



On behalf of Splash! Publications, we would like to welcome you to *The Civil War*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about the Civil War. We would like to take a few moments to familiarize you with the program.

THE FORMAT

The Civil War is a 13 lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 13 lessons requires students to complete vocabulary cards, read about a Civil War event, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought provoking discussion questions, mapping activities that use intermediate directions, reference points, and grid systems, research projects and journal writing activities utilizing graphic organizers, and primary sources are the types of activities that will guide students through their journey of *The Civil War*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *The Civil War*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 111-119.

NOTE: Students will complete a culminating activity at the end of the curriculum. We suggest that students keep the information from each lesson in a notebook or folder.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 107-110 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *The Civil War*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



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First Edition, 2009

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Illustrations and cover design by Victoria J. Smith

ISBN 978-1-935255-06-2

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LESSONS *at a* GLANCE

1. Before reading *A Nation Divided*, students will:

- complete Vocabulary Cards for *abandon, abolitionists, antislavery, candidate, Caribbean, coast, colonies, Confederate, Congress, constitution, convince, debate, economy, elected, governor, harbor, hostile, House of Representatives, inhumane, kidnapped, legislature, military, New World, outraged, plantation, profitable, resigned, Revolutionary War, secede, senator, societies, surrender, veteran, vowed, voyage.* (pg. 1)
- complete first part of the Civil War K•W•L•H Chart. (pps. 2-4)

After reading *A Nation Divided* (pps. 5-8), students will:

- answer *A Nation Divided* Reading Comprehension Questions. (pg. 9)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- use a graphic organizer to write a persuasive letter to Abraham Lincoln or Jefferson Davis. (pps. 10-13)
- take a Vocabulary Quiz for the Civil War Part I. (pps. 14-15)

2. Before reading *The Confederate Army*, students will:

- complete Vocabulary Cards for *admired, advantages, advisor, ammunition, borders, capital, confident, factories, invade, lieutenant, loyal, port, raids, superintendent, terrain.* (pg. 1)

After reading *The Confederate Army* (pps. 16-17), students will:

- answer *The Confederate Army* Reading Comprehension Questions. (pg. 18)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)

3. Before reading *The Union Army*, students will:

- complete Vocabulary Cards for *blockade, canals, conflict, contrast, defeated, defending, expand, generals, major general, manufacturing, outranked, population, Potomac, promoted, raged, retired, strategy, tolerated.* (pg. 1)

After reading *The Union Army* (pps. 19-21), students will:

- answer *The Union Army* Reading Comprehension Questions. (pg. 22)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- create a Venn Diagram comparing the Union and the Confederacy. (pps. 23-24)
- use Venn Diagram to write a paragraph comparing the Union and Confederacy. (pg. 25)
- take a Vocabulary Quiz for the Civil War Part II. (pps. 26-27)



LESSONS *at a* GLANCE

4. Before reading The Battle of Bull Run, students will:

- complete a Vocabulary Card for *autobiography, biographies, historians, recruit*. (pg. 1)

After reading The Battle of Bull Run (pg. 28), students will:

- answer The Battle of Bull Run Reading Comprehension Questions. (pg. 29)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- differentiate between primary and secondary sources. (pg. 30)
- follow written directions for creating a Civil War Expert's Journal. (pg. 31)
- research to create The Battle of Bull Run journal entry. (pg. 32)

5. Before reading The Western Theater, students will:

- complete Vocabulary Cards for *brigadier general, gunboats, militia, muskets, outnumbered, rebel, steamboat*. (pg. 1)

After reading The Western Theater (pps. 33-34), students will:

- answer The Western Theater Reading Comprehension Questions. (pg. 35)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create The Battle of Wilson's Creek journal entry. (pg. 36)
- research to create The Battles of Fort Henry and Fort Donelson journal entry. (pg. 37)
- research to create The Battle of Pea Ridge journal entry. (pg. 38)

6. Before reading The Battle of Shiloh, students will:

- complete Vocabulary Cards for *fleet, fortress, reinforcements, vessels*. (pg. 1)

After reading The Battle of Shiloh (pps. 39-40), students will:

