

## **Scrapbooking My Role in the Civil War** **Melissa Robertson—Daniel Jenkins Academy**

**Summary:** Students will choose a specific role (e.g. a communicator, medical personnel, soldier or civilian) from the Civil War then research their role to find specific information for their scrapbook page. Each group will take their individual scrapbook pages and produce a Civil War Scrapbook and present each individual's role during the war. Each group will give a detailed presentation on their scrapbook.

### **Objectives:**

SS.A.1.3.2 – Knows the value of primary and secondary sources.  
SS.A.1.3.3 – Knows how to impose temporal structure.  
SS.A.2.3.2 – Knows major historical events.  
SS.A.4.3.2 – Knows the role of physical and cultural geography.  
SS.A.4.3.3 – Understands the impact of significant people and ideas.  
LA.B.2.3.1 – Writes text that demonstrates comprehension of content.  
LA.B.2.3.3 – Selects and uses appropriate formats for writing.

**US History Time Period:** The Civil War 1861-1865

**Grade Level:** 8<sup>th</sup> grade US History

### **Materials Needed:**

Large Construction Paper Sheets

Markers

Glue Sticks

Civil War books—see your school's Media Specialist for Civil War resources within your school's library

Internet Access

Scissors

Descriptions and specific requirements for each role students could choose from:

- Communicator—Spy or Reporter
- Medical Personnel – Surgeon or Sanitation Inspector
- Soldier – Enlisted Man or General
- Civilian – Woman or African American

Yarn – to attach the scrapbook pages

**Lesson Time:** 360 to 450 minutes total

225 minutes to research/135 minutes to put scrapbooks together/90 minutes to present scrapbooks

### **Lesson Procedures:**

Start this project by giving an overview of each specific role that students may choose from for their scrapbook page. Students should be made aware of the specific tasks that go with each role they may choose (see individual role descriptions below). Assign four students to each group making sure they have a communicator, medical personnel, soldier and civilian role. Provide each group with a copy of the individual roles (see below) so they may use it to reference during the project.

Once the students are in groups and have their assigned or chosen roles I allow them to work with individuals from other groups that have the same role. This gives them the opportunity to do more research at a faster pace as one student could look up pictures while the other is trying to find resources to answer the specific tasks for their role. Usually the students with the same roles will work together for 90-135 minutes before they need to merge back with their original groups to start putting their research on a scrapbook page.

Students will receive one piece of large construction paper each for their individual scrapbook page. Each group is responsible for adding a team cover-page and bibliography for their scrapbook. The team page must include the group's scrapbook title, student's names, and class period. The bibliography page must include a minimum of two sources from each group member and be in proper notation in order to receive credit per the group scrapbook rubric (see below).

Individual pages will be assessed per the individual scrapbook rubric (see below). Once the students have had 3-4 days to do research and 3-4 days to do their individual pages they are required to have them checked per the individual rubric before they may assemble the group scrapbook. Once the individual's of each group have had their own page graded they may then work on their group title and bibliography pages. Once these are complete the group is ready to present and be graded per the group rubric.

### **Activities:**

Below are the categories with individual descriptions and tasks for the specific role student's may pick from. Try to have at least one member of the group select from the four different categories for their role.

#### **Category – Communicator**

##### **Role: Spy**

As a spy your role is to research information about different codes used during the Civil War. You must write one or two paragraphs about a secret code you researched telling who used it, why it was used and how it was used. Then you are to create your own secret code and use it to write a message to your commanding general about the location of the enemy. Your scrapbook page must have the paragraph(s) on your researched code, the secret code you developed and a message written in your secret code. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

##### **Role: Reporter**

As a reporter your job is to record information about a specific war battle. Your task is to write an article detailing who, what, when, where and why the battle took place. Your second task is to illustrate the battle your article is about and place both the article and illustration on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

##### **Role: Musician**

As a musician you are to research information about Civil War music. You will need to use this information to write a paragraph or two giving an explanation on why the musician was so important in the daily life of the war. Next you will need to write a description of activities that musicians did during a Civil War day. Finally, locate a nursery rhyme and rewrite the words to reflect life during the Civil War. Place the above information on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

#### **Category – Medical Personnel**

##### **Role: Sanitation Inspector**

As a sanitation inspector you must research about the death related sicknesses that were rampant during the Civil War such as poor diet, poor sanitation or poor hygiene. You are to research and write a paragraph(s) explaining how poor diet and poor hygiene affected the performance of soldiers. Next you need to research for information to answer what sanitation problems existed and how did these harm soldiers during the war. Place your explanations to the above on your scrapbook page. You also need to come up with a prescription using medications or herbs from that time period that will aid or cure a disease of the Civil War. Write a prescription along with the ingredients and place it on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Role: Surgeon**

