
	<p>The American Civil War: Why Did the North Win? Odile Heisel & John Guengerich, Rockingham County Public Schools</p>	
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Topic: United States History, Civil War, Stonewall Jackson, Virginia History

Overview

In this lesson students will watch video clips from United Streaming and gather data from the videos about the different resources, leadership, and strategies of the Union and Confederacy during the American Civil War. They will analyze that data and describe how the different leadership and strategies overcame differences in resources for a short while, but eventually the differences in resources commanded the final outcome of the war.

Grades 4-6

Time Allotment

Three 30-minute periods

Learning Objectives

On completion of this lesson students will be able to:

- Describe the cultural, economical, and constitutional issues that divided the nation; including the difference between agricultural and manufacturing economies, the effects of the Emancipation Proclamation, and the differences in resources between the Union and the Confederacy.
- Identify on a map the states that seceded from the Union and those that remained in the Union.
- Describe the role of Thomas “Stonewall” Jackson in events leading to and during the war.

This lesson addresses Va. SOL USI.9

Media Components

- **The American Civil War: The War Years: Part 1: 1861-1862 and Part 2: 1863-1865.** United Learning, 1996. 17 Jan. 2004.
<http://www.unitedstreaming.com>. Segments: Confederate and Union Resources and Positions (05:06), First Battle of Bull Run, Manassas, Virginia (July 21, 1861) (02:19), A Confederate Diversion (00:58), The Effects of the Emancipation Proclamation (02:28), Battle of Chancellorsville, Chancellorsville, Virginia (May 1-4, 1863) (00:59)
- Computer with Projection device and sound system
- SMART Board or conventional white board and overhead projector
- Stonewall Jeopardy game
<http://pesfc.rockingham.k12.va.us/~oheisel/stonewal.htm>



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Materials and Student Handouts

For the teacher:

- Marking pens
- 2 printing calculators
- Book: Stonewall by Jean Fritz
- Tug-of-war rope

Per student:

- Pencil

Student handouts:

- Worksheet-1 per student (attached)

Teacher Preparations

- Read the book Stonewall by Jean Fritz to the class.
- Download and bookmark the Stonewall Jeopardy game from <http://pesfc.rockingham.k12.va.us/~oheisel/stonewal.htm>
- Download video segments from www.unitedstreaming.com and preview them.
- Set up to view the videos using the projection device (with sound system).
- Make copies of the worksheet for student use.
- Prepare to present the same questions onto the white board using the projection device or an overhead transparency.

Introductory Activity

Day 1

1. Focus: We have just finished reading the book Stonewall by Jean Fritz. I now want you to take all the information we learned in the biography and relate it to our knowledge about the entire Civil War. We want to discover how Stonewall Jackson's actions affected the Civil War and determine why the Union eventually won.

Activity: Display the Stonewall Jeopardy game using an LCD Projector. Students will play the Jeopardy game that has questions based n the book Stonewall by Jean Fritz. Divide students into two teams, each with a calculator that the "captain" of the team can use to add up points. Explain that they are going to play a Jeopardy game and that they may confer with all the members of their team, but when the captain decides to give an answer that is the only answer I will accept. Remind the captains not to answer until they are sure that their team is in agreement with them. Alternate which team gets to choose the category and the point value, starting with the smaller team if they teams are uneven. Go through all the questions in the PowerPoint Jeopardy game and announce which team won at the end of the game.

Learning Activities

Days 2-3

Note: The Learning Activities should be divided into 2 days. A suggested break is after number 7, but that may depend on time. Each teacher should use her own discretion but it would be advisable to complete a video clip before breaking. Teachers should also collect the Stonewall Jackson sheets for safekeeping.

1. Give one copy of the worksheet titled “Stonewall Jackson” and one pencil to each student. Also display the questions either on the whiteboard or on the overhead.

FOCUS: Today we’re going to watch a segment of a video and when we’re through, I want you to be able to answer the first question on your worksheet. (Have a student read aloud the first question.) During the battle at Fort Sumter, which flag was flying? You also should be able to tell me why it was flying there.

