



Field-Test Edition

Grade 7

The Civil War Life During Wartime

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A Sample Unit of Study

Developed and written by:
Tara Beth Davidson

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Introduction

Why History? History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

Why New York City History? As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

Content and Themes of this Unit: During this unit, students will learn about the differences between North and South that led to secession, as well as the history of slavery within New York City. Students will investigate the New York City Draft Riots, and examine documents describing the lives of Civil War soldiers. The events of war were not exciting and beautiful, as many people at the time had anticipated. The loss of life during the Civil War was almost as great as the total of all American lives lost from all the wars that the United States has fought over the course of its history. This unit attempts to examine the realities of war on a more personal level by focusing on the experiences of children during the war, as well as on events in the students’ hometown of New York City.

Skills and Strategies Developed:

- Analyzing primary and secondary source documents
- Reading maps
- Analyzing historical maps
- Compare and Contrast
- Describing the relationships between people and their environments
- Interpreting geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems
- Investigating important events and developments in world history by posing analytical questions and forming relevant conclusions
- Identifying which states belonged to the Union and the Confederacy
- Analyzing songs for historical information
- Identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed the historical event
- Learning to analyze and interpret historical fiction
- Identifying main ideas and details
- Exploring the meaning of American culture by identifying key ideas, beliefs, and patterns of behavior, and traditions that help define it and united all Americans
- Identifying the main idea of political cartoons.

Your students will:

- Analyze political cartoons
- Write a diary or journal entry
- Write a letter to a soldier

- Write factual information in their own words
- Visit General Grant Memorial Park
- Write a Talk Show that describes life during the Civil War.

How the Unit is Organized: The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web as well as suggested lessons and resources to support you as you bring this unit to life in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

This unit was developed through participation in “New York City and the Nation, A School/Community Consortium to Teach American History.” “New York City and the Nation” is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.

Teacher Background Information: Studying American History through New York City History

In this unit, students will examine life in New York City and the nation during the Civil War. Throughout the unit, students will investigate what life was like for people who lived during the Civil War by examining multiple perspectives from primary sources and assess the effects that the war had on a variety of groups, specifically African Americans, Irish and German immigrants in New York City, and children. Students will also learn to analyze primary sources, including photographs and historical maps, in preparation for writing and presenting a Talk Show that demonstrates their knowledge of a variety of people and perspectives during this tumultuous time in NYC history.

Beyond the requirement of teaching this unit in accordance with the New York State Social Studies standards and in preparation for the Eighth Grade NY State Social Studies Test, this unit is essential for students to understand the nature of discrimination and race relations in NYC history, as well as the nature of war. It allows children to identify with historical events which occurred where they live, as well as with historical figures their own age, which makes learning more engaging and memorable to them. This unit can also be used to begin discussions around the effects and causes of the numerous wars occurring in our world today. Connecting current events, specifically wars in Africa and the Middle East, to students' knowledge of what war was like 150 years ago, will be a very powerful lesson for them.

Both the North and the South felt confident that they would win the Civil War, but both had their own distinct advantages and disadvantages. In the North, greater population, more factories, more farms, more banks, more rail lines and better transportation systems were definite advantages. The Union Army's main weakness, however, was its lack of effective military leaders. The South, on the contrary, had excellent military leaders from the very beginning, such as General Robert E. Lee. The Confederates also had the advantage of fighting on their own soil; therefore, they were familiar with the territory on which they fought. In addition, Southerners adamantly believed that they had strengthened their resolve. Unfortunately for the South, however, their economy was a major weak point. Although the South believed it could still receive income from the exportation of cotton, this hope faded when Union ships blocked southern ports and cut off this trade. This blockade was detrimental to the South because the South possessed few factories to produce all the war supplies that would be needed. Another disadvantage was its lack of a railroad network. Without this in place, movement of troops and supplies were severely hampered.

Abraham Lincoln turned out to be a major advantage to the North. Born to a poor family, he was a self-taught lawyer who was patient, tolerant, humorous, and extremely devoted to the Union. Jefferson Davis was elected president of the Confederate States. Also born to a poor family, Davis attended West Point Military Academy and had hoped to serve as commander of the Confederate armies. Davis had no experience in politics, nor did he enjoy it. He also faced the difficult task of forming a new nation and preparing for war.

The initial hope of the Union was that the war would not last long. By taking Richmond, the capitol of the Confederacy, the Union hoped to crush the rebel forces, but the taking of Richmond was no easy task as proven in the Battle of Bull Run. Realizing that ending the rebellion would not be easy, Lincoln put the Anaconda Plan into effect. This plan included the

blocking of southern ports, gaining control of the Mississippi River, as well as the capture of Richmond.

The Civil War was a war of many firsts. Among these were new forms of weaponry, the use of iron clad ships, and the use of railroads and the telegraph for the purpose of war. It was also the first war to be recorded in photographs. Unfortunately, medical care was not very advanced and more soldiers died from disease than in actual battle. Women also played an important role in the war. They worked in factories and some, such as Clara Barton and Dorothy Dix, gained fame for their outstanding dedication as nurses during the war. A few women also dressed up as men and enlisted to fight during the war.

Initially, Lincoln, although opposed to slavery, resisted ending it, as he argued that the goal of the war was to preserve the Union. The Union and Confederate armies were stalemated in 1861 and 1862, with European powers threatening to recognize the Confederacy. On July 17, 1862, Congress passed two acts allowing the enlistment of African Americans, but official enrollment occurred only after the 1863 issuance of the Emancipation Proclamation. President Lincoln's decision to issue the Emancipation Proclamation and to enlist African American troops dramatically altered the character of the conflict.

In general, white soldiers and officers believed that black men lacked the courage to fight and to fight well. However, black soldiers proved their capability in battle. Under General James Blunt of the Union Army, union troops ran into General Douglas Cooper of the Confederacy on July 17, 1863. After the battle, General Blunt wrote, "I never saw such fighting as was done by the Negro regiment...The question that negroes will fight is settled; besides they make better soldiers in every respect than any troops I have ever had under my command" (ParkNet, http://www.itd.nps.gov/cwss/history/aa_cw_history.htm).

