5 or more references</td>
<td>4</td>
</tr>
</tbody>
</table>
of Abraham Lincoln's presidency during the Civil War.

to Civil War ideas that we have learned during this unit.

references to Civil War ideas that we have learned during this unit.

references to Civil War ideas that we have learned during this unit.

more references to Civil War ideas that we have learned during this unit.