

LESSON PLAN

Civil War

Level: Literacy, Low Beginning

Suggested Length: 2 or 3 class periods, depending on class time and level

Civics Test Questions

- #60—What group of people was taken to America and sold as slaves?
- #72—Name one war fought by the United States in the 1800s.
- #73—Name the U.S. war between the North and the South.
- #74—Name one problem that led to the Civil War.
- #75—What was one important thing that Abraham Lincoln did?
- #76—What did the Emancipation Proclamation do?
- Related Test Items:
- #48—There are four amendments to the Constitution about who can vote. Describe one of them.
- #71—What territory did the United States buy from France in 1803?

Reading Test Vocabulary

Abraham Lincoln
country, President, right, states
America, United States, U.S.
What
was, lived, name, vote
a, for, in, of, on, the, to
many, most, north, people, one,
south

Writing Test Vocabulary

Lincoln
Civil War, free, President, right, states
United States
was, lived, vote, want
and, during, for, in, of, on, the, to
most, north, people, one, south

Objectives:

Students will:

- learn about the importance of the Civil War in United States history
- identify problems leading to the Civil War
- understand general issues of slavery in the United States
- understand the division of the North and South during the Civil War
- identify Abraham Lincoln as president during the Civil War and author of the Emancipation Proclamation
- identify the purpose of the Emancipation Proclamation
- name an amendment on voting
- identify Louisiana as the territory bought from France in 1803

Materials:

Wall maps of the world and the United States

Handouts: **America Grows in the 1800s**, **Slavery in America**, **The South**, **The North**, **The Cost of War**, **Freedom for Slaves in America**, and **The Civil War—Correct the Sentence**

Optional Handout (Literacy Level Writing Practice): **Civil War**

Civil War Lesson Answer Key



Lesson Overview and Notes to Teacher:

Decide whether you want to cover this material in two or three class sessions. This lesson covers background on the Civil War, including the state of the nation leading up to the war, the causes, and the impact on the nation. There are eight Civics Test items related to this topic, so the material covered is somewhat dense for a beginner class. It would be advisable to teach the lesson

on Abraham Lincoln prior to introducing the Civil War, so that the students are familiar with concepts such as slavery and freedom. The readings and pictures should help the students understand the new vocabulary. As with the other history lessons, the goal for the students is to comprehend and answer the Civics Test items correctly, not memorize details about the Civil War.

Introduction: Review the information the students recall from the lesson on Abraham Lincoln, reminding the class **We talked about President Lincoln. What can you tell me about Lincoln?** Let the students list the information they remember while you write key phrases on the board.

Someone should mention that he was president during the Civil War. When the list is done, ask the class **What is a civil war?** and **When was the U.S. Civil War—in the 1700s, the 1800s, or the 1900s?**

Guided Practice: Tell the students **We are going to talk about America in the 1800s.** Distribute the handout **America Grows in the 1800s.** Write **grow** on the board and ask **What does grow mean? (get bigger, etc.)** Point to a U.S. map and explain that, before the 1800s, there were a few states on the East Coast but later the country expanded in size and population. Ask a student to come to the map and find Louisiana. Then explain that, in 1803, the United States bought the Louisiana Territory from France. Show where the area was and have the students look at the map on their handout. Read each sentence 2-3 times out loud for the students to hear and repeat.

On the board, draw two columns labeled VERB and PAST TENSE. Have the students list the past tense verbs from the paragraph (grew, bought, came, were, had), while you write them in the PAST TENSE column. Have them identify the main verb forms (grow, buy, come, be, have) as you write them in the VERB column. Point out the verb tense changes. As you review other handouts, you can do a similar verb chart. Practice the dates (**18-0-3, eighteen hundreds, etc.**) so that the students pronounce them correctly. Point out that **What territory did the United States buy from France in 1803?** is an item on the test.

Practice: Continue the same method reviewing the readings with the handouts **Slavery in America, The South, The North, The Cost of War,** and **Freedom for Slaves in America.** The handouts attempt to cover the complexity of the Civil War, so splitting the lesson into several class sessions gives the students a chance to learn and then review material each day. Remind your students that they are not required to know specific details about the Civil War for the Civics Test, but that they should be able to answer the following test items: **What group of people was taken to America and sold as slaves?, Name one war fought by the United States in the 1800s, Name the U.S. war between the North and the South, Name one problem that led to**

the Civil War, What was one important thing that Abraham Lincoln did?, and What did the Emancipation Proclamation do? The handout **Freedom for Slaves in America** teaches about the Emancipation Proclamation and lists three amendments to the Constitution that affected the newly freed slaves. The first two, slaves being freed in 1865 and blacks receiving U.S. citizenship in 1868, refer to the 13th and 14th amendments, respectively. The last point regarding black men being given the right to vote refers to the 15th amendment to the U.S. Constitution. This reference covers the Civics Test item, **There are four amendments to the Constitution about who can vote. Describe one of them.**

Evaluation: The handout **The Civil War—Correct the Sentence** reviews the Civics Test items. Have the students correct each sentence by crossing out one or more wrong words and writing in the corrections. Students can work individually or in pairs. There is space for them to

re-write the corrected sentence below each item. There may be more than one possible correction, so refer to the **Answer Key** and accept any reasonable change offered by the students.

Writing Practice for Literacy/Low Beginning

Students: The handout **Civil War** is included for optional copy work.