Drafts were instituted during the war, although a man could buy his way out of going if he were rich. As the war grew increasingly unpopular, riots broke out in New York City. Whites demonstrated their resentment at having to serve and die for the cause of ending slavery, and 100 African Americans died during the Draft Riots. At the same time, as many as 186,000 African Americans joined the fight. Among these, the 54th Massachusetts Infantry gained honor and fame for their bravery during a nearly impossible attack on Fort Wagner.

The war finally ended with the Union capture of Richmond and, subsequently, Lee's surrender to Grant on April 9th, 1865. The Civil War turned out to be the bloodiest war in American history, claiming almost 600,000 American lives.

While the battles and timeline of the Civil War are important for students to learn, the untold stories from real individuals, especially children, African Americans, and immigrants from New York City, will open their minds to connecting their present lives with the past. This unit will help prepare students to face the future as informed citizens who will hopefully not make the same mistakes that we have made in the past.

Essential Question

This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.

How did life change during the Civil War?

Focus Questions <i>These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.</i>	Lessons/Activities <i>These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. There should be 3-5 lessons to address each Focus Question.</i>
1 What regional differences led to the division between the northern and southern states?	<ul style="list-style-type: none">• 1a. Exploring Maps to understand the regional differences between the North and South• 1b. History of Slavery in NYC through documents• 1c. Bonnie Blue Flag - Map of Secession
2 Who were the soldiers who fought the Civil War?	<ul style="list-style-type: none">• 2a. How did African Americans affect the Civil War?• 2b. How can photographs be used to create visual representations of the draft riots in New York City?• 2c. How can primary sources further our understanding of the draft riots in New York City?• 2d. Why are there multiple perspectives of history?• 2e. Who was the average Civil War soldier?• 2f. Field Trip to General Grant National Memorial: "Fighting for my Adopted Land"

3 What were the harsh realities of life during the Civil War?

- 3a. How does one feel under fire?
- 3b. Microbes and Minie Balls—
Program by Park Ranger from General Grant National Memorial
- 3c. And here's your host...Explanation of Final Talk Show Project

Culminating Project: Students will create a Talk Show to demonstrate their knowledge of the different lifestyles of people in NYC during the Civil War.

Culminating Project

This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffolded such that students can successfully complete the project.

At the end of the unit, students will write and perform a “Talk Show” that focuses on the lives of people during the Civil War. The lessons in the unit will provide students with various primary and secondary sources which they can use to develop their questions and answers for the talk-show script. The lessons focus on various members of society, including African-Americans, immigrants, and children, from both the Confederacy and the Union. From these perspectives, students will create a show theme, characters, and commercials based on the documents and texts they have read during their study. Handouts associated with this project are included in the last lesson, but teachers should explain the culminating project to students at the beginning of the unit and make repeated references to it as the unit progresses.

project description

Lesson # 1

Lesson Title: How do we analyze historical maps to understand the regional differences between the North and the South prior to the Civil War?

Unit's Essential Question: How did life change during the Civil War?

Focus Question: What regional differences led to the division of the northern and southern states?

Skills/Strategies

- Map reading
- Analyzing historical maps
- Compare and Contrast
- Describing the relationships between people and environments and the connections between people and places
- Interpreting geographic information by synthesizing data and developing conclusions about geographic issues and problems.

Materials, Supplies, and Equipment

- Copies of outline map for class and on a transparency for the overhead projector
- Copies of historical maps
- Overhead projector and markers
- Colored pencils
- Chart paper and markers

Sources

- History Alive! Teachers Curriculum Institute **U.S. History from 1860-Present.**

Mini-Lesson

- Review skills needed to analyze maps properly, then label parts of the maps
- What is the title of the map? What does the title tell you about the map?
- Locate the compass rose and map scale. How do they help you understand the size of the places on the map in real life?
- Locate the map key or legend—how are parts of the map labeled?

Teacher: Today, we are going to use our map skills to compare and contrast geographical features and resources of the North and the South.

Small Group Work Time

At tables, students should use the four copies of the maps from the History Alive! Resource Kit to answer the guiding questions (worksheet attached) about resources, populations, etc. of the North and South.

Once they have completed the guiding questions, students should use markers and chart paper to create a **pictorial Venn diagram** of the differences between the North and South. Pictures should reference population, transportation, industry, cities, economy, climate and geography.

Share/Assessment

Each group should present their Venn diagrams to the class comparing and contrasting the North and the South.

Homework

Students should respond to the following statement using evidence to support their answer, in no less than one paragraph (worksheet attached):

“If the North and the South had had the same geographic characteristics, the Civil War would never have taken place.”

Connection to Culminating Project

This lesson gives students geographical background information as well information on the nature of the economy in 1860. Students will be able to make inferences about life in 1860 after their analysis of these maps, which will aid in their construction of their Talk Show.

Name: _____
Social Studies

Date: _____
Class: _____

Unit: The Civil War
COMPARING THE NORTH AND THE SOUTH THROUGH MAPS

Directions: Use the maps entitled “Agriculture, 1860,” “Railroads, 1860,” “Industry and Raw Material, 1860,” and “Free and Slave Population, 1860” to answer the questions below.

1. What were the two main crops grown in the Northern states?
2. What was the main crop grown in the Southern states?
3. Which four other crops were grown in the South?
4. In which two regions (North, South, or Border) was tobacco grown?
5. Which region had more railroads? North or South (circle correct choice)
6. Which region had more iron ore? North or South (circle correct choice)
7. Which 12 states produced textiles?
8. Which region had more industry and raw material? North or South (circle correct choice)
9. Which state had the highest free population in 1860?
10. Name two states that had about an equal number of slaves and free people. (Slave and free population were about equal.)
11. What was the free population of Pennsylvania in 1860? (Write the number in millions.)
12. Did Florida have slaves in 1860?
13. Which state had a higher slave population? Missouri or Georgia (circle the correct choice)
14. How many states had slaves in 1860?
15. Did Ohio have slaves in 1860?
16. Did Wisconsin have slaves in 1860?

Lesson Title: How can primary and secondary sources be used to further our understanding of the history of slavery in New York City?

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: What regional differences led to the division of the northern and southern states?

Skills/Strategies

- Analyzing primary source documents
- Investigating important events and developments in world history by posing analytical questions and forming relevant conclusions.

