

Who's Who of the Civil War

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Overview

Topic: Civil War, Presentation Software, Internet Research. This lesson reviews important people of the Civil War using web based research and presentation software. Students research a Civil War person then create a slide which contains facts, a picture, if they were North or South and the year born and died. Five facts will be placed on each slide from famous battles to their nicknames. The slides are then added together to form a slide show that may later be used for review.

Time Allotment

Three 45-minute class periods

Media Components

Great Campaigns of the Civil War #1, First Blood

TV/VCR with remote control

LCD Projector or TVator system

speakers

computer lab with network and Internet access

Presentation software, such as PowerPoint or Presentations

Civil War style music on CD pulled from Internet (optional)

CD Player (optional)

Websites for research related to the Civil War:

American Civil War: Provides a search for many

Civil War People — www.americancivilwar.com

Civil War: Also provides a search for people and includes music — www.civilwar.com

Civil War Home: Has a link for Civil War biographies — www.civilwarhome.com

Learning Objectives

The student will be able to:

- identify key people in the Civil War and explain their contributions to the war and to the time period
- evaluate different types of historical sources (including diaries, video, and Internet) to discern important facts about Civil War people
- research historical facts relating to Civil War contributors by using the Internet
- import graphics from a network or disk into a multimedia presentation
- develop a collaborative multimedia publication (This lesson addresses Va. SOL 1995 History and Social Science 4.4, 4.7, 5.7, 5.9; 2001 History and Social Science US11.a, US19.b/d/f; English: 3.1, 4.9, 5.8; Computer/Technology: 5.3, 5.4)

Materials

- pencil, 1 per student
- class network folder or a computer disk for each student containing pictures of people
- worksheet and slide development steps, either posted or provided on back of student handout (attached)
- destination for saving finished files
- hat or bowl for Civil War names



Who's Who of the Civil War

Student Handouts (1 per student):

- research worksheet (attached)
- name of Civil War person to research
- grading rubric

Teacher Preparations

- Locate a short diary excerpt depicting Civil War era. (Examples: Samuel Watson, Mary Chesnut, Elijah Hunt Rhodes) These may be located on the Internet by doing a web search, or from a local museum or library.
- Consider dressing in or displaying typical Civil War clothing and displaying Civil War memorabilia through out the room. Obtain needed clothing and/or items.
- Choose Civil War style music to download and play during slide creation on day 3 and if time permits, to integrate into final slide show (optional).
- Copy the list of worksheet and slide steps onto the back of the worksheet or on separate paper to post at the computers, or create a poster or write the steps on the chalkboard.
- Make a place on the network for students to store and retrieve files or assign disks.
- Gather Civil War pictures of people from the websites and save in a network folder, CD or a computer disk.
- Test out websites.
- Adjust grading rubric, if necessary. Make copies for students. (attached)
- Copy the list of important Civil War people (attached) and cut into strips; put the strips into a hat. *Note: This list is comprised of recommendations from the Virginia Department of Education Crosswalks documentation, yet does include other key people. It should be revised according to the needs of the current students.*

Introductory Activity

Day 1

Read an excerpt from a diary depicting what life was like through the eyes of some of the key people in the Civil War (optional: dress in or display Civil

War clothing). Probe students: What kind of information do we know from this reading? When did this person live? Who was this person? What time period do you think we're studying today? Why is this an important time period in our history? Do you remember some of the people you have learned about who served in the Civil War? There are a lot of them!

SAY: The other day I was thinking about all of the important people in the Civil War and how I could help you remember them all. I decided that if we could use video and computers, as well as the Internet, we could create something fun that could help us remember everyone! First let's hear from one of the people involved in the Civil War and what his response to the happenings around them was.

Focus for Media Interaction

1. SAY: Today we will be learning more about the people who were part of the Civil War and their role in the war. Now I know that you have learned a little bit about the Civil War, so I want to review a few things with you first. Think about the Civil War as being a football or baseball game, but on a larger scale. There were two teams. One was called the North and one was called the South. (Either write on the board North/South or point to the words displayed on a sign or poster.) Just like a sports team for Strasburg, folks might refer to them by other names such as Rams. What were some other names given to the North? (Northerners, Union, Yankees) What were some other names given to the South? (Southerners, Confederates, Rebels)

2. With this lesson we will create a presentation, also known as a slide show, on the most important people of the Civil War. Our presentation will be called "The Who's Who of the Civil War."

