

Title: “America After the Civil War”

Grade Level: 3rd grade

Subject Matter: Social Studies

Target Audience: Small group

Time Frame: 40-50 minutes

Taught by: Lynnsey Fisher

Goals:

I. Cognitive: The students will understand how four years of the Civil War affected the land in the South. They will make connections between enslaved men and women and their lives before and after the war. The students will understand the positive and negative effects of the Civil War on the citizens of America.

II. Affective: The students will develop a new outlook on the effects of war further than “who won or lost” by connecting the lives of people before, during and after the Civil War.

Standards:

IL Standards:

State Goal 16 – Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Goal 18 – Understand social systems, with an emphasis on the United States.

NCSS Standards:

II. Time, Continuity, & Change – c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past

IV. Individual Development & Identity – h. work independently and cooperatively to accomplish goals

Objective:

Students will discuss the trials and tribulations that the Civil War brought to America. They will participate in discussions about how the Civil War affected the land and the economy. Students will also discuss what the Civil War did for enslaved men and women in America. They will be instructed to think about the lives of slaves before the war as well as after they were freed. The students will then complete a picture analysis on a picture of the ruins after the war by imagining they were inside of the picture and recording what they see, hear, feel, smell and taste.

Materials:

- *Put Yourself in the Picture* worksheets

- Ruins of war photos
- pencil

Resources:

Ford, C. (2004). *Lincoln, slavery, and the emancipation proclamation*. Enslow Publishers: Berkeley Heights, New Jersey.

Freedman, R. (1987). *Lincoln: A photobiography*. Clarion Books: New York, New York.

Steffoff, R. (2003). *The civil war and reconstruction: 1863-1877*. Benchmark Books: Tarrytown, New York.

Focusing Activity:

The teacher will begin the day's lesson by playing a short review game about concepts and vocabulary that they have been learning the past few weeks. The teacher will have a list of 1-2 questions pulled from each lesson and ask each student in a "game show" format. She will ask a question and the first student to raise his or her hand will be called on. If the student answers correctly, the group will discuss the answer briefly for background. If the student answers incorrectly, anyone can offer the correct answer for brief discussion.

I. Purpose of the activity:

The purpose of this activity is to get the students "back in the swing of things" after a five week period of having no lessons on the topic. The students will be able to put themselves back in a position of Civil War just enough to be able to connect what happened in past lessons to the current lesson. Another purpose of the review activity is to refresh their memories for the upcoming quiz.

Instructional Input/Content Knowledge:

- *"So the Civil War finally came to an end on April 9, 1865 – almost FOUR years after it had started.*
- *"The land of the South was ruined at this point. What do you think the Civil War did to the land during those four years?"*
- *"That's right – thousands and thousands of acres of farm land had been destroyed as well as ENTIRE plantations."*
- *"How might the loss of this land and the plantations affect Southerners as they were trying to rebuild after the war?"*
- *"The South felt extremely beaten down after the war. Since their states' rights were over-ruled once again by federal laws, their money was useless as well."*
- *"Abraham Lincoln did his best to make it as easy as possible for the Southern states to rejoin the union which angered many of the Northern states."*

- *“Think about this: the country has spent four years divided and fighting in a war against each other. When the war finally ends, still no one seems happy with the outcome. The Southern states felt lost since everything they knew had changed and the Northern states were angry that the Confederate states would be let back into the Union. This was still a very troubled time for America.”*
- *“Other than plantations being ruined by battles, why else might they not be able to function in the South as efficiently if at all as they did before the war?”* (Slaves were freed, little or no help to attend to them)
- *“That’s right – slaves were free men at this point so many of them picked up and headed North.”*
- *“Imagine being a slave before the Civil War. What was your life like?”* (No freedom, bossed around, worked a lot)
- *“So you had very little rights... but did you have a place to sleep? Did you have a place to live and eat meals? Even though they were slaves, the people that owned them more often than not provided them with all of these things.”*
- *“Now even though slaves were considered property, why would slave owners want to feed them and give them a place to live?”* (Because only healthy and well fed slaves would be good workers.)
- *“Now imagine the Civil War has ended and you’ve been set free. You are no longer a slave. What will you do? Where will you go? Will life be easier or harder for you?”* (allow short discussion or introduction of ideas)
- *“You are free now. But you have no house, no job, you can’t go to school, you can’t even read. Are you really free? Why or why not?”*
- *“What do the African-Americans who were now free people need to be really free? What kinds of help did these people need? How could they help themselves?”*
- *“President Lincoln and many members of Congress at the time agreed that something must be done to help the new freed slave men and women find their place in the new society.”*
- *“In 1865, the federal government created something known as the Freedmen’s Bureau. What do you think this was?”*
- *“It was a government agency that was devoted to setting up schools for Southern African-American men get land. They offered food, medical aid, and clothing to those who needed it.”*
- *“So even though the Civil War was a terrible time in our history, the years after the Civil War brought little relief to the struggles America was facing before and during those years. There was still a lot to work through while the country was rebuilding!”*

Response Activity:

I. Procedure:

The teacher will re-emphasize the effects of the Civil War of the land and the people in America after the Civil War. To give the students a visual idea, she will show the students a picture of Charleston, South Carolina after the war. The students will imagine themselves as one of the children in the picture and write

about what they hear, smell taste, see and feel.

II. Directions:

The teacher will begin by providing each student with a copy of a picture showing the ruins of South Carolina after the Civil War (Freedman, pg. 114) as well as a *Put Yourself in the Picture* worksheet. The teacher will ask the students to think about the picture and the things they see in it. She will then ask the students to use their imaginations to put themselves inside of the picture. She will ask them to record the sights they see, the things they hear, feel, smell, and touch. The teacher will show the students her model with a few examples filled in. The students will then share with one another after they are done.

Teacher Model

- Clear and supportive directions
- Positive reinforcement and encouragement of creativity
- Teacher displays her example of the *Put Yourself in the Picture* worksheet

Conclusion:

- *“Congratulations! You just went from knowing very little about the Civil War to knowing a lot about the Civil War in six days!”*
- *“Does anyone have anymore questions about the Civil War?”*
- *“I’ve brought some books about Abraham Lincoln and the Civil War that you all can look through. You may have to share with someone, but you should definitely look at them.”*
- Teacher will pass out Lincoln: A Photobiography, Lincoln, Slavery, and the Emancipation Proclamation, and The Civil War and Reconstruction: 1863-1877 as well as any books brought by the co-teacher.
- *“Also, let’s take this time to get our folders in order so you can have everything there to study for our quiz next week!”*