

Uniforms of the Civil War—4th Grade Lesson

Poster: Uniforms of the Civil War

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and Skills. (b17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b17C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;

Materials

- Uniforms of the Civil War Poster
- Uniforms of the Civil War—4th Grade Lesson—Comparing Soldier Uniforms Handout
- Writing instruments

Lesson Duration

1 class period

Do Now

From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What kind of things would you need to go out of town on a camping trip?
2. What kind of things do you think a soldier needs when going out to war?

Activity

- Lead a guided reading activity and ask students to compare and contrast the Confederate and Union Soldier uniform.
- Ask students to fill out the graphic organizer.

Closing

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North’s greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

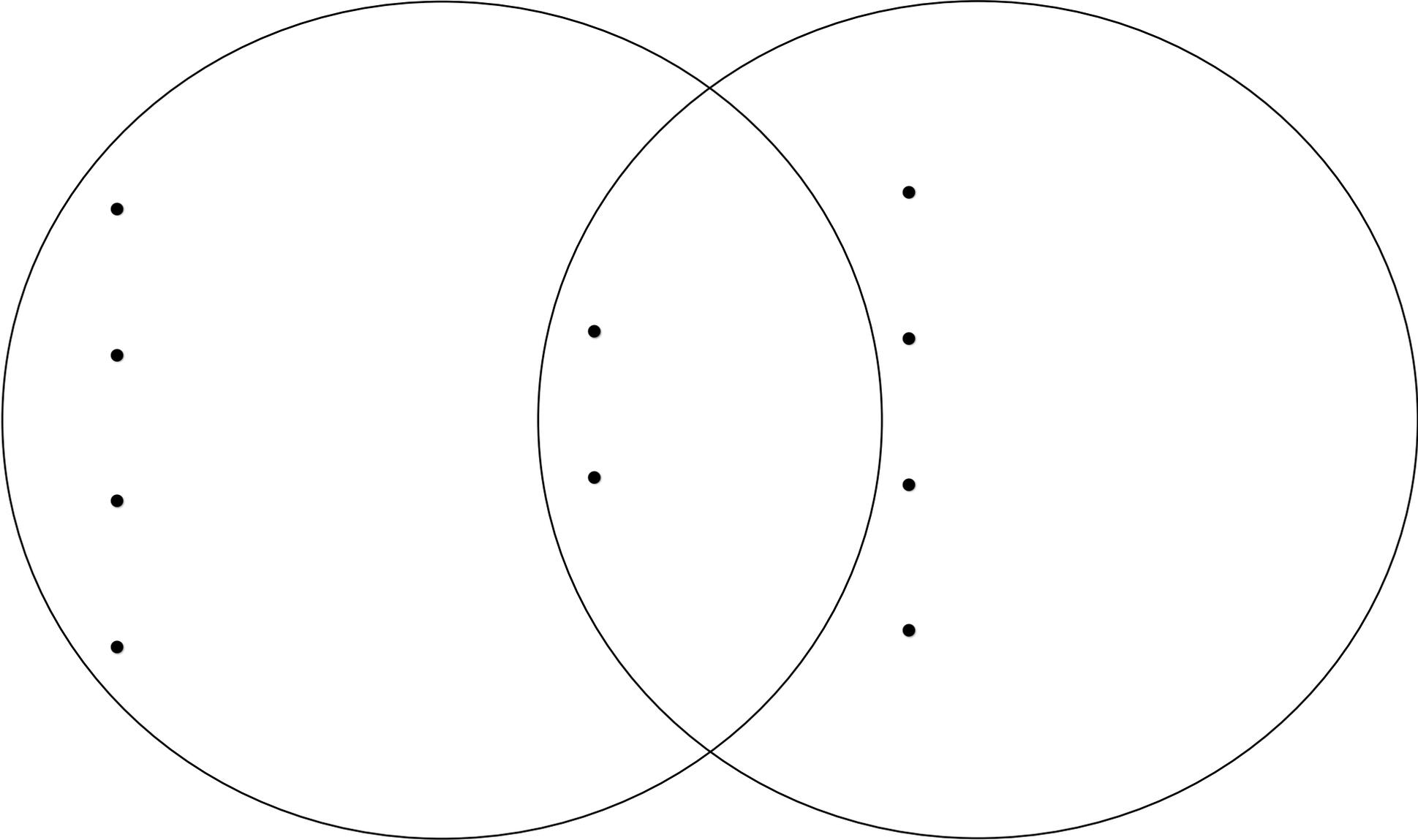
1. If a soldier was wearing a red hat with crossed cannons, what kind of regiment would he be in? Artillery, Infantry, or Cavalry?
2. What is the use of a cartridge box?