Materials, Supplies, and Equipment

- Chart paper and markers
- Examples of primary and secondary sources
- Primary and Secondary Source Worksheet
- Copy of worksheet on a transparency

Sources

- Brooklyn Historical Society. *Gateway to the City*. Education Program Document Set.

Do Now:

Draw two columns in your notebook—primary and secondary—and walk around the room sorting the items into the appropriate column in your notebook.

Mini-Lesson

Have students share the results of their chart. Review the definitions of primary and secondary sources and have students write definitions and examples of each on their copy of the Primary and Secondary Source worksheet.

A **primary source** is any material or account that was created by a person during that particular time in history. (Examples: diaries, letters, city records, ship logs, documents, inventory lists, journals, speeches, landmark buildings, music, interviews, maps, toys, appliances, parks, clothing, photographs, tools.)

A **secondary source** is anything that interprets a primary source. (Examples: textbook, encyclopedias, and documentaries.)

Small Group Work Time

Students will work in small groups to analyze a primary source regarding the history of slavery in NYC. Each group will receive a primary source; each student will complete her own worksheet corresponding to that document (see worksheets).

Share/Assessment

Each table group will share one fact about slavery in NYC that they discovered from analyzing their document.

Connection to Culminating Project

This lesson reviews for students the differences between primary and secondary sources and guides them through historical references to slavery in New York City. Students can use the facts

they gather from their documents as they develop and write characters for their talk shows at the end of the unit.

Name _____

Social Studies

Date _____

Class _____

Primary & Secondary Sources

PRIMARY SOURCES	SECONDARY SOURCES
DEFINITION: EXAMPLES:	DEFINITION: EXAMPLES:

A few more very important pieces of information regarding historical sources...

1) Why use primary source materials? _____

2) What are some limitations of primary sources? _____

3) Things to remember when using primary sources: _____

4) How do I draw conclusions from primary sources? _____

5) Historians make mistakes, too! Ways to avoid making mistakes when using a primary source:

a. _____

b. _____

c. _____

d. _____

Name _____
Social Studies

Date _____
Class _____

Unit: The Civil War

Directions: Answer the following questions in complete sentences using the document on the opposite side of this paper.

Document 1: Nieu Amsterdam, 1643

Guiding Questions for Analysis

1. Who is emphasized in this engraving?
2. Describe the people featured in this engraving.
3. Who do these people represent? Where did they come from?
4. Look into the background of this engraving and see if you can spot the type of transportation that the people took to the "New World."
5. How would the journey that the couple in the foreground took differ from the one taken by the rest of the people pictured in this engraving?

Name _____
Social Studies

Date _____
Class _____

Unit: The Civil War

Directions: Answer the following questions in complete sentences using the document on the opposite side of this paper.

Document 2: Plan of the City of New York (detail)

Guiding Questions for Analysis

1. Circle the map title.
2. What year was this map drawn?
3. Circle "Brookland Ferry" on the map.
4. Trace the road that runs from the ferry southeast. Where is the road going? (It's marked!) What road does it intersect?
5. Based on the names of these roads, can you guess what this area is called today?
6. The land is marked off in sections, a bit like a patchwork quilt. What do you think this represents? What do you think the dots in certain sections represent?
7. Based on how land is represented on this map, what do you think most people in this area did for a living?
8. Why would the use of enslaved labor be economical for the people living in this area in 1776?
9. What else was happening in the colonies in 1776? Do you see any conflict between this wider national movement and the fact that people were enslaved here in the New York area?

Name _____
Social Studies

Date _____
Class _____

Unit: The Civil War

Directions: Answer the following questions in complete sentences using the document on the opposite side of this paper.

Document 3: Excerpt from "The Life, History and Sufferings of John Jea, the African Preacher"

Guiding Questions for Analysis

1. How old was John Jea at the time he was "stolen" from Old Calabar, Nigeria, in Africa and brought to North America to be sold into slavery?

2. In spite of the fact that the man who purchased John Jea and his family gave them very little in the way of food and clothing, they considered themselves "better used" than many of their neighbors. What does this tell you about the living conditions of other enslaved people in New York?

3. What does John Jea say would happen if an enslaved person complained about his or her treatment?

4. John Jea eventually gained his freedom. Look at the title of the book this passage comes from to find out what he became.

5. John Jea's book was published in 1815. What do you think he was hoping to accomplish by sharing his story?

6. Is this book a primary or secondary source?

Name _____
Social Studies

Date _____
Class _____

Unit: The Civil War

Directions: Answer the following questions in complete sentences using the document on the opposite side of this paper.

Document 4: Runaway Slave Notices

Guiding Questions for Analysis

1. Who is running away?
2. Write at least three other facts you learned from examining this document.
3. Many free African Americans lived in New York before the state officially outlawed slavery in 1827. How do you think they were affected by the search for those running away from their owners?

Name _____
Social Studies

Date _____
Class _____

Unit: The Civil War

Directions: Answer the following questions in complete sentences using the document on the opposite side of this paper.

Document 5: Excerpt from "Freeman of Color: The Autobiography of Willis Augustus Hodges" (1849)

Guiding Questions for Analysis

1. What does this document tell you about Willis Hodges?

2. What does this document tell you about what life was like for African Americans in the mid-1800s?

3. Why would it be important for Willis Hodges to have a paper like this, even to travel to New York State where, in 1836, African Americans were no long enslaved?

Lesson Title: How did the southern states justify secession?

Unit's Essential Question: How did life change during the Civil War?

Focus Question: What regional differences led to the division of the northern and southern states?

Skills/Strategies

- To identify which states belonged to the Union and the Confederacy
- To learn to analyze songs for historical information

Materials, Supplies, and Equipment

- Copies of Outline Map for Class and on a transparency for the overhead projector
- Copies of “Bonnie Blue Flag” song worksheet
- Overhead projector and markers
- Colored pencils
- Chart paper and markers

Sources

- Macarthy, Harry. “The Bonnie Blue Flag.” 1860.
<http://www.nps.gov/gett/gettkidz/gkmusic/cwsong4.htm>
- “The Civil War.” August 13, 2006. <http://www.edhelper.com/clipart/teachers/civil-map-blank.pdf>

Do Now:

What is your favorite song? Who wrote the song? Describe what the song is about and why you like it. (Have a few students share their answers)

Mini-Lesson

Teacher: Songs written throughout history describe other time periods and tell us about what life was like for the people who wrote them. Many of the contemporary songs you noted describe feelings and emotions that people have today, as well as current events.

