



# Teacher's Guide Civil War



## Dear Educator,

Journey back in time to the battlefields of the nation's war against itself and bring the conflict between the Union and Confederacy to life. With **KIDS DISCOVER** *Civil War*, your young historians will learn about the fascinating topics at right

This Teacher's Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from *Civil War*. Select or adapt the activities that suit your students' needs best.

Thank you for making **KIDS DISCOVER** a part of your classroom.

Sincerely,

**KIDS DISCOVER**

P.S. We would love to hear from you!  
E-mail your comments and ideas to [teachers@kidsdiscover.com](mailto:teachers@kidsdiscover.com)

## Meeting the Standards

- ✓ United States History: Era 5 Civil War and Reconstruction (1850-1877)
- ✓ United States History: Era 4 Expansion and Reform (1801-1861) – *National Standards for History*

✓ Visit [www.kidsdiscover.com/standards](http://www.kidsdiscover.com/standards) to find out more about how **KIDS DISCOVER** meets state and national standards.

## PAGES

## WHAT'S IN CIVIL WAR

- 2-3 **A Nation Divided**  
Who were the Union and Confederacy?
- 4-5 **The Road to War**  
Events and beliefs that led to the war
- 6-7 **War!**  
A telling map and time line of Civil War battles from 1861 to 1865
- 8-9 **Ordinary Heroes**  
Who were the unsung heroes of the Civil War and what were their lives like?
- 10-11 **The Battle of Antietam**  
An illustration of the bloodiest battle of the Civil War and a quote from Lincoln's Gettysburg Address
- 12-13 **Civil War Notables**  
The famous faces of the North and the South
- 14-15 **The Home Front; The Aftermath**  
What was it like to live in a land torn apart by war?
- 16-17 **In Story and Song**  
Books, songs, and movies that memorialized the war
- 18-19 **Student Activities**  
Make Civil War toys, plus a time line activity, maze, and resources

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3 **Get Set to Read (Anticipation Guide)** 

4 **Discussion and Writing Questions**

5-6 **It's in the Reading (Reading Comprehension)** 

7 **Everything Visual (Graphic Skills)** 

8 **Cross-Curricular Extensions**

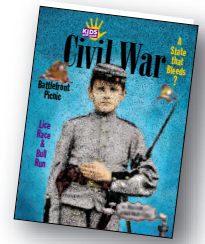
9-12 **Answer Keys to Blackline Masters**

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# PREREADING ACTIVITIES



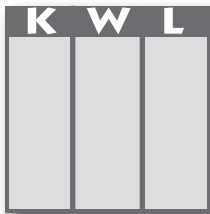
**B**efore distributing **KIDS DISCOVER *Civil War***, activate students' prior knowledge and set a purpose for reading with these activities.

## Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ Do you think that the states could ever be at war with each other again? Over what?
- ✓ How is life is different in the North and the South today than it was at the time of the Civil War? How?

## KWL Chart



On chart paper, draw three columns and label them **K** ("What we Know"), **W** ("What we Want to know"), and **L** ("What we Learned"). Ask: *What do you already know about the Civil War?*

List students' responses in the **K** column. In the **W** column, list students' questions and comments about what they want to learn or what they think they will learn by reading *Civil War*. (See box below for key terms students may bring up.) At the end of the unit, have students fill in the **L** column listing what they learned. Finally, ask students to correct any inaccurate information in the **K** column.

### KEY TERMS

- |                   |                      |
|-------------------|----------------------|
| ✓ Union           | ✓ Ulysses S. Grant   |
| ✓ Confederacy     | ✓ Clara Barton       |
| ✓ slavery         | ✓ Frederick Douglass |
| ✓ Antietam        | ✓ Robert E. Lee      |
| ✓ Gettysburg      | ✓ Stonewall Jackson  |
| ✓ Abraham Lincoln | ✓ Jefferson D        |

## Get Set to Read (Anticipation Guide)



Copy and distribute the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Explain to students that this **Anticipation Guide** will help them find out what they know and what misconceptions they have about the topic. **Get Set to Read** is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the **Before Reading** column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:

- ◆ **Have students** work on their own or in small groups to complete the entire page.
- ◆ **Assign pairs** of students to focus on two statements and to become "experts" on these topics.
- ◆ **Ask students** to complete the **Before Reading** column on their own, and then tabulate the class's answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- ◆ **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the **Page Number** column before copying **Get Set to Read**.

