Civil War Projects

Subject	**American History**
Grade	**Middle through High School**
Duration	**3-4 days, 50-minute periods**

Abstract
Students will collaborate with their peers to explore digital images of Civil War-era primary artifacts stored in the LOUISiana Digital Library. Student projects vary in format from multimedia presentations to "Meet the Press" interviews.

Objectives
Students will
1. use analysis guidelines to evaluate primary source documents
2. use technology resources and Internet collections to research selected Civil War topics and produce assigned products
3. use project guidelines and rubric to produce their specific project product (debate, visual, multimedia presentation)
4. demonstrate effective time management by completing tasks in the time allotted

Louisiana Benchmarks
Content Standards and Grade Level Expectations:
- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1B-M12 describing the causes and course of the Civil War and examining the impact of the war on the American people;
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
- H-1A-H5 conducting research in efforts to analyze historical questions and issues;
- H-1A-H6 analyzing cause-effect relationships;
- H-1B-H5 analyzing the origins, major events, and effects of the Civil War and Reconstruction;

Educational Technology Standards:
- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.

- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects.
- Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Materials
- Civil War Analyzing Primary Documents Introductory Activity
- Civil War Project Guidelines and Browsing Guide
- Multimedia Presentation Storyboard
- Oral Presentation Rubric

Pre-Lesson Procedures
- If using the introductory Analyzing Primary Documents Introductory Activity, make copies of this worksheet. 1 copy per student.
- Make copies of Civil War Project Guidelines and Browsing Guide, Multimedia Presentation Storyboard, Multimedia Presentation Rubric and Oral Presentation Rubric. 1 per group.

Lesson Procedures
- **Document Analysis Introduction**. If students are unfamiliar with using primary documents for research, complete the Document Analysis Activity together.
- Divide class into sets of partners. Explain that partners will work together to read a document from the 1860s period of Louisiana history.
- Distribute copies of the Civil War Analyzing Primary Documents Introductory Activity to students. If necessary, introduce the questions to students to assure each student understands the questions and activity procedure.
- Distribute copies of the Infamous! : vide Lord Palmerston's speech document. Ask each set of partners to read the document and answer the worksheet questions.
- Debrief. Discuss student findings, emphasizing the contemporary significance of artifacts.
- **Civil War Group Projects**. Divide students into groups and assign topics.
- Distribute copies of the Civil War Project Guidelines and Browsing Guide, Multimedia Presentation Storyboard, Oral Presentation Rubric.

Assessment
- Multimedia Presentation Storyboard
- Oral Presentation Rubric
- Analyzing Primary Documents Introductory Activity Sheets

Accommodations/Modifications Built Into the Lesson
- Cooperative grouping
- Small class segments
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback
- Visuals and manipulatives

Reports from Louisiana
THE CIVIL WAR

NOTE: For easy viewing, 1) save this document to your computer, 2) open the document in MS Word, 3) from the MS Word top toolbar select File then Web Page Preview. All links will open in new pages and you can easily navigate back to this page.

Directions for Civil War Projects

GROUP PROJECT #1. CIVIL WAR BATTLEFIELDS

Louisiana soldiers fought on both sides of the Civil War conflict and participated in every major battle of the war.

1. Search the LOUISiana Digital Library for Civil War battlefield pictures. Locate the pictured battlefields on a Civil War map.
2. Use the battlefields you placed on the map to create a chart of Civil War battles. On your chart, list the date, state and importance of each battle. You may also wish to research and list the Union and Confederate commanders at each battle.

Extension: Prepare a map and chart of important battles that took place in Louisiana.

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GROUP PROJECT #2. THE HOMEFRONT: BATTLE OF THE FAIR

Travel back in history and participate in a "Meet the Press" interview between General Butler and a representative of the women of New Orleans. Write and present their conversation. To find out what each would say, search the LOUISiana Digital Library for:

1. Resolutions of Louisiana's Confederate Congress
2. Butler's infamous "Woman's Order"
3. Butler's declaration of martial law in Louisiana
4. The Battle of the Fair sheet music

Extension: Research the role of Women in today's American military. Prepare a visual presentation that summarizes their role.

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GROUP PROJECT #3. CIVIL WAR COMMANDERS

Create a Who's Who slideshow of significant Civil War commanders.

1. Set your Who's Who Criteria: how will you decide which officers will be selected for your Who's Who?
2. Search the LOUISiana Digital Library for pictures and information. Include Union and Confederate officers who meet your criteria.