In December 1860, South Carolina seceded from the Union. Harry Macarthy wrote “The Bonnie Blue Flag” in honor of the new “rebel” flag adopted by South Carolina. The song became popular throughout the Confederacy. We are going to read the lyrics of the song and then answer some questions with a partner.

Small Group Work Time

Teacher: After reading the song, answer the following questions based on your understanding of the song. (see worksheet)

Share/Assessment

Check students’ answers to the questions and have them identify on a map on an overhead projector the states that belonged to the Confederacy.

Homework:

In your notebook, reflect on the southern states’ decision to secede. How would you feel if New York decided to operate as its own independent country? Do you think the “Country of New York” would be successful or unsuccessful?

Connection to Culminating Project

This lesson introduces students to which states seceded from the Union and which did not, so that they can properly create characters from each side in their final Talk Show presentation.

Name _____
Social Studies

Date _____
Class _____

**Unit: The Civil War
Secession (1860)**

South Carolina seceded from the Union in December 1860. Harry MaCarthy wrote "The Bonnie Blue Flag" in honor of the new "rebel" flag adopted by South Carolina. The song became popular throughout the Confederacy. Read the lyrics of the song and answer the questions below.

We are a band of brothers and native to the soil,
Fighting for the property we gained by honest toil;
And when our rights were threatened, the cry rose near and far,
"Hurrah for the Bonnie Blue Flag that bears a single star!"

CHORUS: Hurrah! Hurrah! For Southern rights hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

As long as the Union was faithful to her trust,
Like friends and like brothers both kind were we and just;
But now, when Northern treachery attempts our rights to mar,
We hoist on high the Bonnie Blue Flag that bears a single star. CHORUS

First gallant South Carolina nobly made the stand,
Then came Alabama, who took her by the hand;
Next quickly Mississippi, Georgia and Florida,
All raised on high the Bonnie Blue Flag that bears a single star. CHORUS

Ye men of valor, gather round the banner of the right,
Texas and fair Louisiana join us in the fight;
Davis, our loved president, and Stephens statesmen are,
Now rally round the Bonnie Blue Flag that bears a single star. CHORUS

And here's to old Virginia, the Old Dominion State,
Who with the young Confederacy at length has linked her fate;
Impelled by her example, now other states prepare,
To hoist on high the Bonnie Blue Flag that bears a single star. CHORUS

Then cheer, boys, cheer, raise the joyous shout,
For Arkansas and North Carolina now have both gone out;
And let another rousing cheer for Tennessee be given,
The single star of the Bonnie Blue Flag has grown to be eleven. CHORUS

Then here's to our Confederacy, strong are we and brave,
Like patriots of old we'll fight our heritage to save;
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star. CHORUS

From: August 13, 2006 <http://www.nps.gov/gett/gettkidz/qkmusic/cwsong4.htm>

After reading the song, please complete the following questions.

1. Define “secede.”

2. According to the lyrics, how did these Southern states justify secession?

3. On the “Civil War Map,” locate and write the name of the eleven states that seceded. Color these eleven states one color and add a key to the map.

<http://www.edhelper.com/clipart/teachers/civil-map-blank.pdf>

Lesson Title: What effects did recruiting African Americans have on the war?

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- How to analyze a political cartoon
- Analyzing primary source documents

Materials, Supplies, and Equipment

- Copies of documents
- Chart paper and markers
- Copies of cartoons and analysis worksheets
- Overhead projector and overhead markers

Sources

- Volgelsang, Peter. Massachusetts Historical Society. 1863.
- Brooklyn Historical Society Education Department
- CUNY Graduate Center, American Social History Project. Vanity Fair. 1862.
- Harpers Weekly. “How to Escape the Draft.” August 1, 1863. Vol. VII, No. 344
Pages: 481 – 496.

Do Now:

What strategies do you use to get your friends to do something when they might not want to?

Mini-Lesson

Define recruiting as engaging someone in military service.
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Teacher: Sometimes your friends do things willingly and other times you need to recruit them, or convince them to join you in your endeavor. African Americans were recruited for the Civil War actively after the Emancipation Proclamation in 1863, although they were not treated the same as white soldiers. According to the Militia Act of 1862, soldiers of African descent were to receive \$10.00 a month, plus a clothing allowance of \$3.50. Many African American regiments struggled for equal pay, some refusing any money until June 15, 1864, when Congress granted equal pay for all black soldiers.
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Examine these pictures of African American troops and recruiting posters. (See attachments.)
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Not everyone was happy about the recruitment of African American troops. Today we are going to examine political cartoons and discuss the steps we can take to gather information from the cartoons.
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Using the following questions, we will first analyze a political cartoon together, then you will analyze one with your small group.

- | |
|---|
| <ul style="list-style-type: none">• Political cartoons are used to present a strong visual message or point of view on a topic of current interest.• What political event or idea is the cartoon referring to?• What key people or groups are a part of the cartoon’s message?• How has the cartoonist depicted these people? Explain any symbols used by the cartoonist |
|---|

to portray people or countries.

- Identify any captions, titles, labels, or speech bubbles in the cartoon. How do these contribute to the cartoon's message?
- What is the message of this cartoon? How is the cartoonist trying to persuade the reader?

Small Group Work Time

In small groups, students will follow the steps as modeled to answer the questions about the political cartoon.

Share/Assessment

Students will share their responses to their individual cartoon analyses.

The teacher can also inform students that, ultimately, the decision to allow African Americans into the war drastically changed the course of the war. Due to recruitment efforts, 186,000 black soldiers served in the Union Army and another 29,000 served in the navy, accounting for nearly ten percent of all Union forces. This was also a huge step for African Americans in gaining equality to whites. Twenty-four African American soldiers received the Congressional Medal of Honor for extraordinary bravery in battle.

Connection to Culminating Project

This activity provides students with the opportunity to learn more about the recruitment of African American soldiers in the Civil War, which can serve as another component or character for their final Talk Show project.

Lesson Title: How can photographs be used to create visual representations of the draft riots in New York City?

