5th Grade Social Studies Unit

Lives During the Civil War

Danville Museum of Fine Arts and History

By Sarah Toothman
ED 419

Averett University - Education Dep.
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Unit Overview

“Lives During the Civil War” is the main theme of the curriculum. There are five lesson plans with interactive activities included in this project. This unit is based on the fifth grade VDOE learning standards for social studies. The first activity covers the lives of soldiers during the Civil War. Secondly, students will explore which states were part of the Union or Confederacy. Next, important inventions pertaining to the Civil War will be addressed. The railroad exhibit is the basis for this section. Then, students will analyze primary sources through artwork. This is related to the quilts and African-American artwork included at the museum. Lastly, the abolitionist movement in the United States will be analyzed by students. This section is connected to the abolitionist and civil rights exhibit. Each lesson will correlate with a specific VDOE standard.

Standards

1. VA.USI.9.f. 5th grade social studies students will identify the effects of the Civil War on African-American soldiers by linking items and events to the soldier’s lives.
2. VA.USI.9.c. 5th grade social studies students are able to identify the Union and Confederate states on the U.S. map from 1865.
3. VA.USI.8.c. 5th grade social studies students are able to identify at least five inventions that affected agriculture and industry in the United States by participating in a scavenger hunt.
4. VA.USI.1.a..5th grade social studies students are able to understand and interpret the lives of African Americans before 1865 by analyzing and interpreting artwork.
5. VA.USI.8.d. 5th grade social studies students are able to understand at least 5 important events and people during the abolitionist movement in the United States by using an interactive timeline.
### Activity 1

**SOL(s):** VA.USI.9.f. United States History to 1865: Civil War and Reconstruction: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

**Bloom’s Taxonomy:** Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Objective(s):** 5th grade social studies students will identify the effects of the Civil War on African-American soldiers by linking items and events to the soldier’s lives.

**Materials needed:**
- Soldiers’ uniform and supplies
- Diary entry from soldier
- brown bag
- Photos
- Artifact

**Presentation/Activities**

This lesson will be opened with a short YouTube video on Civil War soldiers. [What Was It Like To Be A Civil War Soldier? - YouTube](https://www.youtube.com/watch?v=example_video_id)

**Warm-Up/Opener/Review/Prior Knowledge:** Students will read a short book on the lives of Civil War soldiers. This includes analyzing a soldier’s journal. Students will state their favorite idea or fact from the book to the class.

- **Book:** Black Soldiers in the Civil War Coloring Book
- Book by Alan Archambault
  (Included in the Danville Museum of Art and History)

**Procedures**

The brown bag will include photos of important items that pertain to the lesson. Students will choose an item from the bag and link the topic back to their readings. The students will work in groups and discuss their analysis of these items.

- **Examples of photos:**
  - Civil War soldier's uniform
  - Food supplies
  - Muskets and ammunition

**Closure**
Exit Slip:
1. What events led soldiers enlisting in the military during the Civil War?
2. What was life like for Civil War soldiers?
3. How were African American Soldiers treated during the Civil War?
4. What supplies did soldiers carry during this time?

SPED students will have SPED teacher to help with focus and work
Translations will be created through ESL teachers based on student’s needs.

Transition: N/A

Homework to Assign: None

Activity #2 - States During the Civil War

Subject: Social Studies 5th grade
Date: 03/29/2021

VA.USI.9.c. United States History to 1865: Civil War and Reconstruction: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by identifying on a map the states that seceded from the Union and those that remained in the Union.

Bloom’s Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

Objective(s): 5th grade social studies students are able to identify the Union and Confederate states on the U.S. map from 1865.

Material list
- Interactive laminated map
Artifact Used - Map of USA located in museum

Presentation/Activities
YouTube video on Civil War states.
Secession and the Civil War - YouTube

Warm-Up/Opener/Review/Prior Knowledge: Students will analyze and review the map of the United States during the Civil War
Opening questions:
Is Virginia a northern or southern state?
Is New York a northern or southern state?

