

# Weapons of the Civil War—4<sup>th</sup> Grade Lesson

**Poster:** Weapons of the Civil War

**Grade Level:** 4<sup>th</sup>

**Objectives:** 113.15. Social Studies, Grade 4, (b) Knowledge and Skills. (b21) Social studies skills. The student applies critical thinking skills to organized and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by finding main idea. (b22) Social Studies skills. The student communicates in written and visual forms. The student is expected to : (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

## Materials

- Weapons of the Civil War Poster
- Weapons of the Civil War—4<sup>th</sup> Grade Lesson—Graphic Organizer
- Writing instruments

## Lesson Duration

1 class period

## Do Now

From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is technology?
2. How does technology affect battles and wars?
3. Does the country with the most advanced technology always win a war? Explain your answer in one sentence.

## Activity

- Explain to students that the most important thought of a reading section is the main idea. The main idea is determined by the supporting details (including facts, reasons, or examples) found in the reading section.
- Divide students in groups of 3
- Lead a guided reading activity assigning each group a color (blue, red, or green).
- Call on a student from each group to read a text box from the poster that corresponds to their group color.
- Instruct students to fill out the graphic organizer.

## Closing

Correct inaccuracies and explain to the students how all the different weapons and technology fit together in the historical narrative. Have them answer the following questions as an exit ticket:

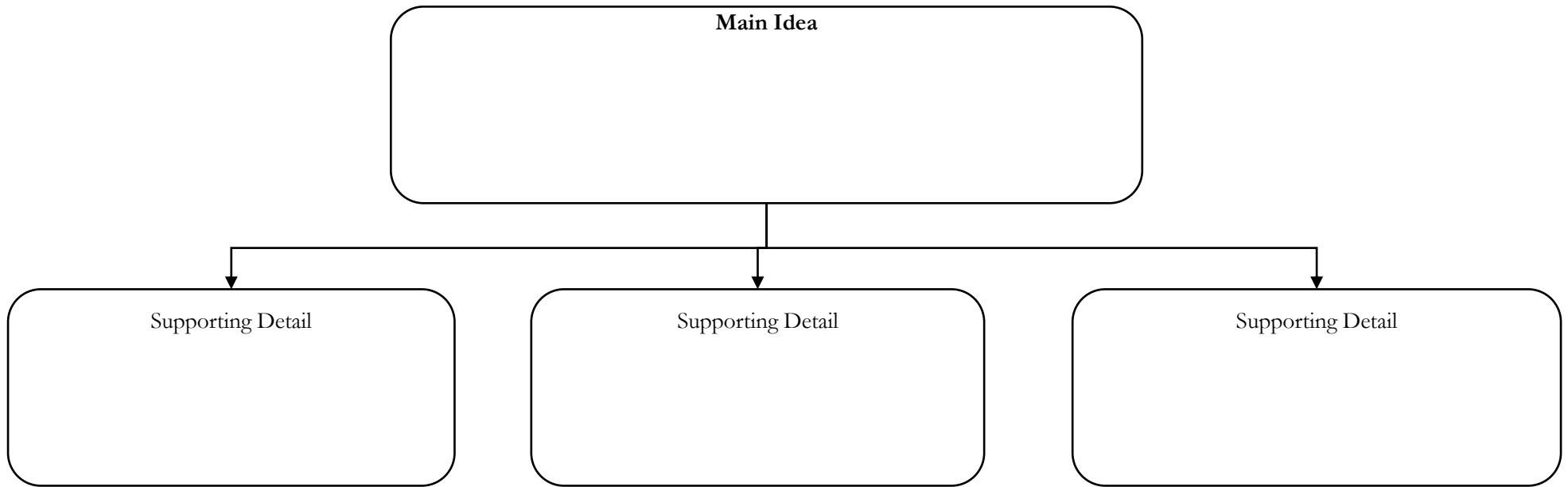
1. What are some advantages and disadvantages of having better technology in the battlefield
2. Explain some technologies that were introduced during the Civil War.

# Weapons of the Civil War—4<sup>th</sup> Grade Lesson—Graphic Organizer

## Identifying Main Idea & Supporting Details

**Definitions:** The most important thought of a reading section is the main idea. The main idea is determined by the supporting details (including facts, reasons, or examples) found in the reading section.

**1. Instructions.** Read the poster. As you read, identify the main idea and write it down in the box below. Then write down the main idea's three supporting details



**2. Instructions:** Look at the chart and diagrams at the bottom of the Weapons of the Civil War Poster and answer the following questions.

