

# Civil War Diary

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Riley Institute For Teachers of Government 2005

Riverside Middle School

8<sup>th</sup> Grade Social Studies

**Purpose:** Students will gain an understanding of the human conflict during the Civil War through analysis of primary documents, artifacts, and images.

**Objective:** The student will be able to compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. *(SC State Standard 8-3.6)*

**Procedures:** Students can work alone or in partners for this activity. Students are assigned one of the following categories to research:

- Plantation owner
- Woman
- Confederate Soldier
- Confederate General
- Union Soldier
- Union General
- African American
- Child

Students will search for individual that closely relates with category assigned for research. Research must incorporate analysis of primary documents or artifacts, and photos. Analysis worksheets are provided for students (see below). Students will use research of primary documents to create a fictional journal that reflects the emotions and effects of the Civil War on the individual. Students may choose to convey information in an “authentic-looking” journal or a multimedia journal presentation. Primary documents, artifacts, and photos must be incorporated into the final product. Students will be given two class periods to conduct research. Presentations will be made in class at conclusion of unit or activity.

**Resources:**

The National Archives

<http://www.archives.gov/education/lessons/>

National Museum of American History

<http://americanhistory.si.edu/>

National Museum of American History: The Price of War (Civil War)

<http://americanhistory.si.edu/militaryhistory/exhibition/flash.html>

National Museum of American History: (Civil War Collection)

<http://americanhistory.si.edu/militaryhistory/collection/list.asp?NewSearch=1&WarID=6>

The Library of Congress: Civil War Photographs

<http://memory.loc.gov/ammem/cwphhtml/cwphome.html>

C-Span

<http://www.c-span.org/classroom/index.asp?code=Classroom>

\* This lesson plan can be used as an in-class assignment with primary documents analyzed as a group activity or on an individual research basis. Length of lesson can also be adjusted according to how much depth your standards and time require.

## Photo Analysis Worksheet

Step 1. Observation			
A.	Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. <hr/>		
B.	Use the chart below to list people, objects, and activities in the photograph.		
	<u>People</u>	<u>Objects</u>	<u>Activities</u>



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## Artifact Analysis Worksheet

1.	<b>TYPE OF ARTIFACT</b> Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material. _____
2.	<b>SPECIAL QUALITIES OF THE ARTIFACT</b> Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it. _____
3.	<b>USES OF THE ARTIFACT</b> A. What might it have been used for? _____ B. Who might have used it? _____ C. Where might it have been used? _____ D. When might it have been used? _____
4.	<b>WHAT DOES THE ARTIFACT TELL US</b> A. What does it tell us about technology of the time in which it was made and used? _____ B. What does it tell us about the life and times of the people who made it and used it? _____ C. Can you name a similar item today? _____
5.	<b>BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.</b>

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## Map Analysis Worksheet

1.	<b>TYPE OF MAP (Check one):</b> <input type="checkbox"/> Raised relief map <input type="checkbox"/> Topographic map <input type="checkbox"/> Political map <input type="checkbox"/> Contour-line map <input type="checkbox"/> Natural resource map <input type="checkbox"/> Military map <input type="checkbox"/> Bird's-eye view <input type="checkbox"/> Artifact map <input type="checkbox"/> Satellite photograph/mosaic <input type="checkbox"/> Pictograph <input type="checkbox"/> Weather map <input type="checkbox"/> Other ( )
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2.	UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more): <input type="checkbox"/> Compass <input type="checkbox"/> Handwritten <input type="checkbox"/> Date <input type="checkbox"/> Notations <input type="checkbox"/> Scale <input type="checkbox"/> Name of mapmaker <input type="checkbox"/> Title <input type="checkbox"/> Legend (key) <input type="checkbox"/> Other
3.	DATE OF MAP: _____
4.	CREATOR OF THE MAP: _____
5.	WHERE WAS THE MAP PRODUCED? _____
6.	MAP INFORMATION  A. List three things in this map that you think are important: 1. _____ 2. _____ 3. _____ B. Why do you think this map was drawn? _____ _____ C. What evidence in the map suggests why it was drawn? _____ _____ D. What information does the map add to the textbook's account of this event? _____ _____ E. Does the information in this map support or contradict information that you have read about this event? Explain. _____ _____ F. Write a question to the mapmaker that is left unanswered by this map. _____ _____

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## Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Newspaper  <input type="checkbox"/> Letter  <input type="checkbox"/> Patent  <input type="checkbox"/> Memorandum         </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Map  <input type="checkbox"/> Telegram  <input type="checkbox"/> Press release  <input type="checkbox"/> Report         </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Advertisement  <input type="checkbox"/> Congressional record  <input type="checkbox"/> Census report  <input type="checkbox"/> Other         </td> </tr> </table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other		
2.	UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):			

	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
3.	DATE(S) OF DOCUMENT: _____		
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: _____  POSITION (TITLE): _____		
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____		
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.)  A. List three things the author said that you think are important: _____ _____ _____  B. Why do you think this document was written? _____ _____  C. What evidence in the document helps you know why it was written? Quote from the document. _____ _____  D. List two things the document tells you about life in the United States at the time it was written: _____ _____  E. Write a question to the author that is left unanswered by the document: _____ _____ _____		

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