**Procedures**

Students will be given a laminated map of the United States from 1864. The students will color the Confederate (red), Union (blue), and border states (yellow) with dry erase markers. Students will be able to identify which states participated on each side of the war by placing them on the United States map.

**Closure**

**Exit Slip:**

1. Which states were part of the Confederacy?
2. Which states were part of the Union?
3. What are swing states?
4. Why was there a geographical divide between these states?

**Differentiation:**

SPED students will have SPED teacher to help with focus and work
Translations will be created through ESL teachers based on student’s needs.

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**Activity #3**

VA.USI.8.c. United States History to 1865: Expansion and Reform: 1801 to 1861: The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

**Objective(s):** A. 5th grade social studies students are able to identify at least five inventions that affected agriculture and industry in the United States by participating in a scavenger hunt.

**Bloom’s Taxonomy:** Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Artifact used**

-Photos of train equipment and other inventions found at the museum.
### Materials: Laminated photos and definitions

### Presentation/Activities

YouTube video important early United States inventions

[How inventions change history (for better and for worse) - Kenneth C. Davis - YouTube](https://www.youtube.com/watch?v=example_video_id).

### Warm-Up/Opener/Review/Prior Knowledge:

Students will be asked about important inventions that they use on a daily basis and how they affect their lives.

Example: smart phone, internet, microwave, etc.....

### Procedures

Definitions and pictures of inventions will be included in the trunk. These icons will be hidden across the classroom. Each student will find either a definition or photo card. Students will work together to match the invention with its traits. This is a formative and collaborative assessment.

#### Questions in trunk

**Cotton Gin:**

I was invented by Eli Whitney in 1793. I separate seeds from plant fibers.

What am I?

Discussion Question:

How did the invention of the _____ innovate the agricultural and textile industry in the south?

**Reaper**

I was invented by Cyrus McCormick in 1831. I am used for cutting and harvesting wheat and other crops.

What am I?

Discussion Question:

How did the invention of the _____ affect the lives of farmers?

**Steam boat -**

I was invented by Robert Fulton in 1787. I was used for bringing goods and carrying supplies on the Mississippi River.

Discussion Question:

How did the invention of the _____ effect industry in the United States?

### Closure

**Differentiation:**

SPED students will have SPED teacher to help with focus and work.
### Exit Slip:

- What was your favorite invention you learned about today?
- What was this invention used for?
- How did this invention impact agriculture or industry?
- How could this invention have impacted westward expansion?

### Translations will be created through ESL teachers based on student’s needs.

### Transition: N/A

### Homework to Assign: None

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**Activity #4**

VA.USI.1.a. United States History to 1865: Skills: The student will develop skills for historical and geographical analysis, including the ability to identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865

**Bloom’s Taxonomy:** Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Objective(s):** A. 5th grade social studies students are able to understand and interpret the lives of African Americans before 1865 by analyzing and interpreting artwork.

**Artifact used**
- Quilts located in the museum.

**Reading:**
- The Patchwork Path: A Quilt Map to Freedom

**Materials:**
- Construction paper
- Scissors
- Google Docs or Notebook

**Presentation/Activities**

Students will be shown examples of quilts and quilt designs during the underground railroad.
Warm-Up/Opener/Review/Prior Knowledge: Students will be asked about important inventions that they use on a daily basis and how they affect their lives.

Procedures

Quilting was an important part of African American artwork and culture during the 1800s. They were used as maps during the underground railroad. This could be interpreted as a primary source. Students will create their own quilt square based on these maps and interpret their meanings. This will be done with construction paper. They will write a paragraph explaining their quilt square and present their project to the class. Then, the students’ quilt squares will be put together to create their own map.

Ex:

![Quilt Image]

Closure

Exit Slip:

Differentiation:
SPED students will have SPED teacher to help with focus and work.
### Activity #5

**VA.USI.8.d. United States History to 1877: Expansion and Reform: 1801 to 1861:** The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the main ideas of the abolitionist and suffrage movements.

