

Northwest History Consortium

Civil War Battle Display

Bill Lee

5th – 6th Grade

National Standard

Era 5: Civil War and Reconstruction (1850-1877) / STANDARD 2

Standard 2: The course and character of the Civil War and its effects on the American people

Standard 2B: (5-12) Compare the human and material costs of the war in the North and South. . . .

Montana Standards

Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).

3. Interpret and apply information to support conclusions and use group decision-making situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

BACKGROUND

Teachers: The scenario and tasking in this lesson are written with a project in mind. The students are going to examine Civil War Battles with the objective of highlighting some for a showcase.

SCENARIO

Many battles were fought during the Civil War. Some were won by the Confederacy, while others were won by the Union. Each of these battles was uniquely significant in different aspects.

TASK(S)

Your local museum has decided to erect a Civil War display. Available space for the display limits the showcasing to two battles. The museum's curator wishes to display a battle won by the Confederacy as well as one of a Union victory. She has narrowed her choice of battles down to a short-list, but she is seeking help in further narrowing down to the final two.

As the proprietors of the business, *Outlaw Research*, you have been hired by the curator to investigate the battles included on her short-list and make a recommendation regarding which battle should be showcased. Your recommendation should be in the form of a PowerPoint presentation and must include your reasoning.

Northwest History Consortium

Civil War Battle Display

Curator's Short List

Union Won Battles

Battle of Shiloh
Battle of Antietam
Battle of Vicksburg

Confederate Won Battles

Battle of Chickamauga
Battle of Chancellorsville
Battle of Spotsylvania

Group A: Recommend a Union won battle to be showcased.

Group B: Recommend a Confederate won battle to be showcased.

RESOURCES

Book

Harcourt Social Studies: Civil War to Present. Orlando, FL: Houghton Mifflin Harcourt, 2008.

Internet

“American Civil War.” 19 May 2010. Wikipedia. 2001 – 2010. San Francisco, CA. 20 May 2010 <http://en.wikipedia.org/wiki/American_Civil_War>.

“Civil War Battles.” Son of the South. ©2003 – 2010. 20 May 2010 <<http://www.sonofthesouth.net/leefoundation/civil-war-battles.htm>>.

Freeman, Joanne. “Timeline of the Civil War, 1863.” Library of Congress (American Memory). 2010. Washington, DC. 20 May 2010 <<http://memory.loc.gov/ammem/cwphtml/tl1863.html>>.

“Major Battles.” History Central (MultiEducator, Inc.). ©2000 – 2010. San Francisco, CA. 20 May 2010 <<http://www.historycentral.com/CivilWar/#Anchor-1861-49575>>.

Weeks, Dick. “The Ten Costliest Battles of the Civil War.” 23 Feb. 2003. Shotgun's Home of the American Civil War (civilwarhome.com). 1997 – 2010. Herndon, VA. 20 May 2010 <<http://www.civilwarhome.com/Battles.htm>>.

Northwest History Consortium

Civil War Battle Display

ASSESSMENT

Civil War Process Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Problem	Student demonstrates understanding of the problem on an independent level.	Student demonstrates understanding of the problem with minimal help and prompting.	Student demonstrates understanding of the problem with some help and prompting.	Student demonstrates little understanding of the problem.
Strategy/ Procedures	Used an efficient and effective strategy to solve the problem(s).	Used an effective strategy to solve the problem(s).	Sometimes used an effective strategy to solve problems, but student needed some support from the teacher.	Rarely used an effective strategy to solve problems or had to rely heavily on the teacher for support.
Working With Others	Student was an engaged partner, listening to suggestions of others and working cooperatively throughout lesson.	Student was an engaged partner, but student had trouble listening to others and/or working cooperatively.	Student cooperated with others, but student needed prompting to stay on-task.	Student did not work effectively with others.
Solution	Analyzes multiple options with support for final recommendation.	Presents multiple options with reasons from research (multiple sources) for choosing one.	Presents a solution with knowledgeable support from the research and attention to how it fits the context.	Presents a solution with some support from the research.

Northwest History Consortium

Civil War Battle Display

Civil War PowerPoint Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Aesthetic Quality	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic, but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Works Cited	Source information collected for all graphics, facts, and quotes. All documented in desired format.	Source information collected for all graphics, facts, and quotes. Most documented in desired format.	Source information collected for graphics, facts, and quotes, but it is not documented in desired format.	Very little or no source information was collected.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

Northwest History Consortium

Civil War Battle Display

REFERENCES/CITATIONS

ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 16 April 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&>. Adapted by Bill Lee for the Northwest History Consortium with permission.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 20 May 2010 <<http://nchs.ucla.edu/standards/us-standards5>>.

Lee, Bill. "Civil War Battle Display." NWESD Organization. 2008. Anacortes, WA. 20 May 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.2_CivilWar.Lee.5-6.pdf>.

OPI. "Montana Standards for Social Studies." Montana Office of Public Instruction. 2009. Helena, MT. 30 March 2010 <<http://www.opi.state.mt.us/pdf/Standards/ContStds-SocSt.pdf>>.