Billy Yank

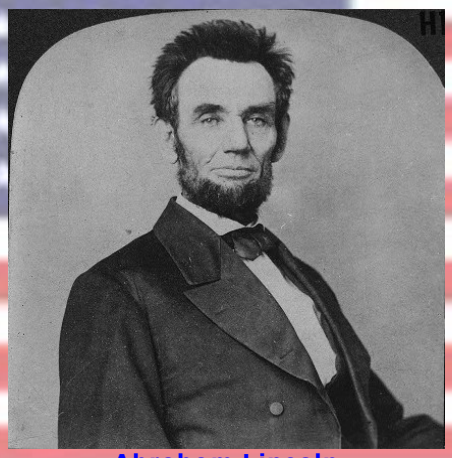
vs.

Johnny Reb

A WebQuest for
Middle School Social Studies

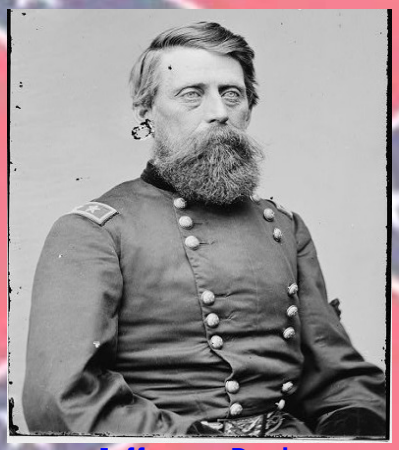
Katie Krocsko - 2006

Last updated August 24, 2011



Abraham Lincoln

vs



Jefferson Davis

How was life different in the North than it was in the South?

#1 Introduction

Did you ever get into a fight with your brother or sister? How about your best friend? Now imagine that instead of making up you had to go to war on opposite sides.

That is what happened in 1861. The Civil War not only divided the country, but it divided the people. In this WebQuest, you will be exploring the differences between the Northerners (Billy Yank) and the Southerners (Johnny Reb).

How was life different in the North than it was in the South?

Introduction | Task | Process | Evaluation | Conclusion | Credits | Teacher Page | Home

#2 Task

Your mission is to portray the life of a Yankee and the life of a Rebel using primary sources from the Library of Congress. Specifically you will need to choose one photograph to represent each way of life and defend your choice using examples from letters and interviews. You will need to be able to present your argument to your fellow

classmates and try to persuade them that your choice is the best representation of the North or South in the 1860's.

You will be making an individual Word document and a group PowerPoint Slide using the photos and examples that you collect.

How was life different in the North than it was in the South?

#3 Process

1. You will go to the following sites and research life during and after the civil war.

   http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhsspec.html
   Background Information

   http://memory.loc.gov/ammem/wpaquery.html
   Search for **civil war** and *match exact phrase*...

   SPECIFICALLY LOOK AT THESE INTERVIEWS...
   NORTHERN – Lafayette, Indiana - Josiah Waddle - L C McBride
   Miss Nancy Stewart- Negro Pioneer- Negro's During War - Mrs. Wm Trace

   SOUTHERN – Mr Leroy Dean - Mr C O Edwards- Capt Jason W James -
   Mrs. Laura Jones - Mrs. R. L. Dunman - Elizabeth Roe - Capt H C Wright -
   Ella E. Gooding - John Robinson - Mrs George Fowler - Mrs. Isabel Anderson - Dan J Wilson - Family Escape

   OTHERS - Occupational and Medical Lore - Morgan's Raid - Morgan's Raid 2-
   William Mills(Jokes)
2. You will search the Selected Civil War Photographs, 1861-1865
   For help searching the Photo collection...
   http://memory.loc.gov/learn/collections/cwp/history.html
3. You will choose a photo to represent life in the North during this time, copy it and paste it into a word document, then write three to five examples from your research that explain why you chose this picture.
4. You will choose a photo to represent life in the South during this time, copy it and paste it into a Word document, then write three to five examples from your research that explain why you chose this picture.
5. Save the Word document as your last name, Print two copies - give one copy to the teacher and take the other copy with you when you meet with your committee.

6. You will now be assigned to a committee of 3 to 5 students
   - Each committee member will need to present their photos and examples to their peers and then the group must decide on one photo to represent the North and one photo to represent the South.
   - Your committee will then create 2 PowerPoint slides
     - one for the North and one for the South -
     including the photo and the 3 to 5 supporting details from the primary sources (agreed upon by the committee) using this PowerPoint Template
     (click SAVE, save it on your desktop,and then click OPEN)
   - Save the PowerPoint slide as the last name of the person's photo that you used
   - Present the slides to the class
   - Vote for slides that best represent North and South

How was life different in the North than it was in the South?

Introduction | **Task** | **Process** | **Evaluation** | **Conclusion** | **Credits** | **Teacher Page** |

#4 Evaluation

You will be evaluated on your individual Word document and your group PowerPoint representing life in the North and the South. You will also be evaluated on your concluding group Word document representing a similar situation. The total possible for this project is 40 points.