**Bloom’s Taxonomy:**
Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Objective(s):** 5th grade social studies students are able to understand at least 5 important events and people during the abolitionist movement in the United States by using an interactive timeline.

**Artifact:** Civil rights section of museum

**Materials:** Timeline activity

**Literature**
- Abolitionists and Slave Resistance: Breaking the Chains of Slavery (Slavery in American History) by Judith Edwards

**Presentation/Activities**
YouTube video on abolitionist movement.
[The Abolitionist Movement - YouTube](https://www.youtube.com)

**Warm-Up/Opener/Review/Prior Knowledge:** Students will discuss their literature reading excerpts. They will discuss the following questions with their partner or group.

**Opening question:**
What was your favorite person or idea from the reading and why?
What was the person or ideas' main role in the abolitionist movement?

**Procedures:** An interactive timeline will be created that allows students to place important historical events and people in the abolitionist movement in the correct chronological order. This will allow students to understand what events led up to the thirteenth amendment. They will work together in a group to complete this assignment.

### Closure

**Exit Slip:**

1. What amendment abolished slavery?
2. What was the abolitionist movement?
3. What event led up to this amendment?
4. Who was an important figure in the abolishment movement?

### Differentiation:

**SPED students** will have SPED teacher to help with focus and work. Translations will be created through ESL teachers based on student’s needs.

### Artifacts

**Activity 1**

**Letter From Civil War soldier**

![Image of a letter from a Civil War soldier]
Activity 2
Map of southern states and regions

Activity 3
Railroad invention
<table>
<thead>
<tr>
<th>Activity 4</th>
<th>Activity 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railroad during the Civil War.</td>
<td>Civil Rights exhibit</td>
</tr>
<tr>
<td>Quilt primary sources</td>
<td></td>
</tr>
</tbody>
</table>

**How to Set Up Activities**
Activity 1 | At the beginning of the lesson, the students will choose an image from the brown bag. This section will be monitored by the teacher. The students will work in pairs to complete this assignment. Each student will need a copy of the worksheet included in the materials section of this unit plan.

Activity 2 | The teacher will set up the laminated map, dry erase markers, and an eraser for this center. The students will be paired into groups or work separately to complete this assignment. Additionally, students can be given a copy of this map for future reference.

Activity 3 | At the beginning of class, the teacher will hide the photos and definitions throughout the classroom. Then, the students will search for a card. Each student will have a partner whose card matches their definition or term. They will need notebook paper or a computer to write down their discussion prompt and ideas to present to the class.

Activity 4 | After students have read the corresponding book, they will create their own quilt square. Then, they will write a three to five sentence explanation for their activity. Each student will need at least four pieces of construction paper, glue, and a notebook page. The students can also use yarn to decorate their quilt square.

Activity 5 | There is an interactive timeline included in the trunk. Students will place the event on the corresponding date. This can be completed individually or in teams. Students will have a GoogleDocs version of the timeline to fill out and complete for personal use.

Game Centers

1. Frederick Douglass Lapbook Center
   - The students will work in groups to analyse and interpret the interactive lapbook on Frederick Douglass. They will fill out a corresponding worksheet that is included at the end of this unit. This game center will correspond with the lesson plan on the abolitionist movement.

2. Primary or Secondary Source Chart
   - The students will analyse and interpret primary and secondary sources. They will place laminated photographs of various materials into a chart. The students will place each item in either the primary or secondary source section. Students will be given a worksheet to compete that corresponds with this activity.

   - Students will read the novel “The Patchwork Path: A Quilt Map to Freedom.” As a group, the students will complete a storyline graphic organizer to compete. This worksheet is included at the end of this unit.
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Materials Needed

Worksheets through GoogleSlides Link
- https://docs.google.com/presentation/d/17J0J9uubhJYRtSyJPEn1XbNj_JyAYonj9NwIbAv08/edit?usp=sharing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Activity 1 | - Worksheet for discussion  
- Book included in box |
| Activity 2 | - Laminated map (included in box)  
- Red, blue, and yellow dry erase markers |
| Activity 3 | - Notebook paper or access to GoogleDocs |
| Activity 4 | - Construction paper, scissors, and glue  
- Notebook paper or GoogleDocs access |
| Activity 5 | - No materials needed  
- Optional GoogleSlides timeline activity |

Quiz Time!