1. Who has more casualties, the Union or Confederacy? \_\_\_\_\_
2. What is the relationship between the number of casualties and the number of factories? \_\_\_\_\_  
\_\_\_\_\_
3. How many factory workers did the Union have? \_\_\_\_\_ How many factory workers did the Confederacy have? \_\_\_\_\_
4. More miles of railroad allows the Union to \_\_\_\_\_
5. Less miles of railroad prevents the Confederacy from \_\_\_\_\_



# Weapons of the Civil War—7<sup>th</sup> Grade Lesson

**Poster:** Weapons of the Civil War

**Grade Level:** 7<sup>th</sup>

**Objectives: Objectives:** 113.19. Social Studies, Grade 7. (b) Knowledge and skills. (b20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to: (20A) compare types and uses of technology, past and present. (b21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (b22D) create written, oral, and visual presentations of social studies information.

## Materials

- Weapons of the Civil War Poster
- Computer or tablet with internet access
- Poster
- Markers
- Color Pencils
- Weapons of the Civil War—7<sup>th</sup> Grade Lesson—Graphic Organizer
- Weapons of the Civil War—7<sup>th</sup> Grade Lesson—Evaluation

**Lesson Duration:** 1 class period

## Do Now

From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is technology?
2. How does technology affect battles and wars?
3. Does the country with the most advanced technology always win a war? Explain your answer in two sentences.

## Activity

- Create groups of 4 students.
- Distribute materials to each group.
- Assign each group one of the following categories:
  - Rifles of the Civil War
  - Pistols of the Civil War
  - Artillery of the Civil War
- Each group should research the following about each category using legitimate the Weapons Poster or legitimate online sources:
  - Short history of each device
  - Weight
  - Length
  - Damage cause to people and property
  - Which side (Union or Confederacy) used it more often? Why?
- All groups should include the following in their poster: **Advantages of the South & Advantages of the North** and **two illustrations**.
- Groups will be able to use the Graphic Organizer to gather data and then transfer to poster.
- After students have finished, groups should present their findings and poster to the class.
- Students should fill out an Evaluation form as groups are presenting.

## Closing

Correct inaccuracies and explain to the students how all the different weapons and technology fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What are some advantages and disadvantages of having better technology in the battlefield.
2. Name one battle and its significance to the Civil War.

## Weapons of the Civil War—7th Grade Lesson—Graphic Organizer

**Directions:** Before you start designing your poster, research information on the topic assigned by your teacher.

	Rifles (2) of the Civil War		Pistols (2) of the Civil War		Artillery (2) of the Civil War	
	Rifle 1	Rifle 2	Pistol 1	Pistol 2	Artillery 1	Artillery 2
Short history of each device						
Weight						
Length						
Damage caused to people and property						

Confederate Strengths	Union Strengths
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

# Weapons of the Civil War—7th Grade Lesson—Evaluation

**Peer Presentation Evaluation Form:** *Fill this out as groups are presenting. Be specific but kind in your feedback.*

Presentation created by: \_\_\_\_\_

Presentation reviewed by: \_\_\_\_\_

1. Commendation (Something you liked or thought was especially well done). Be specific.
  
  
  
  
  
  
  
  
  
  
2. Recommendation (Something you could suggest to enhance or improve this presentation). Be specific.
  
  
  
  
  
  
  
  
  
  
3. Most interesting fact or data you learned from this presentation (informational only).

## Overall Rating

Excellent

Good

Fair

Poor

# Weapons of the Civil War—8<sup>th</sup> Grade Lesson

**Poster:** Weapons of the Civil War

**Grade Level:** 8<sup>th</sup>

**Objectives:** 113.19. Social Studies, Grade 8. (b) Knowledge and skills (b8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (b8B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to (b29C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly.

## Materials

- Weapons of the Civil War Poster
- Computer or tablet with internet access
- Poster
- Markers
- Color Pencils
- Weapons of the Civil War—8<sup>th</sup> Grade Lesson—Graphic Organizer
- Weapons of the Civil War—8<sup>th</sup> Grade Lesson—Evaluation

**Lesson Duration:** 1 class period

## Do Now

From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is technology?
2. How does technology affect battles and wars?
3. Does the country with the most advanced technology always win a war? Explain your answer in two sentences.