Rubric for North/South Representations

CATEGORY	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Support for Argument	Includes more than 3 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's choice.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's choice.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's choice.	Evidence and examples are NOT relevant AND/OR are not explained.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to	Makes good use of font, color, graphics, effects, etc. to enhance	Makes use of font, color, graphics, effects, etc. but	Use of font, color, graphics, effects etc. but these often

	enhance the presentation.	to presentation.	occasionally these detract from the presentation content.	distract from the presentation content.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.

Rubric for Conclusion Representations

CATEGORY	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presenation content.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

How was life different in the North than it was in the South?

#5 Conclusion

We have looked at the differences between two parts of the United States. You have represented the different lifestyles visually and used factual information to defend your decisions. Now lets broaden our view...

How do the differences between the North and the South effect you? Can you think of any other situation where people are so close, yet so divided? Consider events throughout the world and then brainstorm with your committee to answer the following question...

Where can you find an example of two parts of a country, state, or region that have very different views and/or lifestyles?

Once you have decided, find a visual representation of the seperate lifestyles.
(This could be one or two pictures)

Copy the picture(s) into a Word document
and write a few sentences decribing why you chose the picture(s) and
what differences are being represented.

Example: Western US vs Eastern US

How was life different in the North than it was in the South?

#6 Credits and References

Designed by Katie Krocsko, 2006, Middle School substitute teacher at Trinity Area School District in partnership with Teaching with Primary Sources at Waynesburg University. Last updated August 24, 2011.

Template created April 2006 by Amy Martin, Teaching with Primary Sources at Waynesburg based on a template designed by Lisa Bradshaw, Teaching with Primary Sources - Colorado.

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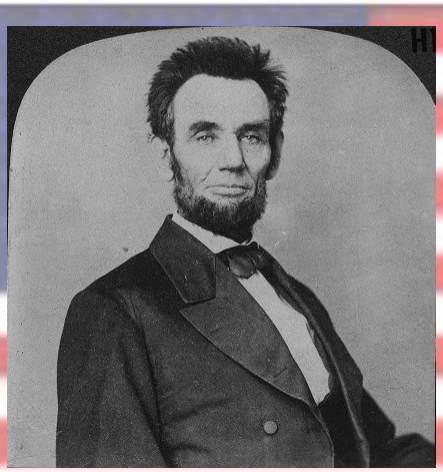

Abraham Lincoln

vs

Jefferson Davis

How was life different in the North than it was in the South?

#7 Introduction for Teachers

Designed by Katie Krocsko
Last updated August 24, 2011.

This lesson was developed as part of Teaching with Primary Sources at Waynesburg University, a federally funded professional development program to assist educators in using Library of Congress primary resources to support student learning.

Purpose of this WebQuest and Curricular Fit:

The purpose of this WebQuest is to introduce or reinforce a unit on the Civil War. The students will identify some of the differences in the North and the South during the 1860's. They will then relate this to a similar time or place where a group of people are divided.

You could introduce this Webquest by doing one or more of the following:

1. Have your students read the Civil War section/chapter in their history text.

2. Assess your students' prior knowledge. You could use one of these activities or one of your own.

ABC Brainstorm Activity

KWL Brainstorming Activity

3. Discuss primary sources. Use the activities below to illustrate how to analyze primary sources.

What Are Primary Sources?

Image Dectective

This WebQuest was written to align with the curricular objectives as they pertain to the following textbook.

- *The Americans, 2003, McDougal Littell*
  Chapter 11 - The Civil War, Section 3 - Life During Wartime, pg 351
  & Photojournalism, 369

How was life different in the North than it was in the South?

#8 About the Learners

This WebQuest is designed for eighth grade US History students. *The activities in the unit could be easily adapted for other grades and the activities themselves allow for differentiation.*

Students should have a working knowledge of Microsoft Word and Microsoft PowerPoint before tackling this WebQuest. If students are not familiar with these programs you should take a day to go over how to copy and paste in a Word document and how to create a slide in PowerPoint.

This could also be used as an extra credit project or as an extention of a lesson for gifted students.

How was life different in the North than it was in the South?

Introduction | **Learners** | **Standards** | **Process** | **Resources** | **Evaluation** | **Conclusion** | **Credits** | **Student Page**

#9 Pennsylvania Academic Standards

The student will analyze and interpret historical sources.(History 8.1)

The student will analyze the fundamentals of historical interpretation.(History 8.1)

The student will identify and explain primary documents important in U.S. history (History 8.3)

The Pennsylvania Department of Education web site has links to standards documents in all academic areas.

How was life different in the North than it was in the South?

#10 Process for Teachers

In this lessson students will research life during the Civil War by analyzing primary sources on the Library of Congress website. There are links to specific sources on the student page, but they are also free to find other sources. **Make sure to remind students to cite their source**.

