

Teacher Tool 231: An Inside Look at the Civil War Program 2 Study Guide

Study Guide for US History 24: An Inside Look at the Civil War: Using Primary Sources to
Increase Understanding Program 2

Program Description and Objectives	Page 2
Program Format	Page 3
Standards	Page 4-5
Program-Related Activity Suggestions	Page 4
Supplemental Resources	Page 4



HEC-TV Live! Presents
An Inside Look at the Civil War: Using Primary Sources to Increase Understanding

Original Air Date: March 8, 2012

Grade Level: 4-8

Program Description:

America in the Civil War—a time of conflict, strife, and worry. What would it have been like to participate in that struggle? To march as an infantryman? To ride in the cavalry? To use artillery on the battlefield? To build an ironclad? To attack a rail line? What can we learn about this period of history by reading from artifacts used during it and hearing directly from the people and seeing the places that experienced it? You can find answers to these questions and more as you join us in this archived program from Oakville High School.

Guests for the program included both experts on topics explored as well as members of the Oakville High School History Club who have researched the primary sources they'll share with you during the program. Read from an artillery manual, hear a poem written by a cavalryman, learn from letters and images of the time. Our focus in this program is not be exploring all the historic details of the Civil War, but is to provide students the opportunity to think like an historian as they go back in time through the wonder of primary sources. Students had the opportunity to ask the History Club students questions about the documents and their research process as well as interact with Civil War experts on the topics related to those documents.

PLEASE NOTE: Program 1 in this series uses primary sources to tell us more about life as an infantryman, cavalryman and member of the artillery. Program 2 in the series looks into the importance of rivers and rail lines on the war as we explore a Missouri battle focused on an important rail line and learn about James Eads and his work on ironclads.

Program Objectives:

1. The participant will interact with primary source documents and interpret how they impact his/her understanding of a particular historic subject.
2. The participant will engage in a discussion about life during the Civil War and share their ideas and questions as they interact with historic experts and primary source artifacts.
3. The participant will explore history in the first person.

Program Format:

1. Welcome and Introduction—Student groups and experts will be introduced and welcomed to the program.

2. Participating in the Civil War— During this segment students are asked their ideas about the primary sources they received in advance of the program, hear from the History Club students and Civil War experts on those same primary sources and related ideas, and ask their own questions as they explore the impact of railroads and rivers on the Civil War.

1. Impact of Railroads on the War

1. Presentation on Battle of Fort Davidson/Pilot Knob—Oakville History Club member Tim Cliffe shares information about the Battle of Fort Davidson/Pilot Knob and the importance of the railroad to the reason for, and outcome of, that battle.

Student Response to Primary Sources:

2. Discussion on Impact of Railroads on the War—Students interact with History Club members and guest experts to learn more about the effect railroad lines and transportation had on the Civil War.

1. Impact of Rivers on the War

1. Presentation on Use of Ironclads in the War—Oakville History Club member Brandon Daake shares information about the use of ironclads in the Civil War, including ones built in the St. Louis area under a contract let to James B. Eads.

Student Response to Primary Sources:

2. Discussion on Use of Ironclads and Importance of Rivers in the War— Students interact with History Club members and guest experts to learn more about the effect rivers and ironclads on the Civil War. This section also includes student response to the song “Oh Give Us a Navy of Iron,” that was sent as part of the program preparatory materials.

3. Closing Segment—Including summary of topics discussed and final questions from students.

Program-Related Activity Suggestions:

1. Using information from the program as well as their own knowledge and additional information they have learned in your class, have students take on the identity of a Civil War soldier talked about during the program and write a letter home describing what it's like to be in the War.
2. Have students compare their previous understanding of what they thought it would mean to fight during the Civil War with their view of that situation after participating in the program. What surprised them the most? What reinforced what they already believed? What new insights did they gain into the military and wartime experience? Have students share their thoughts in class discussion, journal entries, or written reports.

Supplemental Resources:

Learn more about the Missouri History Museum's exhibition, "The Civil War in Missouri," at <http://www.mohistory.org/>. Teachers will find educational resource related to the exhibit as well.

Learn more about the encampment at Benton Barracks at <http://www.usgennet.org/usa/mo/county/stlouis/benton.htm>.

<http://www.missouricivilwarmuseum.org/>

See the new Missouri Civil War Museum at Jefferson Barracks in St. Louis, Missouri.

Featured National Standards (History):

Grades 5-12:

Historical Thinking Standards

1. Chronological Thinking
 - B. Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
2. Historical Comprehension
 - A. Identify the author or source of the historical document or narrative and assess its credibility.
 - B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
 - C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
 - D. Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgement of what is most significant about the past.
 - E. Read historical narratives imaginatively, taking into account what the narrative reveals of the

humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

F. Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

3. Historical Analysis and Interpretation

E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

F. Compare competing historical narratives.

4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

5. Historical Issues—Analysis and Decision-Making

A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Grades 7-12 History Content Standards

Standard 2

The course and character of the Civil War and its effects on the American people.

Standard 2B

The student understands the social experience of the war on the battlefield and homefront.