Name: ___________________ Date: ___________________

Short Answer Section:

1. Who were the opposing sides during the Civil War? ___________________________
2. Which amendment abolished slavery in the U.S.? ____________________________
3. Name an important person during the abolitionist movement. ________________
4. List three types of supplies soldiers used during the Civil War
1. Name five Union and five Confederate states

<table>
<thead>
<tr>
<th>Union</th>
<th>Confederate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Multiple Choice:

6. Which of the following states was a border state or “swing state”?
   a. Kentucky
   b. New York
   c. Texas
   d. Vermont

7. Which of the following inventions was created by Eli Whitney and had a strong impact on American agriculture.
   a. Cotton Gin
   b. Reaper
   c. Steam engine

8. Which of the following is an example of a primary source?
   a. fiction novel
   b. journal entry
   c. newspaper

9. Which of the following is an example of a secondary source?
   a. Photograph
   b. Encyclopedias
c. speeches

10. Which of the following inventions had a large impact on western expansion?
   a. Reaper
   b. Cotton gin
   c. Steam locomotive

11. Which of the following was the capital of the Confederacy?
   a. Richmond, VA
   b. Charlottesville, VA
   c. Appomattox, VA

12. Which of the following was the capital of the Union?
   a. New York City, NY
   b. Baltimore, MD
   c. Washington, D.C.

Long Answer Section:

13. What was life like for soldiers during the Civil War? How were African-American soldiers treated during this time? Were they treated fairly? Explain in three to five sentences.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

14. How were quilts used during the underground railroad? Sketch an example of a quilt square we discussed in class and describe its meaning. (3-5 sentences)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
15. In three or more sentences, describe at least three different events and issues that led to the Civil War.

Answer Key

1. Union and Confederacy
2. 13th Amendment
3. Fredrick Douglass, Abe Lincoln, Harriet Tudman, ect…
4. Salt, coffee, musket, canteen, ammunition, money, stamps, journal, photos, ect…
5. Refer back to map activity
6. A
7. A
8. B
9. B
10. C
11. A
12. C
13-15. Students should discuss at least three major points for each section that were covered in class.

📚 Literature Time 📚

The Patchwork Path: A Quilt Map to Freedom
Book by Bettye Stroud
| Black Soldiers in the Civil War Coloring Book  
| Book by Alan Archambault  
| (Included in the Danville Museum of Art and History) |
| Abolitionists and Slave Resistance: Breaking the Chains of Slavery  
| (Slavery in American History)  
<p>| by Judith Edwards |</p>
<table>
<thead>
<tr>
<th>Brown Bag item:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial ideas connecting item to novel and history lesson. (a bulleted list is fine)</td>
<td></td>
</tr>
<tr>
<td>Additional comments from small group discussion</td>
<td></td>
</tr>
<tr>
<td>Idea/Connection/Comment to share with the class:</td>
<td></td>
</tr>
</tbody>
</table>
MAP OF U.S.A. 1864
Directions: Using the interactive source activity, place each material in its corresponding section. In one to two sentences, describe why the material is either a primary or secondary source.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Define Primary Source:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Define Secondary Source:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Frederick Douglass Interactive Lapbook Center

1. What were the two books that I published?
   ___________________________________________________________________
   ___________________________________________________________________

2. Where was I born?
   ___________________________________________________________________

3. What was the name of my newspaper?
   ___________________________________________________________________

4. What important movement did I participate in and why?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. I wonder …
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

6. An interesting fact that I learned …
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

7. Timeline
   1818-
   1838-
   1841-
   1845-
   1847-
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ABOLITIONIST MOVEMENT TIMELINE

1831
1838
1847
1854
1861
1865
1828
1833
1840
1850
1857
1863