Uniforms of the Civil War—4th Grade Lesson—Comparing Soldier Uniforms

Instructions: After reading the information on the poster, write down four characteristics of the Union uniform, four of the Confederate uniform, and two similarities.

Union Uniform

Confederate Uniform



Uniforms of the Civil War—7th Grade Lesson

Poster: Uniforms of the Civil War

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (b) Knowledge and Skills. (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and (b21D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Uniforms of the Civil War Poster
- Uniforms of the Civil War—7th Grade Lesson—Comparing Soldier Uniforms & Experiences Handout
- Writing instruments

Lesson Duration

1 class period

Do Now

From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is the purpose of a uniform?
2. What is the purpose of a uniform in war?
3. What kinds of thing do you think a typical Civil War soldier carried?

Activity

- Place students in groups of 4 or 5
- Ask each student to read a text box in the Uniforms poster.
- Ask students to share the information from the reading with students from other groups who have read the same text.
- Then, ask students to return to their original groups to share their new knowledge.
- Distribute **Uniforms of the Civil War—7th Grade Lesson—Comparing Soldier Uniforms & Experiences Handout** and ask students to fill out graphic organizer.
- Students should then develop questions to ask Confederate and Union soldiers while considering their different perspectives.

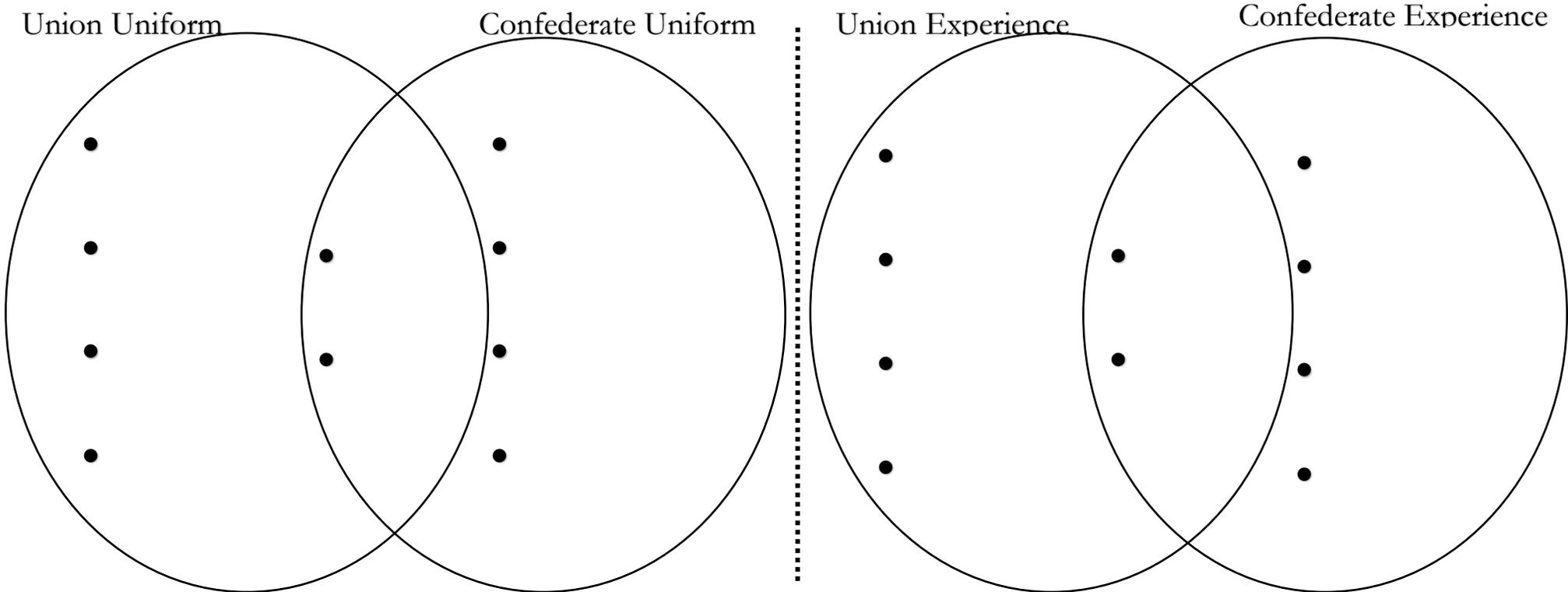
Closing

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North’s greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

1. What is one similarity between the union and confederate uniform?
2. Why was the Confederate and Union war experience different?

Uniforms of the Civil War—7th Grade Lesson—Comparing Soldier Uniforms & Experiences

