

# Northwest History Consortium

## Civil War/Brother Against Brother

Cindy Mapston

4th or 5<sup>th</sup> Grade

### National Standard

#### **Era 5: Civil War and Reconstruction (1850-1877) / Standards 1 and 2**

*Standard 1: The causes of the Civil War*

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

### Montana State History Standards

*Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.*

*Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.*

*Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.*

### Golden Triangle Cooperative Standards

#### **Grade 5**

**GR.5.08:** *The student will identify causes and effects of the Civil War (S4B8#2,6) (S6B8,6) U.S. History, Economics, Geography, Sociology, Civics*

**5.09:** *The student will describe the geography of North America. (S3B8#2,6) Geography*

**5.10:** *The student will locate and use social studies reference materials, primary sources, and/or technology to compile information. (S1B8#1,2) (S3B8#5) (S4B8#1,3) (S5B8#4) Geography, Sociology*

### **BACKGROUND**

Read *Voices From America's Past: Blue or Gray? A Family Divided* (Primary Source) to the class. This book will set the mode for the class to see that family members did in fact fight on opposite sides during the Civil War. It also introduces to your students primary sources: letters.

### **PROBLEM**

- What could have prevented families from splitting on issues during the Civil War?
- What suggestions or solutions could have been made for the problems facing the nation at the time?
- If the mothers of soldiers could have written letters to General Lee, General Grant, or Abraham Lincoln, what would they have said to these leaders to find better solutions for the nation's differences instead of going to war?

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#### SCENARIO

It is the summer of 1861. The morning sun rises over your Ohio farm. A rooster crows welcoming the day. Below your loft bedroom your mother lets out a cry. You peer down from your room and see her holding what appears to be a letter. It is a letter from your oldest brother Eli. He had left in the night to join the Union Army.

Eli and your second-oldest brother, Sam had been arguing about the war since spring. “The Union for ever!” Eli would declare. Sam would retaliate with “Down with Northern tyranny.” You just hope the war ends soon.

You read in the newspaper that the Confederates have just had a victory in Virginia. Expecting a short war, many men from the South choose to join the army before the war ends. You wonder if Sam will leave to join the Confederate forces. If this decision is reached could he and Eli end up fighting against each other—brother against brother? How could our nation have prevented situations like this from happening?

Your mother has asked for help to compose a letter to the following leaders: President Abraham Lincoln, General Ulysses S. Grant, and General Robert E. Lee, in hopes that the war could be called off and a resolution reached as soon as possible.

#### TASK

What would mothers have said to these leaders to find better solutions for the nation’s differences instead of going to war? Remember that you need to support your ideas with historical documentation.

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### RESOURCES

Group name: \_\_\_\_\_

#### PBL model steps:

1. Read and analyze the problem scenario.
2. List hypothesis, ideas, or hunches.
3. List what you know.
4. List the unknown. Prepare a list of questions.
5. Plan the investigation.
6. Gather information.
7. Present the findings.

#### Understanding the Problem

#### HYPOTHESIS: (Ideas or hunches)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### WHAT DO I ALREADY KNOW?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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**WHAT IS THE LIST OF UNKNOWN?** (Make a list of questions)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**GATHERING INFORMATION:** (What facts did you find out to help you make your decision(s)?)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

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### KWL CHART FORM

<b>B</b> Hypotheses, ideas or hunches	<b>K</b> What is already known?	<b>W</b> What you need or need to know – your questions	<b>H</b> How you will find your information – your POA	<b>L</b> What you learned

“Extended KWL Chart.” Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

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#### **Books**

Connell, Kate. Blue or Gray? A Family Divided. Washington, DC: National Geographic, 2002.

#### **Internet**

“The American Civil War: Diaries, Letters, and Memoirs.” 1 Dec. 2009. Dakota State University. ©2010. Madison, SD. 19 May 2010 <<http://www.homepages.dsu.edu/JANKEJ/CIVILWAR/diaries.htm>>.

“The Civil War.” 2002. Public Broadcasting System (WETA). ©1995-2010. Washington, DC. 19 May 2010 <<http://www.pbs.org/civilwar/war/facts.html>>.

“Civil War Women: Primary Sources on the Internet.” 9 March 2010. Duke University Libraries (Sallie Bingham Center for Women’s History and Culture). ©2010. Durham, NC. 19 May 2010 <<http://library.duke.edu/specialcollections/bingham/guides/cwdocs.html>>.

“Pennsylvania Civil War soldiers’ Personal Histories.” Pennsylvania Volunteers of the Civil War. ©1997-2010. 19 May 2010 <<http://www.pacivilwar.com/histories.html>>.

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### ASSESSMENT

### Civil War Letter Assessment Rubric

**Problem:** \_\_\_\_\_

**Student(s):** \_\_\_\_\_

**Total Points:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Categories	4	3	2	1
<b>Historical Content</b>	Student demonstrates a high level of understanding of the historical content of the Civil war issues and solutions are relevant.	Student demonstrates a connection relevant to issues but is limited in number.	Student demonstrates a limited connection relevant to the issues.	Student is unable to connect solutions that are relevant to the issues.
<b>Supporting Details</b>	Student's reasoning is clearly defined and supported and shows a unique understanding of the issues.	Student's reasoning is defined and is relevant to the problem.	Student's reasoning is defined but is not always relevant to the problem.	Student's reasoning is not relevant to the issues and requires teacher assistance.
<b>Letter Format</b>	Student demonstrates the use of correct letter format throughout the letter.	Student demonstrates the use of letter format with minimal error.	Student demonstrates the use of letter format with many errors.	Student needs assistance with the use of letter format.
<b>Letter Legibility</b>	Student letter is legible and uniquely designed.	Student letter is legible.	Student letter is not easily read.	Student letter has numerous mistakes that affect its meaning.
<b>Group Participation/ Cooperation</b>	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
<b>Reflection</b>	Student completes self evaluation and demonstrates clear and concise knowledge of the subject matter and learning experience.	Student completes the self evaluation and demonstrates average growth with the content knowledge and learning experience.	Student completes the self evaluation and demonstrates minimal growth of content knowledge or learning experience.	Student does not complete the self evaluation and/or shows little effort.

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#### REFERENCES/CITATIONS

- “Extended KWL Chart.” Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.
- “Golden Triangle Cooperative Social Studies Standards.” Golden Triangle Cooperative-Montana (gtccmt.org). 29 March 2010 <<http://www.gtccmt.org/curricul/socialst/index.html>>.
- “History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.
- Mapston, Cindy. “Civil War/Brother Against Brother.” NWESD Organization. 2008. Anacortes, WA. 19 May 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.1-2\\_CivilWar.Mapston.4-5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.1-2_CivilWar.Mapston.4-5.pdf)>.
- Mapston, Cindy. “Civil War Letter Assessment Rubric.” NWESD Organization. 2008. Anacortes, WA. 19 May 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.1-2\\_CivilWar.Mapston.4-5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.1-2_CivilWar.Mapston.4-5.pdf)>.
- Ogle, Donna M. “KWL Chart.” 1986.
- 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>>.