Unit's Essential Question: How did life change during the Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- Analyzing photographs
- Identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed historical events.

Materials, Supplies, and Equipment

- Chart paper and markers
- Current photographs from a newspaper or magazine that you know your students will be able to identify
- Overhead projector and overhead markers
- Photograph analysis worksheet
- Copy of photograph analysis worksheet on a transparency

Sources

- Education Staff. Photo Analysis Worksheet. 2005. National Archives and Records Administration. August, 9, 2000
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
- Photographs from Brooklyn Historical Society and New York Historical Society

Do Now:

(Have photographs from current newspapers on each table.) Teacher: Write down three specific things you see in the picture on your table. (Have each table share their photograph and what they wrote down that they saw in the photograph.)

Mini-Lesson

Teacher: Without reading the rest of the newspaper or magazine where I got the photographs, you were able to identify and explain what the photograph was about. In addition, some of you used prior knowledge you had and were able to make inferences about what kind of story went along with the picture. Continuing with our discussion of what happened in New York City during the draft, we will be analyzing photographs today in order to visually understand what happened during this time.

Next, model the steps used to analyze photographs.

1. **Observation**—What do you see in the picture?
2. **Inference**—Based on what you see in the picture, what can you infer?
3. **Questions**—What questions do you still have about the photograph?

Small Group Work Time

- 1) In small groups, students will use the appropriate worksheet to analyze a photograph. Each student should complete their own worksheet.
- 2) After the group has analyzed the photograph, students will create a tableaux, or re-enact the scene in the photograph based on their interpretation and analysis of the picture.

Share/Assessment

Each group will share their visual representation of their photograph for the class. The class will then analyze the group's representation using the three steps modeled during the mini-lesson.

Connection to Culminating Project

This lesson gives students the steps they need to gather information from photographs. Students can use that information as they develop and write characters for their Talk Shows at the end of the unit.

Name _____
Social Studies

Date _____
Class _____

Steps to Analyze Photographs

Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.

Step 1: Observation

PEOPLE	OBJECTS	ACTIVITIES

STEP 2: Inference

Based on what you have listed above, list at least THREE things that you can infer from the photograph:

- 1.
- 2.
- 3.

STEP 3: Questions

A. List at least three questions you have about the photograph.

1.

2.

3.

B. Where could you find the answers to these questions?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Lesson Title: How can primary sources further our understanding of the draft riots in New York City?

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- Analyzing primary source documents
- Identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed historical events.

Materials, Supplies, and Equipment

- Chart paper and markers
- Overhead projector and markers
- Primary source analysis worksheet
- Copy of worksheet on a transparency

Sources

- Education Staff. Written Document Analysis Worksheet. 2005. National Archives and Records Administration. August, 9, 2006
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf
- Brooklyn Historical Society. *In Pursuit of Freedom*. Education Department Set.

Do Now:
In one paragraph, describe how you would feel if President Bush ordered you to serve a term of duty in Iraq?

Mini-Lesson
Background mini-lecture on the draft riots: <ul style="list-style-type: none">• President Lincoln issued Enrollment Act of Conscription on March 3, 1863 commanding 300,000 citizens to become soldiers in the Union Army• All men between the ages of 20-35 and unmarried men up to age 45 were registered in the lottery• If you could pay \$300, you were exempt from the draft• African Americans who were not considered U.S. citizens were also exempt• Four months later the names of those drafted were printed in the newspapers; many were Irish immigrants• People were infuriated by the draft and resented the African Americans because they were regarded as their chief competitors for low paying jobs and also the cause of the war• From July 11th-13th mobs rioted, looting stores, destroying property, assaulting and even murdering black citizens• President Lincoln called in troops to stop the violence
Model steps used to analyze primary sources using the worksheet students will use.
Questions to consider when analyzing primary sources: <ol style="list-style-type: none">1) Who created the source and why?2) Did the recorder have firsthand knowledge of the event or was the recorder reporting what

others saw and heard?

- 3) Was the recorder a neutral party or did he/she have a biased opinion?
- 4) Was the source meant to be public or private?
- 5) Did the recorder wish to inform or persuade others? Did the recorder have reason to be honest or dishonest?
- 6) Was the information recorded during the event, immediately after the event, or after some lapse of time? If so, how long was the lapse in time?

Small Group Work Time

Students will work in small groups to analyze primary sources regarding draft riots in NYC from the “In Pursuit of Freedom” articles. Each student should complete their own worksheet.

Share/Assessment

Each group should share one question they had after examining their document. Make a list of the questions on chart paper and try to answer the questions by the end of the unit.

Connection to Culminating Project

This lesson gives students the steps they need to analyze primary source documents. Students can use that information as they develop and write characters for their Talk Shows at the end of the unit.

Name _____ Date _____
Social Studies _____ Class _____

Draft Riots: Primary Source Analysis Worksheet

Directions: Using the documents on the draft riots, please answer the following questions as completely and accurately as possible.

1. What type of document is this? _____
2. When was this document created? _____
3. Who was the author or creator of this document? _____
4. For what audience was this document written? Why was this document created?

5. List three things that the author said that you think are important in the document:

- a. _____
- b. _____
- c. _____

6. Find one quote in the document that helps you determine why it was written and write that quote below:

Paraphrase that quote (put the quote in your own words):

7. List two things that the document tells you about life in the United States at the time the document was written:

- a. _____
- b. _____

8. Write a question for the author that you still have after reading the document:

(This worksheet was adapted from the National Archives and Records Administration, Education Staff, Washington, DC 20408.)

Lesson Title: Why are there multiple perspectives on history?

Unit's Essential Question: How did life change during the Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- Analyzing primary source documents
- Identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed historical events.
- Synthesizing information
- Writing a newspaper article

Materials, Supplies, and Equipment

- Chart paper and markers
- Copies of primary source documents from The New York Historical Society Collection

Sources

- Documents from New York Historical Society Education Department. "Event History: Perspectivism."

Do Now:

"History is written by those who win the wars." --William Wallace, Braveheart
What does this quote mean to you?

Mini-Lesson

Teacher should do some type of movement across the room (dance, move things around, etc.) to get students attention and observations. Ask a student to describe what you just did. Ask a second student to describe what you just did in their own words. Usually students will describe your actions differently even though they were sitting in the same room at the same time observing you. Explain to students that this is what happens when people have recorded events in history. There are multiple perspectives. It is our responsibility, as historians, to examine as many of the perspectives as possible and put them together to form the best version of what happened.