3. SAY: Today and tomorrow, we'll work together on some examples. Then, each of you will draw a famous person's name from this hat and you will research that person on the Internet and fill in a worksheet like this one. On the last day, we will put your information onto a slide. Once your slide is completed it may look similar to this one. (Hold up

completed slide if available.) When you finish we will attach them together to form a slide show. If we have time, we'll even add music! Before we begin collecting our information, I want you to watch a little of this video which will help review two very important people in the war.

4. SAY: I am going to show you a video clip about a very important Civil War person and I want you to think about the answers to these questions (write these on the board):

Who was the president of the United States when the Civil War began? Did everyone accept him as president? Why or why not?

Don't answer these now, but think about the questions as you watch the video.

Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as "minutes:seconds;" for example, 3:15 means three minutes and fifteen seconds.

Learning Activities

1. FOCUS: Pay close attention to the video and listen for the answers to the questions on the board. **START** program *Great Campaigns of the Civil War* at 4:12 right as Lincoln's picture appears. **PAUSE** the video at 4:27 right after Lincoln's quote "This nation cannot endure half slave and half free." **FOLLOW UP:** Who was the president? Was Lincoln accepted by everyone? Why or why not?

2. SAY: At the end of the video segment, President Lincoln was speaking about the turmoil in his country. He made a statement that is now a famous quote. **FOCUS:** I am going to rewind the video and then I want you to listen for the quote. We will need this information for our slide later. **REWIND** the video and **REPLAY** beginning at 4:23, to give students the opportunity to pay close attention to this quote. **STOP** at 4:27 right after the quote.

FOLLOW UP: So what was the famous quote? (Write on the board: "This nation cannot endure half slave and half free.") What do you think he meant by this? Since Lincoln held such strong beliefs, some did not accept Lincoln as president.

3. FOCUS: Let's see what happened... Listen to this segment of the video and when it is over I want you to tell me what happened and the name of the person they talk about. (Write instructions on the board, if needed.) **FAST FORWARD** to 6:12 right at the picture of Davis on the screen when you hear, "A new nation is formed." **RESUME. STOP** at 6:38 right after he says, "and feel southern steel." **ASK:** So what happened when some did not accept Lincoln as president? What was the name of the president of the South? (Write down the name Jefferson Davis, president of the South.) After the response, indicate that Jefferson Davis's name is also in the hat.

4. FOCUS: Now that we have heard about two important people in the war, let's use Abraham Lincoln as an example for what all of you will be doing throughout this lesson. Let's look at a website on the LCD projector for a moment to help us to better understand the role of Abraham Lincoln in the Civil War.

Use the website www.americancivilwar.com to show students how to find information on Lincoln (or others). Model for students how to complete their research worksheets (steps attached), explaining that they will create a handout and a slide on a person whose name they pick from the hat.

Tell students that while they wait for others to finish, they can either look for more interesting facts on their own, or they can start on the second name they were given to help a student who is absent.

Worksheet Steps

- 1) Write the name of your person on the top line, nice and big
- 2) On the second line, write North or South (based on your research).
- 3) List the five facts you found on the right.
- 4) Notice that the box is where our picture will go when we make the slide.
- 5) Under the box, write in the years of birth & death.
- 6) Write your name on the back of the worksheet.

5. For worksheet step 1 (write person's name), write Abraham Lincoln. For step 2, remind students that from the video they learned Lincoln was the elected president and represented the North. For step 3, they will write down four more facts gained from Internet research. Since the video provided some information, tell students you will use those facts as a starting point. For each person they will want to have at least five important facts. Model how to use the Internet site to gain more information. For step 4, they can view a picture of their person on the Internet. A similar picture previously saved to the network or disk will be used when they actually make their slides. For step 5, they should write the year Lincoln was born and died. Finally, (step 6) they should be sure to write their names on the backs of their papers.

Finish the worksheet and show how the end result should look. Recap by going over to the worksheet steps.