PLAY: Confederate and Union Resources and Positions from the beginning.

PAUSE: at 01:17

FOLLOW-UP: During the battle at Fort Sumter, which flag was flying? (Union flag). Why was the Union flag flying in South Carolina, a southern state? (The fort belonged to the United States before South Carolina even considered seceding from the United States.) Let’s fill in the answer on our worksheets. (The teacher or a student should write the answers on the whiteboard or transparency while the rest of the class fills in their worksheets. Continue filling in the worksheet after each question.)

2. FOCUS: Now let’s look at the next section. We have a chart to fill in. Listen carefully during the next segment of the video to find out which states seceded.

List the Confederate states that seceded

		?

RESUME: video at 01:17.

PAUSE: at 01:42



FOLLOW-UP: by filling in the chart with the eleven state names on the white board or transparency. (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia)

3. FOCUS: How many states were in the “North”?

RESUME: video at 01:42.

PAUSE: at 02:14

FOLLOWUP: How many states were in the “North”? (23) How does this number compare to the number of states in the South? (more than twice)

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4. FOCUS: Now we have to watch the next segment so we can fill in this chart. Write in as much as you can as soon as you hear it.

?	North	South
# citizens		
# military		
# manufacturing companies		
Miles of railroad		
% Banks		

RESUME: video at 02:14.

STOP: at the end.

FOLLOW-UP: by filling in the chart on the white board or transparency. Make sure that students have the correct numbers filled in. **Note:** the final 19% answer comes by subtracting 81% from 100%.

?	North	South
# Citizens	22 million	9.5 million
# Military	2,100,000	800,000
# Manufacturing companies	110,000	18,000
Miles of railroad	23,000	9,000
% Banks	81%	19%

5. FOCUS: Let's compare these statistics. (Ask many questions to help them appreciate that the North had multiples of the amount of resources when compared to the South.)

6. FOCUS: In this next video segment, I want you to listen for the answer to our next question: What time of the day did Stonewall Jackson arrive at the First Battle of Manassas (Bull Run)?



PLAY: the video First Battle of Bull Run, Manassas, Virginia (July 21, 1861) from the beginning.

PAUSE: at 1:10

FOLLOW-UP: What time of the day did Stonewall Jackson arrive at the First Battle of Manassas (Bull Run)? (3:30PM Remind students that the exact time of day is not really important.) What is important? (Before Stonewall arrived, the Union was winning. After Stonewall came the Confederates started winning the battle. Since the battle ended before dark, it didn't take long for Stonewall to change the course of the battle.)

7. FOCUS: Listen now for the answer to the next question. How many days did the First Battle of Manassas (Bull Run) last?

RESUME: the video.

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STOP: at the end.

FOLLOW-UP: How many days did the First Battle of Manassas (Bull Run) last? (The video never actually states the answer but the video states the battle was over at the end of the day, so it must have been only one day long.)

8. FOCUS: The next segment will help us answer this question: How did Stonewall Jackson's retreat help the South?

PLAY: the entire video segment called A Confederate Diversion (00:58)

FOLLOW-UP: How did Stonewall Jackson's retreat help the South? (Running away lead the Northern forces away from Richmond.)

9. FOCUS: Watch this next clip so you can describe the first way that the Emancipation Proclamation helped the North.

PLAY: the video segment The Effects of the Emancipation Proclamation from the beginning.

PAUSE: at 1:50

FOLLOW-UP: What is one way the Emancipation Proclamation helped the North? (One way the Emancipation Proclamation helped the North was by making the Civil War now a war about the issue of slavery. The South wanted England and France to support their war for independence and Europe almost went along with the Confederates. But when the war became about the right to own slaves, Europe did not want to support the Confederacy. Europe was against slavery.)

10. FOCUS: Now I want you to find the second way the Emancipation Proclamation helped the North.

PLAY: the video at 01:50. **PAUSE:** at 2:15

FOLLOW-UP: What was the second way Emancipation Proclamation helped the North? (It encouraged Northern blacks to support the Union forces and become soldiers for the North. When the purpose of the war was to end slavery, many more Northern African Americans were willing to fight for the Union cause.)