Then they will choose a photograph that they feel best represents what it was like to be living in the Northern US during the 1860's and then choose a photograph that they feel best represents what it was like to be living in the Southern US during the 1860's.

After choosing the photo's, they will create a Word Document.
They should have a title at the top (North vs South or Billy Yank vs Johnny Reb), then they will copy and paste the pictures into the document, last they will list at least three specific reasons for choosing the photo. (Example: I choose the photo of this soldier outside his tent because Joe Smith said that he remembered the tents that they lived in during the war.)

Depending on your students it should take 1 or 2 classes to research and 1 class to choose pictures and create a Word Document

After all of the students have turned in a copy of their Word Document, you will assign them to a committee(a group of 3 to 5 students depending on class size). Each committee should be given 1 or 2 class periods to complete the tasks listed on the student page.

- **PowerPoint Template** - When students click on the link for the PowerPoint template they have three options: OPEN, SAVE, CANCEL - choose SAVE.
- A Save As window will open - make sure the top says "Save in :Desktop" - then click on SAVE
- The Download Complete window will open - options are: OPEN, OPEN FOLDER, CANCEL - Choose OPEN
- They should now have the template open in PowerPoint and be ready to edit it

- They should have one slide for the North and one slide for the South (Remind them to edit the title appropriately)
- *If you are technologically inclined you could combine their slides into a slideshow that illustates the north and one that illustates the south.*

Have the students vote for the picture that they feel is the best representation of the North and the one that is the best representation of the South - *I would print large copies of the winning pictures and create a bulliten board to leave up during your study of the Civil War.*

Variations

If you do not have access to a computer lab, you could print a selection of interviews and pictures for students to use and have them write their reasons on a seperate sheet of paper (instead of the Word document). Then you could go ahead with the committee except they would just choose the picture and write their reasons... when they present their picture to the class they can just hold up the picture.

How was life different in the North than it was in the South?

#11 Resources for Teachers

Online resources:

Selected Civil War Photograph Collection
Also includes a civil war timeline

Search Tips for the Civil War Photograph Collection
This is an EXCELLECT starting point for an unsure student!

Forget-me-nots of the Civil War
A Romance, Containing Reminiscences and Original Letters of Two Confederate Soldiers. St. Louis, Mo.: Press A. R. Fleming Printing Co., c1909.
This is actually an entire book transcribed.

Short Synopsis of Before, During, and After the Civil War

Interviews that students should look at:
NORTHERN – Lafayette, Indiana - Josiah Waddle - L C McBride
Miss Nancy Stewart- Negro Pioneer- Negro's During War - Mrs. Wm Trace

SOUTHERN – Mr Leroy Dean - Mr C O Edwards- Capt Jason W James - Mrs. Laura Jones - Mrs. R. L. Dunman - Elizabeth Roe - Capt H C Wright - Ella E. Gooding - John Robinson - Mrs George Fowler - Mrs. Isabel Anderson - Dan J Wilson - Family Escape

OTHERS - Occupational and Medical Lore - Morgan's Raid - Morgan's Raid 2- William Mills(Jokes)

Other Resources:

Text book website has some great links: The Americans
If you use a different text, you may still be able to incorporate some of the resources available here.

Enough computers for each child
(or at least for each child to have time to do their individual Word document and then one for each committee to do the PowerPoint)

Computers must have Word and PowerPoint and be connected to a Printer

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#12 Evaluation for Teachers

Printable Rubrics:

North Vs South (B & W) (Color)
You are looking for 3 or more specific facts or examples from the interviews that support their choice.
You want the examples to be relevant and you want them to be cited so that you can check them.

Conclusion (B & W) (Color)
The conclusion is only being graded for originality, attractiveness, and organization.

The purpose is merely to help students make a meaningful connection to life during the Civil War

Make sure learners are receiving feedback from a variety of sources including teachers, peers, and themselves.

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#13 Conclusion for Teachers

Students are challenged to complete the following task to Conclude the WebQuest:

How do the differences between the North and the South effect you? Can you think of any other situation where people are so close, yet so divided? Consider events throughout the world and then brainstorm with your committee to answer the following question...

Where can you find an example of two parts of a country, state, or region that have very different views and/or lifestyles?

Once you have decided, find a visual representation of the seperate lifestyles. (This could be one or two pictures)

Copy the picture(s) into a Word document and write a few sentences decribing why you chose the picture(s) and what differences are being represented.

Example: Western US vs Eastern US

I would leave this fairly open to anything that they can legitimately defend.
If they choose a current event you could direct them to some news sites such as:

- CNN
- MSNBC

If they choose something that is not available at the Library of Congress then use following search engines:

- Google
- Ask.com

Resources for further study:

Lesson Plan - The Civil War Through a Child's Eyes

Lesson Plan - Photojournalism: A Record of War

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