Review what we have discussed previously in this unit:

- What are primary sources?

Small Group Work Time

Teacher: In small groups, you are going to act as teams of detectives to examine a group of historical artifacts. While you are examining them, there are a few questions you should keep in mind:

- Were all these sources meant for the same audiences or different audiences?
- Do the sources represent similar or different viewpoints?
- What do these sources have in common? How do they differ?
- How do these accounts show the bias of the person who created them?
- Who and what are being blamed for the problems, and what types of solutions are being presented?
- In what ways is it different to read about these historical happenings in the two private documents than the magazine illustrations?

After your group has analyzed all of the documents, you are going to synthesize the information and construct a written explanation of what your group thinks happened during history at this

time. Pretend you are a journalist and you have investigated all of your sources. Now you are going to write a news story that explains what happened during the week of July 13, 1863 in New York City. (This activity could also be used as a homework assignment.)

Share/Assessment

Groups will share their news stories that they have constructed from the primary source documents.

Connection to Culminating Project

This lesson allows students to continue building their ability to analyze primary sources as well as encourages students to synthesize the information they have gathered from documents into their own written work to tell a story. Students can use that information as they develop and write characters for their Talk Shows at the end of the unit.

Lesson Title: Who was the average Civil War soldier?

Unit's Essential Question: How did life change during the American Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- Reading and analyzing secondary sources
- Compare and contrast

Materials, Supplies, and Equipment

- Copies from We Were Children, Too! Young People in U.S. History by Phillip Hoose, pp. 105-127
- Chart paper and markers
- Copies of questions for students to answer
- Honorary medals for each group of students

Sources

- Hoose, Phillip. *We Were Children, Too! Young People in U.S. History*. New York: Melanie Kroupa Books, 2001.
- Fresch, Eula T. *Connecting Children with Children: Past and Present*. New Hampshire: Heinemann, 2004.

Do Now:

How old do you have to be to enlist in the armed forces? (After a few minutes, allow a few students to share their answers.)

Mini-Lesson.

Background information:

- By law you are required to be over 18. During the Civil War, this meant that many young boys wrote the number, 18, on a piece of paper, stuck it in their shoes and stood on top, claiming that they were “over 18.”

Do you have to be male or female to join the armed forces?

- Today, you can be either male or female, but during the Civil War, only men were allowed to fight. There were a few women who dressed up as men and fought or contributed to helping the armies in other significant ways.

What jobs do you think these boys did during the war? (Gather responses from a few students.)

- Historians estimate that 10-20% of the soldiers who fought in the Civil War were underage, totalling about 250,000 to 420,000 boys (Fresch, 2004). The Civil War claimed the most American lives to date than any other war we have fought in history. As a result of the enormous number of tragedies, young boys enlisted and fought for their lives.

Teacher: Today we are going to learn about the many assignments that boys had during the Civil War by reading some accounts of what children did who fought during the war.

To review, can someone explain the difference between a primary and a secondary source? (Gather a response from students.)

We are using secondary sources today. These stories have been written from many primary source documents. After reading the information about your “new friend,” you are going to introduce and honor him or her to the class. In order for the class to understand who your friend is, make sure you answer all of the questions about him or her so you are prepared for your introduction and to present a medal in memory of their brave and heroic actions.

Small Group Work Time

1) With your group, read your article aloud and then discuss and answer the following questions on one piece of paper.

- Was your child part of the Union or Confederate army?
- How old was your child?
- What role or job did they have in the army?
- What difficult task or situation did your child have to face?
- Were they able to overcome this difficult situation? If so, how did they overcome it?

2) For your child's courageous behavior during this tumultuous time, create a medal to honor his or her bravery during the Civil War.

Share/Assessment

1) Once all groups have completed their questions, allow them to present their medals to the class by describing their child and his role in the war.

2) Once all groups have presented their medals, using a piece of chart paper and markers, ask students if there were any similarities or differences between the various children they read about. Were the children from the Union army or the Confederate army? What hardships and responsibilities did they face? Was the war easy or hard on them?

Homework:

What were you able to do when you didn't think you could? Think of a difficult situation that you have faced during your lifetime. Describe the situation and what you needed to do to overcome that situation in at least one paragraph.

Connection to Culminating Project

This lesson gives students the opportunity to learn about what children their age were doing during the Civil War and use that information to develop characters for their Talk Shows at the end of the unit.

Lesson Title: “Fighting for My Adopted Land”: Field Trip to General Grant National Memorial

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: Who were the soldiers who fought the Civil War?

Skills/Strategies

- Understand the life of a Union soldier and the arms and equipment used in his profession
- Identify why immigrants joined the Union army and how the native population felt towards them
- Understand the contributions of New York state to the Union war effort

Sources

- General Grant National Memorial
http://198.64.154.96/national_website/program_description.cfm?program_id=316&park_id=122

Mini-Lesson
Students will take a field trip to General Grant National Memorial on 122 nd St. and Riverside Drive, (212) 666-1640. At the memorial, students will “meet” a German immigrant who is a Sgt. in the 41st New York Volunteer Infantry. Through display of uniforms, arms, equipment and personal effects, the soldier illustrates life in the 19th century and what motivated immigrants to join the Union Army. The program concludes with a demonstration of loading and firing a muzzle-loading musket.

Connection to Culminating Project
Students will gain the perspective of an immigrant who chose to fight during the Civil War. This information and experience can be incorporated into the plot development of their final Talk Show.

Lesson Title: How does one feel under fire?

Unit's Essential Question: How did life change during the Civil War?

Focus Question: What were the harsh realities of life during the Civil War?

Skills/Strategies

- Learning to analyze and interpret historical fiction
- Writing a diary or journal entry
- Writing a letter

Materials, Supplies, and Equipment

- Chart paper and markers
- Loose-leaf paper

Sources

- Polacco, Patricia. *Pink and Say*. New York: Philomel Books, 1994.
- "Frank Holsinger." *American Civil War Primary Sources*. UXL-GALE, 2005. *eNotes.com*. 2006. 9 Aug, 2006 <<http://history.enotes.com/american-civil-war-primary-sources/frank-holsinger>>

Do Now:

"The worst condition to endure is when you fall wounded upon the field. Now you are helpless. No longer are you filled with the enthusiasm of battle. You are helpless—the bullets still fly over and about you—you no longer are able to shift your position or seek shelter. Every bullet as it strikes near you is a new terror."--Frank Holsinger

Describe one of your most terrifying moments.