## Activity

- Create groups of 4 students.
- Distribute materials to each group.
- Assign each group a battle and allow time for students to research the following battles:
  - Battle of Vicksburg
  - Battle of Gettysburg
  - Battle of Antietam
  - Battle of Bull Run
  - Appomattox Courthouse
  - Fort Sumter
- Each group should research the following about each battle:
  - Location
  - Date
  - Significant Individuals (Union & Confederate)
  - Was it mostly an artillery, cavalry, or infantry battle?
  - Result of the battle
  - Significance of the battle
- All groups should include the following in their poster: **Advantages of the South & Advantages of the North** and **two illustrations**.
- Groups will be able to use the Graphic Organizer to gather data and then transfer to poster in an organized and creative manner.
- After students have finished, groups should present their findings and poster to the class.
- Students should fill out an Evaluation form as groups are presenting.

## Closing

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What are some advantages and disadvantages of having better technology in the battlefield.
2. Name one battle and its significance to the Civil War.

## Weapons of the Civil War—8th Grade Lesson—Graphic Organizer

**Directions:** Before you start designing your poster, research information on the topic assigned by your teacher.

	Battle of Vicksburg	Battle of Gettysburg	Battle of Antietam	Battle of Bull Run	Appomattox Courthouse	Fort Sumter
Location						
Date						
Significant Individuals (Union & Confederate)						
Artillery, Cavalry, or Infantry Battle?						
Result?						
Significance of Battle						



# Weapons of the Civil War—8th Grade Lesson—Evaluation

**Peer Presentation Evaluation Form:** *Fill this out as groups are presenting. Be specific but kind in your feedback.*

Presentation created by: \_\_\_\_\_

Presentation reviewed by: \_\_\_\_\_

1. Commendation (Something you liked or thought was especially well done). Be specific.
  
  
  
  
  
  
  
  
  
  
2. Recommendation (Something you could suggest to enhance or improve this presentation). Be specific.
  
  
  
  
  
  
  
  
  
  
3. Most interesting fact or data you learned from this presentation (informational only).

## Overall Rating

Excellent

Good

Fair

Poor

# Weapons of the Civil War—11<sup>th</sup> Grade Lesson

**Poster:** Weapons of the Civil War

**Grade Level:** 11<sup>th</sup>

**Rationale:** In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

**Objective:** Discussion activities allow students to summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 111).

**Key Concept 5.3 (IA):** Both the Union and the Confederacy mobilized their economics and societies to wage the war even while facing considerable home front opposition.

## Materials

- Weapons of the Civil War Poster
- Copies of Weapons of the Civil War—11<sup>th</sup> Grade Lesson—Poster Analysis

## Lesson Duration

1 class period

## Do Now

From *Teach Like a Champion*:

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1. What is technology?
2. How does technology affect battles and wars?
3. Does the country with the most advanced technology always win a war? Explain your answer in two sentences.

## Activity

- Place students in groups of 4 or 5
- Ask each student to read the description of an artifact on the Weapons of the Civil War Poster.
- Ask students to share the information from the reading with students from other groups who have read the same text.
- Then, ask students to return to their original groups to share their new knowledge.
- Finally, ask each group to work together to formulate 5 higher-order thinking questions about what they learned.
- Questions can begin with the following question stems:
  - Do you agree that \_\_\_\_\_? Explain
  - What do you think about \_\_\_\_\_?
  - What is most important?
  - Prioritize \_\_\_\_\_ according to \_\_\_\_\_.
  - What criteria would you use to assess \_\_\_\_\_?
  - What solutions would you suggest for \_\_\_\_\_?
  - What ideas can you add to?
  - How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_?
- Have groups exchange questions and answer each other’s questions.

## Closing

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What are some advantages and disadvantages of having better technology in the battlefield?
2. Explain some technologies that were used during the Civil War.

## Weapons of the Civil War—11<sup>th</sup> Grade Lesson—Poster Analysis

**Instructions:** After you have shared information from the poster with students from other groups and have come back to your original groups, with your groups, create 5 questions about the information you have learned. Questions can begin with the following question stems:

- Do you agree that \_\_\_\_\_? Explain
- What do you think about \_\_\_\_\_?
- What is most important?
- Prioritize \_\_\_\_\_ according to \_\_\_\_\_.
- What criteria would you use to assess \_\_\_\_\_?
- What solutions would you suggest for \_\_\_\_\_?
- What ideas can you add to?
- How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_?

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

**When you are done coming up with your questions, exchange questions with another group and answer each other's questions.**