- answer The Battle of Shiloh Reading Comprehension Questions. (pg. 41)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create The Battle of Shiloh journal entry. (pg. 42)

LESSONS *at a* GLANCE

7. Before reading *The Battle for New Orleans*, students will:
- complete Vocabulary Cards for *bales, cavalry, fled, insulted, panicked, retreat, stronghold, transport*. (pg. 1)

After reading *The Battle for New Orleans* (pps. 43-44), students will:

- answer *The Battle for New Orleans* Reading Comprehension Questions. (pg. 45)
- complete *The Battle for New Orleans* Discussion Questions. (pg. 46)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create *The Battle for New Orleans* journal entry. (pg. 47)
- use a grid system to plot Western Theater Battles on a map. (pps. 48-52)
- take a Vocabulary Quiz for the Civil War Part III. (pps. 53-54)

8. Before reading *The Eastern Theater*, students will:

- complete Vocabulary Cards for *assault, demoted, former, peninsula, rally, telegraphed*. (pg. 1)

After reading *The Eastern Theater* (pps. 55-58), students will:

- answer *The Eastern Theater* Reading Comprehension Questions. (pg. 59)
- complete *The Eastern Theater* Discussion Questions. (pg. 60)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create *The Battle of Yorktown* journal entry. (pg. 61)
- research to create *The Battle of Fair Oaks* journal entry. (pg. 62)
- research to create *The Battle of Malvern Hill* journal entry. (pg. 63)
- research to create *The Second Battle of Bull Run* journal entry. (pg. 64)

9. Before reading *Invasion of the North*, students will:

- complete Vocabulary Cards for *conquered, Emancipation Proclamation, ford, harshly, mountainous, rebellion*. (pg. 1)

After reading *Invasion of the North* (pps. 65-67), students will:

- answer *Invasion of the North* Reading Comprehension Questions. (pg. 68)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create *The Battle of Antietam* journal entry. (pg. 69)
- use cardinal and intermediate directions to plot Eastern Theater Battles on a map. (pps. 70-74)

LESSONS *at a* GLANCE

10. Before reading Battles of 1863, students will:

- complete Vocabulary Cards for *aggressive, civilians, dedication, founded*. (pg. 1)

After reading Battles of 1863 (pps. 75-78), students will:

- answer Battles of 1863 Reading Comprehension Questions. (pg. 79)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create The Battle of Chancellorsville journal entry. (pg. 80)
- research to create The Battle of Gettysburg journal entry. (pg. 81)
- research to create The Battle of Vicksburg journal entry. (pg. 82)

11. Before reading Battles of 1864, students will:

- complete Vocabulary Cards for *mill, plundered, riots, seaport, siege, trenches*. (pg. 1)

After reading Battles of 1864 (pps. 83-85), students will:

- answer Battles of 1864 Reading Comprehension Questions. (pg. 86)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create The Battles for Atlanta journal entry. (pg. 87)
- research to create Sherman's March to the Sea journal entry. (pg. 88)
- use a graphic organizer to write a Civil War letter to someone back home. (pps. 89-92)

12. Before reading The End of the Civil War, students will:

- complete a Vocabulary Card for *paroled*. (pg. 1)

After reading The End of the Civil War (pps. 93-94), students will:

- answer The End of the Civil War Reading Comprehension Questions. (pg. 95)
- complete The End of the Civil War Discussion Questions. (pg. 96)
- fill in any new information on the Civil War K•W•L•H Chart. (pps. 2-4)
- research to create The Destruction of Richmond journal entry. (pg. 97)
- research to create Surrender at Appomattox journal entry. (pg. 98)
- follow written directions to finish Civil War Expert's Journal. (pg. 99)

★ LESSONS *at a* GLANCE ★

13. Before reading Reconstruction, students will:

- complete Vocabulary Cards for *accused, amendment, assassinated, citizens, ratify, Reconstruction, restricted.* (pg. 1)

After reading Reconstruction (pps. 100-102), students will:

- answer Reconstruction Reading Comprehension Questions. (pg. 103)
- use Civil War K•W•L•H Chart to answer Discussion Questions. (pg. 104)
- take a Vocabulary Quiz for the Civil War Part IV. (pps. 105-106)

