West Virginia Studies Resource Development

Title of Lesson:
Generals of the North and South

Grade level:
8th Grade

Summary: Students will be placed in groups of 4 and select a leader. The leader will draw from a bank of names of Generals from the Civil War. The leader will select items for each member to research. Students will research the history and biography of the general they selected, and how they played a part in the Civil War for the North or South. Student research will cover the childhood years, young adult years, military years, and future beyond the military. Students will also research the battles that they fought in, location of the battles, and the outcomes (won or lost). Students must also have a selection of pictures to accommodate the time periods. Students will create a timed PPT encompassing all these items on their slides, along with a bibliography of their research to share with the class. PPT should contain approx. 25-30 slides.

WV CCR Social Studies Standards: SS.8.22 Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.
- **Explain the effects of key events leading to western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid).**
- **Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia).**
- **Compare and Contrast the military strategies of the North and South with regards to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and the Battle of Carnifex Ferry).**
- **Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethinic and racial minorities.**

Essential Question (content):
- **What impact did the general have on the Civil War?**
- **How successful were they in battle?**
- **What was their life like at different periods of their history- Childhood, young adult, middle aged, and senior years?**
- **What were their strengths and weaknesses?**

Students will be able to do (skills):
- **Research the general's biography and select pertinent information on their childhood, young adult years, military years, and senior years in life.**
- **Construct a timed PPT**
- **Identify battles and outcomes for their general**
- **Assemble a picture gallery of different time periods in the general's life to accommodate research**
- **Construct a bibliography of research sources used**

Materials & Resources:
- **Notebook paper for rough draft**
- **Computer lab, laptop, or tablet**
- **Printer and copy paper for a hard copy of PPT**
- https://en.wikipedia.org/wiki/List_of_American_Civil_War_generals_(Confederate)
- https://en.wikipedia.org/wiki/List_of_American_Civil_War_generals

Learning Plan:

- The teacher will lead a discussion of what a strategy is, and under what circumstances strategies might be needed, and give examples. (e.g., reading strategy, football strategy, a strategy for paying off a debt, military strategies, etc.)
- The teacher will give the students a hardcopy of their assignment, and pairings.
- Students will work in pairs and begin to research the strategies used by the Union Army during the Civil War, including the Anaconda Plan.
- Students will then draw from a bag the name of a battle fought in western Virginia.
- Students will research their assigned battle and identify a specific Union strategy used or applied within the battle.
- Students will then begin a rough draft of a five-paragraph essay explaining the Union strategies and how they were applied in the battle they researched.

Checking for Understanding:

- Restate or rephrase the assignment in question form.
- Have students repeat the steps of the assignment
- The teacher will proof each segment of the students' assignment, before students may move to the next segment
- Teacher will walk through the room to check periodic progress and give suggestions or help as needed.

Accommodations:

- Students with lower abilities will be paired with an above average student
- Students with IEP's will be accommodated based on their specified needs
- Gifted students may write additional paragraphs, illustrate an example of the strategy.