As a surgeon your role is to research what medical training was available during the Civil War. Write a paragraph or two detailing the training process and how long the training was to complete. Next you will need to give a written explanation on what medical procedures you would use per your research and tell why disease was a significant concern during surgery. Research and design a graph detailing the number of enlisted soldiers, number of soldier casualties that were caused by battle, and number of soldier casualties from disease. Place all of the above information on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Category – Soldier****Role: Enlisted Man**

As an enlisted man your role is to research information about the daily life of a common soldier. You need to write a paragraph or so describing what activities soldiers did while waiting for battle and tell how the common soldier was equipped. Include what clothing and equipment that was issued to you from your general. Finally, locate the recipe for and a photo of a hardtack biscuit. Place this and the information above on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Role: General**

As a general you are responsible for researching information on a specific war strategy used during a certain war battle. Write the series of events that you have planned to ensure a victory of that battle. Next, draw a battle plan or map showing your plan of attack. Place the above information on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Category – Civilian****Role: Woman**

As a woman your role is to research information about the daily life of a woman who remained home during the war. You will need to give a detailed written account of what life was like on a “peaceful day” specifically noting what your daily routine was, the chores that you needed to complete and tell who was there to help you with them. Next you will write a detailed account of what life was like on a “battle day”. Write about the dangers around you and how you plan to prepare for such dangerous events. Finally, prepare a list of goods that you would send as a care package to a soldier or loved one in the war. Place this list as well as your daily accounts on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Role: African-American**

As an African-American your role is to research information about your life during the war. Using this information, write a paragraph about how the Fugitive Slave Act affected you during the war. What actions did you take as a result of this act? Next write a paragraph on whether you would be willing to take up arms and fight in the war if you were given the opportunity. What reasons do you have for wanting to fight or deciding to stay away from battle? Finally, design a four-panel quilt that represents your childhood, life as an adult slave, your search for freedom, and experience during the war. Place the above information on your scrapbook page. You must have your role title at the top of your scrapbook page and the remaining items may be images that deal specifically with your role.

**Assessment Rubrics:**

**Civil War Scrapbook-Individual Scrapbook Page Rubric**

**Student Name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_ **Group #** \_\_\_\_\_

CATEGORY	20 points	15 points	10 points	5 points
Titles and Text 20 15 10 5	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.
Historical Creativeness 20 15 10 5	Information presented authentically and uniquely.	Information presented authentically with some uniqueness.	Information presented lacks authenticity but is creative	Information lacking authenticity and is not creative.
Number of Items 20 15 10 5	The scrapbook page includes 7 or more items, each different.	The scrapbook page includes 5-6 different items.	The scrapbook page includes 3-4 different items.	The scrapbook page contains 2 or less different items.
Quality of Construction 20 15 10 5	The scrapbook page shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The scrapbook page shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The scrapbook page shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The scrapbook page was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Time and Effort 20 15 10 5	Class time was used wisely. Much time and effort went into the planning and design of the scrapbook page. It is clear the student worked with their group effectively.	Class time was used wisely. Student could have put in more time and effort working with their group.	Class time was not always used wisely, but student did do some work with their group.	Class time was not used wisely and the student was not a team player on the project.

**Overall Score:** \_\_\_\_\_

## Civil War Scrapbook-Group Presentation Rubric

**Student Names:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_ **Group #** \_\_\_\_\_

**Student Names:** \_\_\_\_\_

CATEGORY	20 points	15 points	10 points	5 points
Oral Presentation 20 15 10 5	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Content 20 15 10 5	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.
Mechanics 20 15 10 5	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Workload 20 15 10 5	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Sources 20 15 10 5	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

**Overall Group Score:** \_\_\_\_\_

## Resources:

### Civil War Battle Statistics:

1. <http://americancivilwar.com/cwstats.html>
2. [http://www.phil.muni.cz/~vndrzl/amstudies/civilwar\\_stats.htm](http://www.phil.muni.cz/~vndrzl/amstudies/civilwar_stats.htm)

### Women in the Civil War:

1. <http://americancivilwar.com/women/women.html>
2. <http://etext.lib.virginia.edu/etcbin/browse-valley?id=FD1006&images=images/modeng/public/FD1006&data=/texts/english/civilwar/diaries&tag=public>

### Civil War Music:

1. <http://www.nps.gov/archive/gett/gettkidz/music.htm>
2. <http://www.enchantedlearning.com/Rhymes.html>

### Civil War Medicine:

1. <http://www.civilwarhome.com/civilwarmedicineintro.htm>
2. <http://www.powerweb.net/bbock/war/>

### Civil War General Information:

1. <http://www.civilwarhome.com/index.html>

### Civil War Images:

Google Images is what my classes use.

### Webquest that I used to derive my lesson plan:

Hendrick and Nancy Paswater, Craig. "Life During the War Between the States." 10 Apr 2007  
<<http://www.msdp.k12.in.us/staffdev/webquest/chhendr/index.html>>.