Day 2

6. SAY: Using the ideas we have collected on Lincoln, we will create the first slide on a person together. (Model to students how to open the presentation software. They may also open the software.) Now we must pick a slide layout that looks like our worksheet. (The slide layout that is used is clip art and text or any that nearly matches the worksheet.) Next, we will begin our slide on Lincoln which will look exactly like your handout but without your name and with a picture of Lincoln. In the end we should not forget to spell check and save

the slide to (teacher's preference). Let's follow the slide steps together:

Slide Steps

- 1) Type the name of your person in the top box, hit enter.
- 2) On the second line, type North or South.
- 3) Insert the picture. Choose Insert, Picture, From File and locate the pictures saved for this lesson. (for example, choose Lincoln)
- 4) Insert, Text Box right under the picture area.
- 5) Type in the years of birth and death.
- 6) List the five facts on the right.
- 7) Now that your slide is complete, spell check and save the file as the name of the person to (place teacher tells you).
- 8) While you wait for others to finish, you may listen to music that we may add to our slides if time allows.

7. SAY: Now that you have the idea, it is time to select your person from this hat and gather research from the websites listed on the board to complete your handout. If you cannot find your person on the websites, please let me know so that we can search together using a search engine.

Provide time for students to complete their research using student research sheets. Collect them at the end of the session.

Note to the Teacher

If there is a student absent who may return the next day, have one student that finishes early do research on a second person so that the returning student can pick up with slide creation.

Culminating Activities

Day 3

1. Return the completed research handouts to students. Review the slide steps, as needed. Using presentation software, students create one slide. Write the slide instructions from the previous day on the

board or tape the to each computer. (Students should save their slide to the network, but if a network is not available or if the group of students is young, several class disks can be passed around for saving of the slide.)

2. Use the LCD projector and presentation software to demonstrate each step. While demonstrating, create the title slide and insert a previously made slide (such as Lincoln) so as to demonstrate how each student's slide will be added to the main slide show, as it is finished and saved. Remind students that as they finish, they should save to the proper location, then bring the paper to you. If you obtained Civil War music before the lesson, play it in the background. Tell students they should prepare to tell you which piece of music they like best, so that you can incorporate it into the finished slide show.

3. Once all of the slides are saved use the LCD projector to show the slide show. Add the selected music or play it in the background while the slide show plays. Print out copies of the slide show to so students may take their work home.

Assessment

1. Assessment is based on a rubric (attached) for the assignment grade. For each of the five facts, ten points are awarded. Also, ten points are given for each: the picture, name format, and dates. A final twenty points may be given for the format of the slide in compliance with using the handout as a draft and overall appearance.

2. To assist with comprehension the teacher might remove names of the people from the slides and divide the room into two sections. Just as in a relay the students take turns calling out the name of the people and are awarded points.

Adaptations for Special Education Students

- Have the websites being used bookmarked for easier access.

- Having plenty of adult help available for just those students.
- When speaking about key people, hold up a picture of the person.
- Point out key facts on the websites to record on the worksheet.
- Insert graphics from disk as opposed to from a network.
- Take digital pictures of students working on a project and print them for the child to keep as a reminder of the lesson.
- Show what the final product should look like.
- Make sure the ending slide show loops and can be viewed at a later time via CD or networked file.
- Using iron-on paper, make copies of the slides and make a quilt or shirt
- Print slides in color and use as a bulletin board or display around the room.

Community Connections

1. Invite a local re-enactor to come and speak to the students.
2. Call a local museum to ask if an educational resource person is available to present a program to the class.
3. Take a field trip to a local battlefield.

Cross-Curricular Extensions

Technology: This lesson can be used in the technology classroom as well as in social studies as part of the Civil War unit. Further activities may include adding the final slide show to a web page for later review by students, allowing it to then be used as an SOL study tool. This lesson lends itself to other battles of great importance since all that is needed are the names of the people to be researched.

Language Arts: This lesson may also be used in language arts class as part of the research SOL. In addition a paper could be typed about the person they researched.

About the Author

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Heather R. Ashley is a Computer Technology teacher at Sandy Hook Elementary School in Strasburg, Va. and also a clinical faculty member of Bridgewater College. Previously she has taught middle and high school as well as adult technology courses as a professional development instructor. A former VSTE mini-grant winner, she is a member of Virginia Society for Technology Education, Virginia Education Association, and the Society of Children's Book Writers and Illustrators. She holds a Master in Science in Computers for Education and is a freelance writer. Her works include technology articles, which have appeared in the VSTE journal and most recently in the Virginia Journal of Education.