11. FOCUS: Now let's see if we can answer this question: What were slaves in the South forced to do to help the Confederate Army?

PLAY: the video at 2:15. **STOP:** at the end.

FOLLOW-UP: What were slaves forced to do? (Slaves were forced to dig ditches and cook for the Confederate forces.) Why weren't they forced to be soldiers? (They couldn't be forced to be soldiers, since they couldn't be trusted with a gun.)

12. FOCUS: Our final question is: Who won the Battle of Chancellorsville?

PLAY the entire video segment: Battle of Chancellorsville, Chancellorsville, Virginia (May 1-4, 1863) (00:59)

FOLLOW-UP: Who won? Now we know the South won the Battle of Chancellorsville. (Return to the statistics gathered in the previous questions.)

Culminating Activities

How could Stonewall win so many battles if the South was at such a disadvantage with resources?

1. FOCUS: Let's summarize what we've learned during the past two lessons: Stonewall Jackson won many battles and was very helpful for the Confederacy. But remember, that the Union still won the war. (Refer to the statistics gathered in question 4. Remind them of the comparisons made in each category.)

?	North	South
# citizens	22 million	9.5 million
# military	2,100,000	800,000
# manufacturing companies	110,000	18,000
Miles of railroad	23,000	9,000
% Banks	81%	19%

2. FOCUS: We will use these figures to have a tug-of-war to show how Stonewall overcame overwhelming odds when he won those battles but that the Union was the likely winner in the end.

DO: Using a large rope, take students outside. Put 21 students on one side to represent the Union and 8 students on the other side to represent the Confederates. These numbers represent the 2,100,000 military that the North had in comparison to the 800,000 Confederate soldiers. (If you do not have 29 students available, use comparable numbers. Hopefully the North will win.)

FOLLOW-UP: Restate the purpose of the tug-of-war: Stonewall overcame overwhelming odds when he won those battles but that the Union was the likely winner in the end due to its greater resources.

3. FOCUS: What did you learn from this tug-of-war? Why did I choose to do this?

FOLLOW-UP: How could Stonewall win so many battles if the South was at such a disadvantage with resources? (Possible answers might be: fighting on home ground, element of surprise, great leadership skills, loyalty of troops, in some battles Southern troops might have outnumbered Northern troops, etc.)

Assessment

- Assessment of student understanding is observed throughout the lesson by continuous questioning of the students.



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Community Connections

- Take students to visit a nearby Civil War battlefield and relate what they have learned here to what happened on that battlefield site. Have students look at the battlefield and imagine they were a Union or Confederate soldier during the Civil War. How would they feel? What would they be thinking?

Cross-Curricular Extensions

Language Arts

- Students could read historical fiction about the Civil War and report on how those stories relate to what they have learned here. (SOL 5.5 English)

Math

- Calculate the percentages of resources that the Confederacy had compared to the North. (Divide Southern numbers by the Northern numbers.)
- Display the data in graphical form. (SOL 5.18 Math)

About the Authors

Odile Heisel is a library media specialist at Plains Elementary School in Rockingham County. Lesson partner and collaborator John Guengerich is also a teacher at Plains Elementary School.

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Stonewall Jackson

- During the battle at Fort Sumter, which flag was flying?
- List the Confederate states that seceded

		?

- How many states were in the “North”?
- Fill in this chart

	North	South
# Citizens		
# Military		
# Manufacturing companies		
Miles of railroad		
% Banks		

- What time of the day did Stonewall Jackson arrive at the First Battle of Manassas (Bull Run)?
- How many days did the First Battle of Manassas (Bull Run) last?
- How did Stonewall Jackson’s retreat help the South?
- Describe 2 ways that the Emancipation Proclamation helped the North.
- What were slaves in the South forced to do to help the Confederate Army?
- Who won the Battle of Chancellorsville?