

Civil War Contributions

1. Question & Research Task

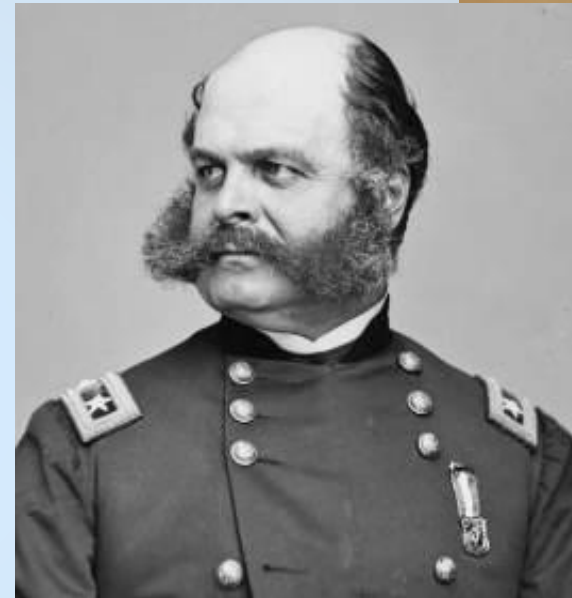
Chances are that the men pictured on this screen are the type of soldiers you picture fighting in the American Civil War.

While most soldiers fighting for the Union and the Confederacy were white men, many other groups of people were involved in supporting the war effort. African Americans and male children of all ages fought on both sides, while women acted as spies and medical staff.

How much impact did these groups of people have on the war? What would the outcome of the war be without these groups of people?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How did the contributions of African Americans, women, and children impact the Civil War?



General Burnside (Union, left) and General Bragg (Confederate, right) fought in the Civil War.

Image Source: Discovery Education

2. Information Sources

Research your assigned category using the sources below to complete the Student Activity on Slide 3.

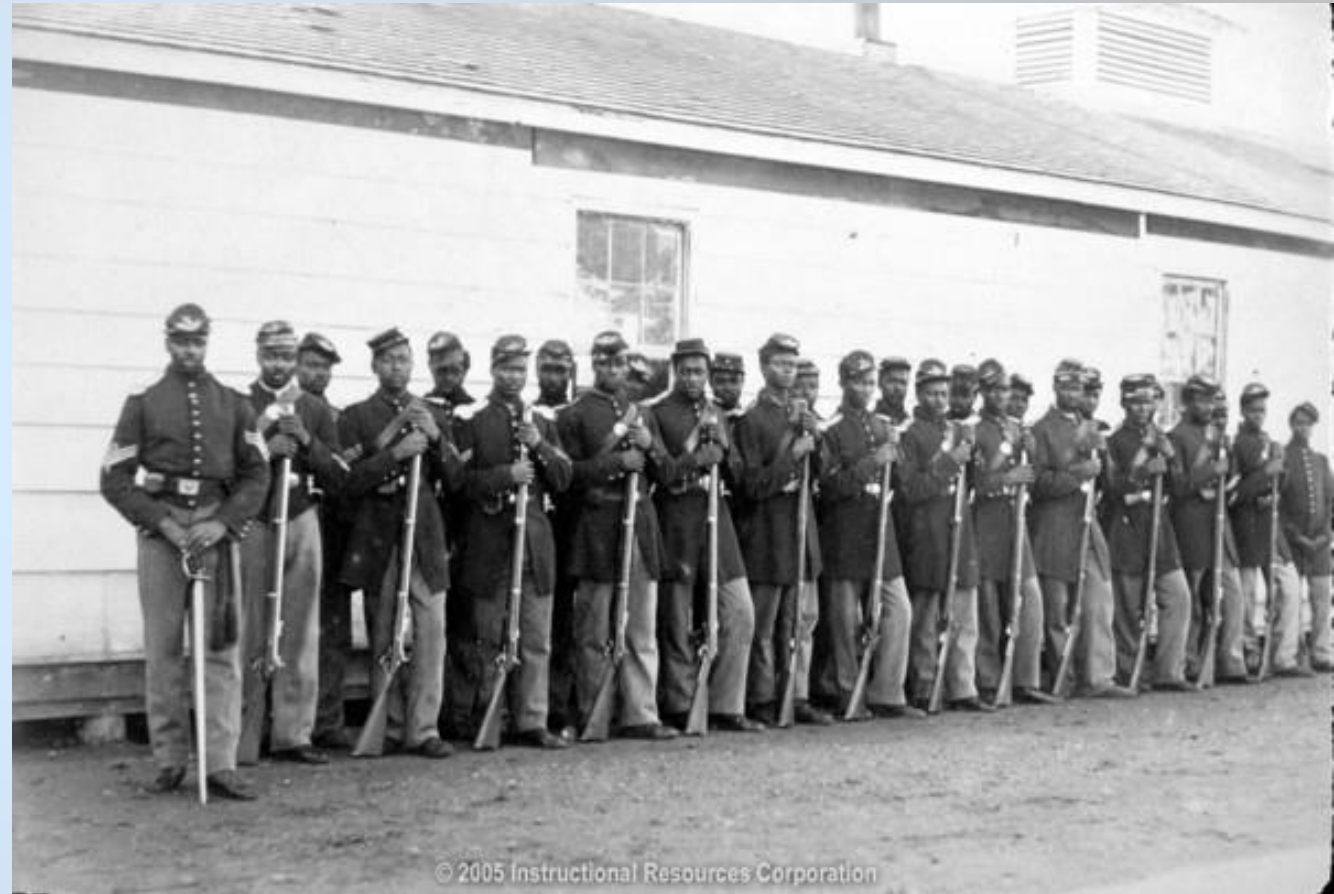
African Americans	Women	Children
<ul style="list-style-type: none">• Watch Black Soldiers in the Civil War• Watch African Americans in Union Army• Watch Black Regiment storms Fort Wagner• Read Black Soldiers Appeal for Equal Pay• GALE: Confederate Act to Employ Free Negroes• Watch Bottom Rail on Top• Read Spies & Scouts• Library of Congress: African American Soldiers during the Civil War• Listen to Captain Prickitt's Book	<ul style="list-style-type: none">• Watch Women in the Civil War• Watch Women of the Civil War• Watch Clara Barton Biography• Watch Harriet Tubman's roles during the Civil War• Read Meet Dr. Mary Walker• History: Mary Elizabeth Bowser, Union Spy• National Archives: Women Soldiers of the Civil War• Petersburg National Battlefield: Women at City Point• Smithsonian: Women who fought in Civil War• Read Women on the Border	<ul style="list-style-type: none">• Read Children of the Civil War• Read Children on the Battlefield• Read Children of the Civil War: On the Homefront• Read Children and the Civil War• Read Children during the Civil War• View Civil War Drummer Boy• Read Fannie Calhoun's Letter to her father• Read No Time for Games