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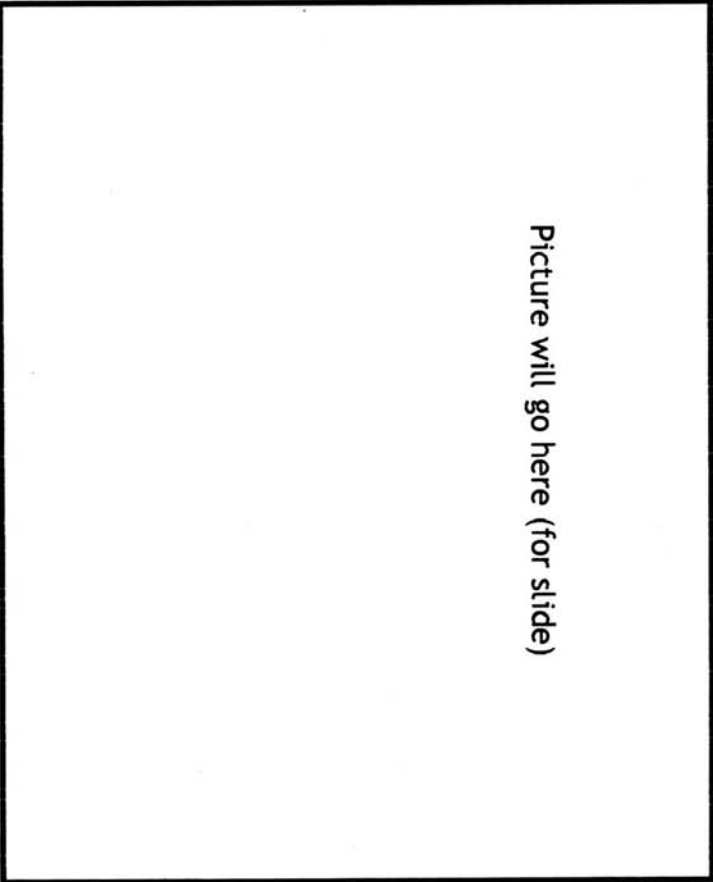
A publication of the 2001-02 NTTI—Virginia

Robert E. Lee	Albert Sidney Johnson	David Farragut
Ambrose Burnside	Lew Wallace	Susan B. Anthony
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John C. Pemberton	Andrew Foote	Franklin Buchannon
George Pickett	Irvin McDowell	Johnnie Clem
David Porter	Winfield Scott	Frederick Douglas
William Rosecrans	Clara Barton	James Longstreet
Phillip Sheridan	John B. Hood	Nathan Bedford Forrest
John Pope	Isabel Sojourner Truth	

Who's Who of the Civil War Research Worksheet

Name of Person being researched: _____

Side (North or South): _____



Picture will go here (for slide)

Most Remembered For:

- _____
- _____
- _____
- _____

(_____
Year Born - Year Died _____)

<p>Name of Student _____</p> <p>Who's Who of the Civil War?</p> <p>Person Researched _____</p> <p>Picture of Historical Person _____ (10pts)</p> <p>Birth and Death Dates _____ (10pts)</p> <p>Name of person formatted _____ (10pts)</p> <p>North or South? _____ (10pts)</p> <p>Fact #1 _____ (10pts)</p> <p>Fact #2 _____ (10pts)</p> <p>Fact #3 _____ (10pts)</p> <p>Fact #4 _____ (10pts)</p> <p>Fact #5 _____ (10pts)</p> <p>Slide is formatted according to worksheet example _____ (1-10pts)</p> <p>Total of points awarded _____</p>	<p>Name of Student _____</p> <p>Who's Who of the Civil War?</p> <p>Person Researched _____</p> <p>Picture of Historical Person _____ (10pts)</p> <p>Birth and Death Dates _____ (10pts)</p> <p>Name of person formatted _____ (10pts)</p> <p>North or South? _____ (10pts)</p> <p>Fact #1 _____ (10pts)</p> <p>Fact #2 _____ (10pts)</p> <p>Fact #3 _____ (10pts)</p> <p>Fact #4 _____ (10pts)</p> <p>Fact #5 _____ (10pts)</p> <p>Slide is formatted according to worksheet example _____ (1-10pts)</p> <p>Total of points awarded _____</p>
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