In your slideshow, include why each person was important during the Civil War.

Extension: Research significant commanders in today's American military. Prepare a display that illustrates two or three top commanders for each area of the military and why the commanders are significant.

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SUPPLEMENTAL CIVIL WAR PROJECTS

Search the LOUISiana Digital Library for information about:
1. **Political Cartoon History of the Civil War**. Search the Harper's Weekly Collection in the LOUISiana Digital Library. Select three major topics that are pictured in the collection's political cartoons. Using sample cartoons from the collection, prepare a multimedia presentation or visual display that summarizes the message of each topic as presented by the Harper's Weekly cartoon artist.

    Extension: Locate present-day political cartoons that present information on American military involvement overseas. Compare and contrast the Civil War cartoons with more recent cartoons. Consider style, subject, etc.

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2. **Civil War Technology, Medicine and Weapons.** Search the LOUISiana Digital Library for information concerning communication, transportation, weapons, medicine and other technology-related topics. Consider: how did technology shape the face of war? Prepare a slideshow presentation that summarizes the topic: ***Mid-Nineteenth Century Technology at War.***

    Extension: Research modern war technology and prepare a display that illustrates how technology impacts the face of war today.

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3. **African Americans during the Civil War**. Search the Harper's Weekly Collection of political cartoons and the Antebellum American and America at War paintings, documents and photographs in the LOUISiana Digital Library for information about African Americans during the Civil War period. Prepare a multimedia presentation or visual display that summarizes the role and treatment of African Americans before and during the Civil War. You may wish to divide your presentation into two sections: 1. Slavery and 2. Civil War.

   Extension: research the role of African Americans in today's American military. Prepare a visual display/presentation that illustrates their role.

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4. **Civil War Sheet Music.** Search the LOUISiana Digital Library for lyrics and sheet music of the Civil War era. Prepare a multimedia presentation that explains the subjects of war music and the significance of the music to the war effort.

   Extension: Research current music for examples of how war music still impacts Americans.

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5. **Civil war paintings**
6. **Letters from soldiers**
7. **Uniforms of the war**
8. **Prisoners of war**

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Analyzing Primary Documents: Civil War

Infamous! : vide Lord Palmerston's speech

GENERAL INFORMATION
1. What is this document?

2. Who wrote it?   What was her/his position/title?

3. When was it written?

4. Why was this document written? (What was its purpose?)

5. Who was the intended audience?

6. What questions come to mind as you read the document?

7. What else do we need to know in order to understand the evidence in this source?

Primary Documents as History
What does the document reveal about the time in which it was produced or used?

What does the document reveal about the people who used or produced it?

Multimedia Presentation Rubric
(PowerPoint/Hyperstudio/Pamphlet/Poster Board)

Group: _____   **Members** _____

Grading Criteria			**Points**		
Content	5	4	3	2	1
Historically Relevant Facts	Contains at least 2 accurate pieces of information for each required heading (5 pts)		Contains 3, accurate	Contains 2, accurate	Contains 1, accurate
Significance of Information	Facts are accurate and significant for all entries (5pts)	Facts are accurate; most info is significant	Most facts are accurate, some info is significant	Some facts are accurate; some info is significant	Much important information is lacking
Pictures or graphics	Contains at least 4 accurate/relevant		Contains 2, accurate and/or lack relevance		Contains 1, accurate
Spelling	No errors			1-2 errors	3 or more errors
Grammar/style.	No errors			1-2 errors	3 or more errors
Slide/stack/ Pamphlet Organization	Well organized and easy to follow		Average organization		Lacks organization, direction or purpose
Sides/Poster/Cards/ Pamphlet	Contains, but does not exceed, required number of items				Contains fewer than required items
Title Page	Contains title group members' names, date			Title slide Information incomplete	No information given
Visual Appeal	Colors and graphic design complements information and does not detract from audience's engagement with historical information. Poster/pamphlet display make use of all available room. (5 pts)		Colors/graphs are visually appealing but detract from audience's engagement with information (3 pts)		Little attention given to graphic design or use of available space
Group Participation as evidenced by instructor's observation records	All members participated in organization /construction of visual. Covers all indicated issues related to the topic.		Some assignments incomplete, some members not on task or absent		Failed to cooperate, incomplete assignments, poor use of time, poor quality products

Points Earned By Each Group Member:_____/50 Pts Possible   Letter Grade _____