Mini-Lesson

Teacher: Fortunately, most of us have not had the chance to experience a war zone. Today, we are going to read a story from long ago that was told to someone by their grandfather's father's father.

What is a story called that is told through generations? How do we classify it?

- We usually call it a folktale or a legend if it teaches us a lesson.

While I cannot guarantee that all of the facts of this story are accurate, I want you to try and place yourself in the minds of the characters as I read to you aloud (read *Pink and Say*). (While reading, define any words that students may not know, such as marauders.)

What were some differences between the way African Americans fought and were treated during the war compared to the way white soldiers were treated?

During the story, the author writes, "I couldn't imagine having war right in my backyard." The Civil War was fought in people's homes and in their backyards.

Independent Work Time

Teacher: Imagine you were living during the Civil War period. Write either a letter of encouragement to a soldier or a letter of disgust to a Confederate general. Use as many facts and details as you can to support the content of your letter.

Share/Assessment

Once all groups have completed their letters, allow students to share the letters they have written.

Homework:

Questions for Homework:

- What do you think young people living in a past time of war would want us to do about conflict and wars today?
- How many ways can we think of that we can work for peace?
- Which one of these ways do we want to start working on now?

Connection to Culminating Project

This lesson gives students the opportunity to learn about some of the dangers of war and the emotions felt by people in different aspects of battle. Students can use that information as they develop and write characters for their Talk Shows at the end of the unit.

Lesson Title: “Microbes and Minie Balls”: Special Guest Visitor

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: What were the harsh realities of war?

Skills/Strategies

- Understand the reason for the high casualty rate among Civil War soldiers
- Identify the scientific advances made during the war to treat the sick and wounded
- Relate to the brutality of combat and the violent nature of war

Sources

- General Grant National Memorial
http://198.64.154.96/national_website/program_description.cfm?program_id=319&park_id=122

Mini-Lesson
Students will have a visit from a Park Ranger from General Grant National Memorial on 122 nd St. and Riverside Drive, (212) 666-1640. Students learn how sick and wounded soldiers were treated and the scientific advances made during the conflict. Individuals are "volunteered" for the surgeon to demonstrate techniques including lancing, amputations, and bullet extractions. Displays include a combination of original and reproduction 19th century medical instruments.

Connection to Culminating Project
Students will have additional information that they can incorporate into their Talk Shows by having a greater knowledge of the medical personnel at this time as well as the injuries and treatments that soldiers faced during the Civil War.

Lesson Title: And here’s your host...Explanation of the Final Talk Show Project

Unit’s Essential Question: How did life change during the Civil War?

Focus Question: What were the harsh realities of the Civil War?

Skills/Strategies

- Analyzing primary and secondary sources
- Identifying main ideas and details
- Writing factual information in students’ own words
- Exploring the meaning of American culture by identifying key ideas, beliefs, and patterns of behavior, and traditions that help define it and united all Americans.

Materials, Supplies, and Equipment

- Copies of Project Explanation Sheet
- Chart paper and markers
- Loose-leaf paper
- Resources for student research on daily life during the Civil War (materials from lessons in unit, computers, encyclopedias, library books)

Sources

- Documents from the previous lessons
- Henry Street Settlement Education Department

Do Now:
Who is your favorite talk show host and why are they your favorite host?

Mini-Lesson
<p>Teacher: Talk Shows are one way that people receive information today about other people’s lives. What are some other ways that people receive information?</p> <p>Let’s create a web diagram, on chart paper, of all the different sources (newspapers, encyclopedias, websites, books, television/news, magazines, fliers, diaries, etc.).</p> <p>Can someone tell me which of those sources are primary sources and which of those sources are secondary sources? (Write primary or secondary next to each of the sources students have identified on the chart paper).</p> <p>We have examined several aspects of the Civil War using both primary and secondary sources. In addition to what you have already learned, you will be researching more detailed accounts of life during the Civil War in small groups and creating a Talk Show that you will present to the class. During the Talk Show you will be explaining what life has been like for your Civil War-era characters, using the factual evidence you have obtained.</p> <p>Let’s look at this worksheet and read aloud together the details of the project (See Project Explanation Sheet).</p> <p>The teacher will then model for students how they will take a sentence from the reading and turn it into a question and answer for the host and guest without plagiarizing the text.</p>

Small Group Work Time

Students will select their groups or teacher will assign groups and then students will assign group roles for the project. They will then begin researching material they can use to write their Talk Show script.

Share/Assessment

Have each group share one fact that they learned during the research process that demonstrates a difference between life during the Civil War period and life today.

Homework:

Each group member should begin finding research materials on their own.

Connection to Culminating Project

This lesson is designed to formally introduce students to the final unit project, as well as to model how students can use factual information to develop a Talk Show script. (This lesson may need to be done over two periods and/or with repeated examples of how to extract information from the text and form their own individual questions and responses for the script.)

Included in this lesson are the following:

- Description of Project
- Rubric to use to grade students' presentations
- "Let's Hear From Our Audience" Sheet for students to complete during presentations
- "Today's Calendar in 1863" Sheet for Homework or Post-Presentation Wrap-Up to assess what they learned about lifestyles during the Civil War

You're the host!

Unit: The Civil War Final Project: Talk Show

Each group (4-5 students) will use pictures and primary and secondary source materials that they have researched on life during the Civil War to create a five-minute Talk Show, demonstrating what they have learned about life during the Civil War. Students will “review” the Talk Shows while they are being performed.

Director: Leads group discussion, helps to coordinate the plan, encourages others to participate, and acts in the Talk Show.

Screenwriter: Writes down the script that the group comes up with. Makes sure that source material is included in the script. Also acts in the Talk Show.

Producer: Leads group in reading source material and makes sure that the group includes accurate facts and examples in their Talk Show. Uses additional materials in the classroom library to find information for the Talk Show. Also acts in the Talk Show.