Instructions: After you have finished reading the information on the poster, compare and contrast the confederate and union uniform. In addition, compare and contrast the confederate and union war experience by filling out the Venn Diagrams below



Instructions: *Develop a list of questions you would ask both a Confederate and Union soldier. Consider the different perspectives of Confederate and Union soldiers.* The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?

Questions to Confederate Soldier	Questions to Union Soldier
1.	1.
2.	2.
3.	3.
4.	4.

Uniforms of the Civil War—8th Grade Lesson

Poster: Uniforms of the Civil War

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (b) Knowledge and Skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b29B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and (b29D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly and (b30D) create written, oral, and visual presentations of social studies information.

Materials:

- Uniforms of the Civil War Poster
- Uniforms of the Civil War—7th Grade Lesson—Comparing Soldier Uniforms & Experiences Handout
- Writing instruments

Lesson Duration

1 class period

Do Now

From *Teach Like a Champion*:

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4. What is the purpose of a uniform?
5. What is the purpose of a uniform in war?
6. What kinds of thing do you think a typical Civil War soldier carried?

Activity

- Place students in groups of 4 or 5
- Ask each student to read a text box in the Uniforms poster.
- Ask students to share the information from the reading with students from other groups who have read the same text.
- Then, ask students to return to their original groups to share their new knowledge.
- Distribute **Uniforms of the Civil War—7th Grade Lesson—Comparing Soldier Uniforms & Experiences Handout** and ask students to fill out graphic organizer.
- Students should then develop questions to ask Confederate and Union soldiers while considering their different perspectives.

