

Teacher's Guide for COBBLESTONE: The West and the Civil War

January 2009

Teacher's Guide prepared by: Mary B. Lawson, a teacher at Michigan Avenue Elementary School, Saint Cloud, Florida, Florida Geographic Teacher Consultant, Teach American History Grant CoHort, and Colonial Williamsburg Teacher Expert...

MATERIALS

January 2009 COBBLESTONE® issue: *The West and the Civil War*, markers, blank transparencies, transparency of U.S. map, transparencies of maps on page 6 and 7, construction paper, writing paper, crayons or colored pencils, poster board, overhead, bulletin board paper, computer; Internet access, U.S. Wall Map, yarn, large index cards.

TIMELINE

Under the U.S. wall map put yarn up on the classroom wall for a timeline base marked from 1861 to 1866. Using yarn and the index cards placed the events on the timeline. Use another piece of yarn to go from the timeline to the location on the map.

GEOGRAPHY

Read the maps on pages 6-7 by discussing them. Put transparency map of the United States on overhead. Overlay with transparencies of maps from pages 6-7 to show where events took place in relation to the current states.

READING

Divide the students into groups of 3-5. Have them read each article. As a group create a trifold using the headings: Confederate, Union, Slaves/ Native American/ Emigrants. Under each heading list how each side viewed and/or was affected by it.

Confederate	Union	Slaves or Native American or Emigrants

Post bulletin board paper around the room for each article. Divide it into the three parts and have each group walk around and write down one of their facts until all are used up. Have the class then discuss each article from the different perspectives. Ask how the geography affected each groups' actions and how it affected the outcome. What might they have done (if anything) to make a different outcome?

WRITING

Create journal entries. Have students write an entry about each article from their assigned group point of view. Illustrate each entry or draw a map of it. Write a letter home about your involvement in one of the events. Draw a sketch of a map of the area. Exchange with a partner, read each other letters, and reply. Exchange and read the reply.

Write an Emotion Poem using one side or person from an article

Happiness is _____ or

Sadness is _____.

I see _____.

I hear _____.

I feel _____.

I touch _____.

I taste _____.

Have the students write a newspaper report of one of the events. Include the 5 Ws in the article. Create a newspaper using the reports. Write ads for the paper. Have letters to the editors and a letter from the editor.

RESEARCH

Assign an article, people, or place for students to research. Create a poster of their information. Include a map of where the event took place, where the person was, or the place. Hang posters around the room and hold a walking gallery. Take notes as students walk around. Hold a walking discussion so students can comment or ask questions.

VOCABULARY

In each group list words not familiar to them. Read in context for meaning (double check with dictionary). Put together in booklet form.

HISTORY PANEL

Divide class into groups of 5. Assign each group an article and have them read it. Use a foldable list of information for each side –Confederate, Union, Slaves/ Native American/Emigrants. Discuss each side. Have students decide who will represent each side for the panel. Have one student be the moderator. As a group come up with the questions the moderator will ask. They may need to more research. The questions should be such as to keep a discussion going on the event. The presentation should be in the first person. Have a map of the event as visual during the panel discussion.