Stage Manager: Responsible for coordinating any possible small props, costumes, or sound effects for the Talk Show. Also acts in the Talk Show.

Host: Assists in researching information for the Talk Show and is responsible for writing (with the assistance of other group members) the questions to be asked during the Talk Show.

Each member of the group is responsible for assisting in each aspect of the project and for participating in the Talk Show. The Screenwriter should ensure that the group has every aspect of their Talk Show scripted so that it is organized and within the time limit.

The Talk Show will be graded according to the Rubric.

The Talk Shows will be presented on _____.

Reminders - Checklist for Civil War Skits

- Make sure your group uses photographs and other primary and secondary sources on life during the Civil War to create your Talk Show.
- Make sure each group member knows their role and responsibilities in this assignment. Remember that everyone needs to work together!!!
- What do you see in the picture? Analyze as a group what you notice in the pictures.
- Take turns reading out loud the primary and secondary source material.
- Brainstorm what should happen before, during, and after the Talk Show.
- MAKE SURE THAT YOU HAVE INCLUDED ACCURATE FACTS AND EXAMPLES in script.
- Write a 5-minute Talk Show depicting life during the Civil War.
- Rehearse parts.
- Make any necessary props, costumes, or scenes for the Talk Show.
- Practice your Talk Show some more and make sure that students will understand what your Talk Show is about and how it represents life during the Civil War.
- Cooperate and have a good time, but remember that you are teaching your classmates and you are being graded on this assignment.

Today's Calendar in 1863

Directions: Based on your knowledge of life during the Civil War period, complete the following daily calendar as if you were living during that time period. Use as many accurate facts, details, and examples as you can. You are welcome to research additional information on this topic in order to complete the assignment--just include a bibliography of the sources you used.

Time	Event
5:00 AM	

Civil War Talk Show Rubric

Student Names: _____

	Excellent 100-90 Level 4	Good 89-80 Level 3	Fair 79-70 Level 2	Poor 69 or Below Level 1
Knowledge & Quality of Information	Student shows strong understanding of topic. Talk Show includes many facts, details, and examples. Information is completely accurate.	Student shows good understanding of topic. Talk Show includes several facts, details, and examples. Information is almost completely accurate.	Student shows some confusion about topic. Talk Show includes few facts, details, and examples. Information includes some inaccuracies.	Student shows a lot of confusion about topic. Talk Show does not include details, facts, or examples. Much of information is inaccurate.
Questions & Answers	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all Talk Show members.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all Talk Show members.	Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members.	Answers were provided by only 1-2 Talk Show members.
Costumes & Props	All students wore costumes and the group used some props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.
Evidence of Research	Student shows evidence of reading, taking notes on, and including information from at least four different sources, including non-Internet sources.	Student shows evidence of reading, taking notes on, and including information from three different sources, including non-Internet sources.	Student shows evidence of reading, taking notes on, and including information from one or two sources, or student uses only Internet sources.	Student does not show evidence of reading, taking notes on, and including information from sources. Source of information is unclear.
Creativity	Talk Show is very creative and interesting.	Talk Show is creative and interesting.	Talk Show is not creative and/or interesting.	Talk Show is not at all creative and/or interesting.
Eye Contact & Speaking	Speaks clearly and distinctly all (95-100%) of the time, and mispronounces no words. Volume is loud enough to be heard by all audience members throughout the presentation.	Speaks clearly and distinctly all the time, but mispronounces one word. Volume is loud enough to be heard by all audience members at least 90% of the time.	Speaks clearly and distinctly most of the time (85-94%). Mispronounces no more than one word. Volume is loud enough to be heard by all audience members at least 80% of the time.	Often mumbles or cannot be understood or mispronounces more than one word. Volume often too soft to be heard by all audience members.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Comments:

Grade: _____

Name _____
Social Studies

Date _____
Class _____

Let's hear from our audience...

During the Civil War Talk Show Presentations, please complete the following chart:

Group Members	One FACT I learned about life during the Civil War from this presentation was...	One question I would like to ask is...

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction, songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Augustyn, Robert and Paul E. Cohen. <i>Manhattan in Maps: 1527-1995</i>. Rizzoli, 1997.</p> <p>Bernstein, Iver. <i>The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War</i>. New York: Oxford University Press, 1990.</p> <p>Burrows, Edwin G. and Mike Wallace. <i>Gotham: A History of New York City to 1898</i>. New York: Oxford University Press, 1999.</p> <p>Crane, Stephen. <i>"The Little Regiment" and Other Civil War Stories</i>. Mineola: Dover Publications, 1997.</p> <p>Diner, Hasia. <i>Erin's Daughters in America: Irish Immigrant Women in the Nineteenth Century</i>. Johns</p>	<p>Chorlian, Meg, ed. "Children in the Civil War." <i>Cobblestone</i> 20, December 1999.</p> <p>Hakim, Joy. <i>A History of US</i>. New York: Oxford University Press, 1991.</p> <p>Homberger, Eric. <i>The Timeline History of New York City</i>. New York: Palgrave Macmillan, 2003.</p> <p>Hoose, Phillip. <i>We Were Children, Too! Young People in U.S. History</i>. New York: Melanie Kroupa Books, 2001.</p> <p>Mushabac, Jane and Angela Wigan. <i>A Short and Remarkable History of New York City</i>. New York: Fordham University Press, 1999.</p> <p>Nankin, Frances, ed.</p>		<p>FILMS:</p> <p><i>Gangs of New York</i>. Dir. Martin Scorsese. Miramax Films, 2002.</p> <p><i>Glory</i>. Dir. Edward Zwick. TriStar Pictures, 1989.</p> <p><i>Gone with the Wind</i>. Dir. Victor Fleming. MGM, 1939.</p> <p>WEBSITES:</p> <p>Elected Historical Census Data. June 16, 2006. U.S. Census Bureau. August 14, 2006. http://www.census.gov/population/www/censusdata/hiscendata.html</p> <p>ParkNet: National Park Service. Our Shared Heritage, African American</p>	<p>American Museum of Natural History www.amnh.org</p> <p>Brooklyn Historical Society www.brooklynhistory.org</p> <p>Memorial to General Grant http://www.nps.gov/gegr/</p> <p>New York Historical Society www.nyhistory.org</p>

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