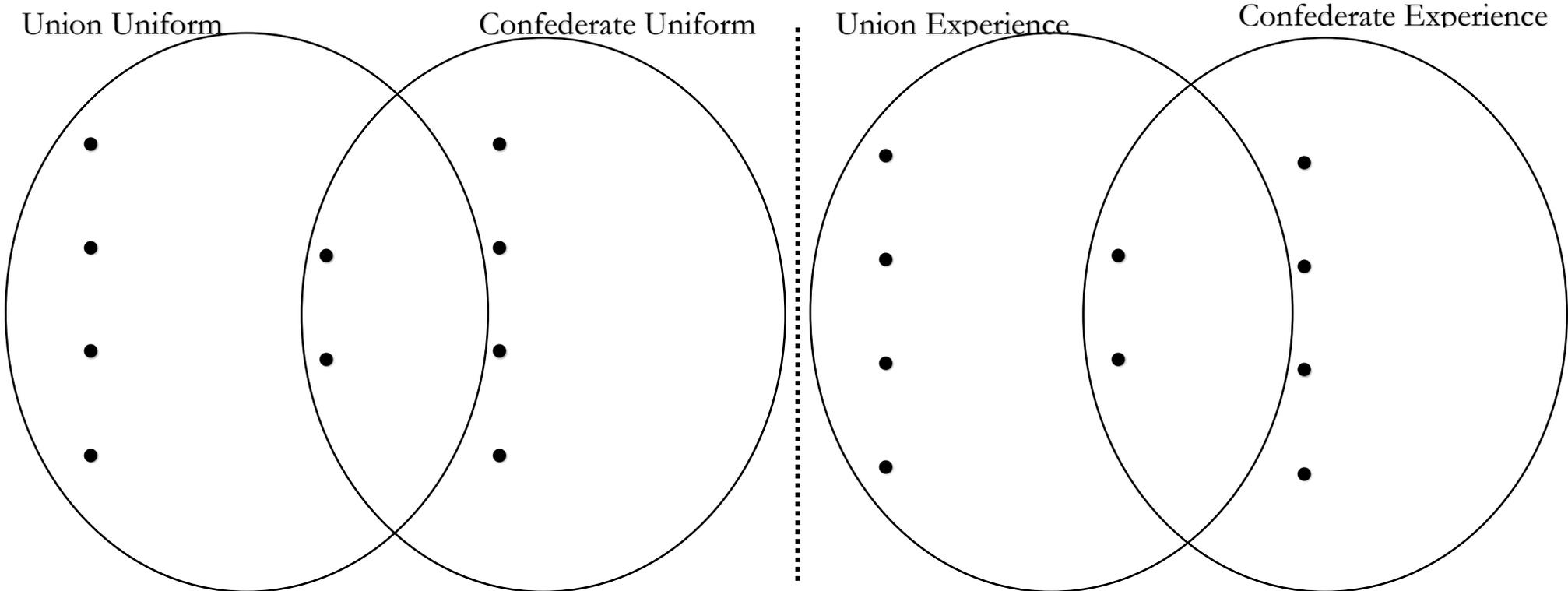
Closing

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North’s greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

3. What is one similarity between the union and confederate uniform?
4. Why was the Confederate and Union war experience different?

Uniforms of the Civil War—8th Grade Lesson—Comparing Soldier Uniforms & Experiences

Instructions: After you have finished reading the information on the poster, compare and contrast the confederate and union uniform. In addition, compare and contrast the confederate and union war experience by filling out the Venn Diagrams below



Instructions: *Develop a list of questions you would ask both a Confederate and Union soldier. Consider the different perspectives of Confederate and Union soldiers.* The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?

Questions to Confederate Soldier	Questions to Union Soldier
1.	1.
2.	2.
3.	3.
4.	4.

Uniforms of the Civil War—11th Grade Lesson

Poster: Uniforms of the Civil War

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Discussion Groups allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives. (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Key Concept: 5.3 (IA): Both the Union and the Confederacy mobilized their economics and societies to wage war even while facing considerable home front opposition.

Materials

- Uniforms of the Civil War Poster
- Writing paper and writing instruments

Lesson Duration

1 class period

Do Now

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1.

Activity

- Ask students to read the poster.
- Put students in groups of 5 and ask the group members to engage in an interactive small-group discussion by addressing the questions on the **Uniforms of the Civil War—11th Grade Lesson—Discussion Questions Handout**.
- Assign specific roles to each student such as questioner (asks the questions), summarizer (periodically orally summarizes the main points that have been raised), facilitator (makes sure that the discussion stays on topic, keeps going, and is conducted in a non-confrontational manner), evidence keeper (takes notes), and reporter (speaks to the class on behalf of the group)
- Students will then peer review their group members’ responses and write constructive feedback on the margins.
- Groups will then discuss feedback amongst each other.

Closing

Ask the reporter of each group to share their group’s insights and perspectives on one of the questions until all of the questions have been discussed.

Uniforms of the Civil War—11th Grade Lesson—Discussion Questions

Instructions: As you and your group are reading through the Uniforms of the Civil War poster, keep these questions in mind. When you have finished, answer them as a group.

1. How did the war experience differ for Union and Confederate troops according to the information on the poster?
2. What are some differences and similarities between the Union and Confederate uniforms?
3. Based on the information on the poster, what do you think were the greatest challenges for Union and Confederate forces?
4. The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?
5. How are the problems faced by soldiers today similar or different to the problems faced by Civil War soldiers?