3. Student Activity

Use the information sources on Slide 2 to take notes about the contributions of a group assigned by your teacher.

Include both general information and specific examples of people and what they did to impact the Civil War.

Use a Google Document, or a graphic organizer of your choice to record your notes.



Company E of the 4th U.S. Colored Infantry at Fort Lincoln in Washington, D.C.

Image Source: Discovery Education by subscription

4. Assessment Activity

SLIDE NAVIGATION

1

2

3

4

5

6

Next

1

2

3

4

5

absolutely no impact

some impact

moderate impact

a large impact

absolutely total impact

Impact continuum for contributors during the Civil War.

Image Source: BCPS curriculum

Jigsaw to share your new knowledge about the contributions of your group with students who researched other groups. Then, create an argumentative response ranking the impact that African Americans, women, and children had on the Civil War. Justify your ratings using specific examples from your research notes.

Your answer will be scored using the same [rubric](#) as your end-of-unit-assessment (focusing on the highlighted standards only for this response).

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next

Reconstruction



The Beanbody Histories: The Civil War, Part 3: Reconstruction

Image Source: Discovery Education

After the Civil War, three different plans were proposed on how to deal with the states that had seceded from the Union. Once President Lincoln was assassinated, many wanted the South to pay for becoming traitors to the United States.

Watch the video to learn about Reconstruction. Take notes on the following:

- The 13th and 14th Amendments
- Voting rights
- Why do you think women were still excluded?
- What was sharecropping and how did it begin?

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

Maryland State Curriculum /Content Standards C3 Framework

D2.His.4: Analyze multiple factors that influenced the perspectives of people during different historical eras.

D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Social (2): Examine how America’s handling of issues of diversity impacted disenfranchised groups.

Common Core State Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards for the 21st Century Learner

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently (time) and effectively (sources); Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 8 American history, The Civil War

Objective: Students will be conducting brief, focused research in order to evaluate the contributions African Americans, women, and children made to the Civil War effort.

Time Frame: 1 90-minute period

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.