

Unit Title:
An Oxymoron: A Civil War?
or Brother, Can You Spare a
Brother?

An Integrated, Interdisciplinary Study of the Civil War (1861-1865)

OVERVIEW

I. CONTENT:

This unit was developed to show the military and political history of the Civil War. It also covers the economic and cultural impact of the war on the North and South and the key events and personalities of the war.

II. PROCESS:

Students will gain knowledge regarding the Civil War and American society during the years 1861-1865 and will also comprehend and apply higher order thinking skills through the various products, activities, independent research, and cooperative groups that they participate in daily.

III. PRODUCT:

Students will have an understanding of the Civil War and why the nation which emerged from four years of total war was not the same America that had split apart in 1861. Students will also gain an appreciation of the distinct southern and northern cultures in America during the Civil War and demonstrate a knowledge of how those cultures contributed to the escalation and continuation of the war.

GOAL 1:

To show how the Civil War validated and strengthened the U.S. Constitution.

GOAL 2:

To comprehend the strengths, weaknesses, and different strategies of the Union and Confederacy, and how these were illustrated by the people and events of the war.

GOAL 3:

To experience the American culture during the Civil War through literature, music, poetry, art and drama.

**I-SEARCH INDEPENDENT
RESEARCH PROJECTS**

1. PARADOXES:

When a young man goes to war, he thinks that it will be glorious, adventuresome, exciting, and full of heroic deeds. Life as a soldier, however, is much the opposite. Research the feelings and attitudes of former war veterans. Create a collage accurately portraying the realism of war for a soldier.

2. ATTRIBUTES:

What are inherent properties of a civil war? Research civil wars, both past and present, and create a project cube depicting various civil wars.

3. ANALOGIES:

Generals Ulysses S. Grant and Robert E. Lee are forever linked in history because of the Civil War. Study one of the generals and compare him to any twentieth century leader. Prepare lesson illustrating these similarities.

4. DISCREPANCIES:

Robert E. Lee did not own slaves and did not believe in the disillusion of the Union. Why then did he choose to lead the southern forces during the Civil War? Create a "Meet the Press" event where he has to explain this discrepancy.

5. PROVOCATIVE QUESTION:

How would the view of war change for a soldier on either side during the Civil War years— 1861 -1865? Write

and illustrate a children's picture book describing the changes.

6. EXAMPLES OF CHANGE:

The technology of weaponry changed from the 1860's to the present day. Create a series of postage stamps commemorating these changes.

7. EXAMPLES OF HABIT:

The southern aristocracy were determined to keep their genteel way of life intact. It is 1865, write an editorial for a southern newspaper defending or attacking that position.

8. ORGANIZED RANDOM SEARCH:

When the South seceded from the Union, they created a government based on the United States. Chart the differences and similarities between the U.S. Constitution and the Confederate Constitution.

9. SKILLS OF SEARCH:

Create an authentic soldier's haversack for a soldier during the Civil War. Fill it with the supplies that were considered essential.

10. TOLERANCE FOR AMBIGUITY:

How would history have been different if Lincoln had not been assassinated April 14, 1965?

11. INTUITIVE EXPRESSION:

Write an epitaph of Abraham Lincoln from the point of view of someone from the deep South, a border state, and a northern state. Sculpt three tombstones with those epitaphs.

12 ADJUSTMENT TO DEVELOPMENT:

Investigate the career of General Ulysses S. Grant. Suppose he was a candidate for president today. Plan and tape a call in radio show on the topic of Grant.

13. STUDY CREATIVE PEOPLE AND PROCESS:

Study an inventor from the Civil War period and create a prototype of their invention.

14. EVALUATE SITUATION:

Read a novel or watch a movie about the Civil War. Copy video clips of scenes that are fictitious and those that are factual. Does the fiction portrayed invalidate or enhance the movie?

15. CREATIVE READING SKILL:

Create a poetry anthology that depicts the poems written about the Civil War and/or the period 1861-1865.

16. CREATIVE LISTENING SKILL:

Listen to the recordings of both a Union and Confederate soldiers' diaries, letters, etc. List the similarities and differences of each.

17. CREATIVE WRITING SKILL :

Write an obituary of Lincoln's death on April 14, 1865. Use a newspaper format and download a picture of Lincoln from clip art, electronic encyclopedia, etc. to be included in the article.

18. VISUALIZATION SKILL:

Illustrate a comic book version of an event or hero of the Civil War.

**CRITICAL THINKING SKILLS ANALYZING
HUMAN ACTIVITIES! (AHA!)**

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS!

(Text: American History)

KNOWLEDGE:

- Video clip of ante-bellum party scene at Tara from *Gone With the Wind* contrasted with the scene of Tara when Scarlett returns after Sherman marched through the South.
- Video clip of North and South of the industrial North.

Describe the differences of the economy between the North and the South.
Map the states that were affected by the Northern blockade. (See Appendix i.)

COMPREHENSION: Predict the outcome of the war based on differences in the economies.
Explain how the blockade created inflation in the South, and how industrialization in the North strengthened its economy.

APPLICATION:

- Video clip from Little Women showing the wartime party.
 - Video clip from Gone with the Wind illustrating Scarlett's destitution.
- Create a graph demonstrating the economic conditions of the North and the South. (See Appendix ii.) Produce a game, the object of which is to move the blockade runner from Europe to the southern coast or from the southern coast to Europe.

MATHEMATICS/SCIENCE LINK: Calculate the rates of inflation that occurred in the South throughout the war. (See Appendix iii.)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

- Read an excerpt from The Tamarack Tree.
- Write a letter from the perspective of an individual affected by the economy and/or blockade such as a mother in Georgia, a Union soldier at Andersonville, etc.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain what your life would be like if you were denied the items you consider to be necessities of life.

HOMELINK:

Discuss with parents, grandparents, etc. the effects of rationing cards during World War II, the 1974 OPEC Crisis, and what the sanctions against Iraq mean to the Iraqi population.

2. TRANSPORTATION (Text: American History)

KNOWLEDGE:

Video clip of The Great Locomotive Chase.
Research the different forms of transportation that were used during the Civil War.

COMPREHENSION:

Students will form cooperative groups to brainstorm how different modes of transportation were used by the armies of the Civil War, and how the accessibility of transportation affected those armies.

APPLICATION:

Video clips from Civil War films showing troops movements via railroads, wagons, horse, ship and foot travel.
Create a salt map showing the major transportation routes.