## Preview

Distribute *Civil War* and model how to preview it. Examine **titles, headings, words in boldface type, pictures, charts, and captions**. Then have students add new information to the **KWL** chart. If students will only be reading a few pages at one sitting, preview only the selected pages.

## BE WORD WISE WITH POWER VOCABULARY!

**Y**ou have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher's Toolbox CD-ROM and find your title to access these valuable resources:

- ◆ Vocabulary cards
- ◆ Crossword puzzle
- ◆ Word find
- ◆ Matching
- ◆ Cloze sentences
- ◆ Dictionary list

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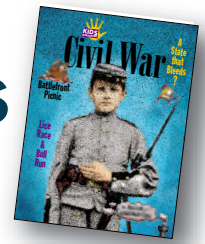
Name \_\_\_\_\_ Date \_\_\_\_\_

# Get Set to Read

What do you know about the Civil War? In Before Reading, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Civil War**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. The Civil War was called the first modern war.	_____	_____
_____	2. The Underground Railroad was a train that went from the North to the South.	_____	_____
_____	3. People had picnics as they watched the first battle of the Civil War in Manassas, Virginia.	_____	_____
_____	4. Nearly 6,000 men died in one day in a Civil War battle.	_____	_____
_____	5. Women did not play a large part in the Civil War.	_____	_____
_____	6. The North first went to war to abolish slavery.	_____	_____
_____	7. Robert E. Lee was a brilliant general but was disliked by his soldiers.	_____	_____
_____	8. Most wealthy men did not have to fight in the Civil War.	_____	_____
_____	9. During Reconstruction, most wounds between North and South were healed.	_____	_____
_____	10. Few books and movies about the Civil War have been produced.	_____	_____



**Use the following questions as oral discussion starters or for journaling. For additional in-class discussion and writing questions, adapt the questions on the reading comprehension blackline masters on pages 5 and 6.**

### Page 2–3

A question on page 3 asks: “What conflict was so deep that only war could settle it?” It was the issue of slavery, of course. Ask:

- ✓ *Do you think that today there is a conflict so deep that it could cause the United States to go to war against itself again? Explain.*

### Pages 4–5

Throughout the history of the United States, some people have argued that the states should have more power than the national government. Ask:

- ✓ *What are some advantages of giving more power to the national government? The state government?*

### Pages 6–7

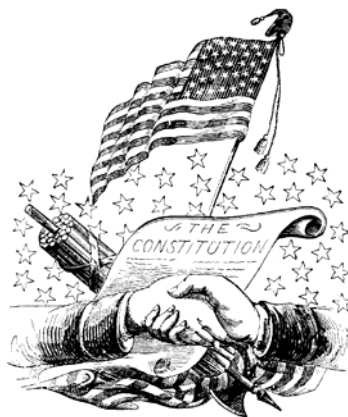
The North had several advantages over the South: more people, more railroads, and more factories that produce goods. However, the officers and soldiers in the South were more experienced than those in the North. Ask:

- ✓ *What are some of the benefits of having more supplies and resources than experience?*
- ✓ *What are some of the benefits of having more experience than resources?*

### Pages 8–9

Young people fought in the Civil War and young people are still fighting in conflicts around the world. Ask:

- ✓ *Do you think people under 18 should be allowed to fight in a war? Explain.*
- ✓ *What effect do you think a war has on the young people who fight in it?*
- ✓ *Do you think fighting in a war affects young people differently than older soldiers? How?*



### Pages 10–11

The illustration on pages 10–11 depicts a scene from the Battle of Antietam, the bloodiest battle of the Civil War. Ask:

- ✓ *What are your reactions to this illustration?*
- ✓ *How do you think your reactions would be different if the picture were a black-and-white photograph of the same scene? A color photograph? A video clip?*
- ✓ *How would you react differently if someone described the battle, but you did not see any pictures?*

### Pages 12–13

Several Civil War notables are highlighted on pages 12–13. These people contributed to the cause in their own way—by speaking out, fighting in the war, writing about daily life so people in the future could see what life was like, or working as cooks, nurses, or spies. Ask:

- ✓ *Based on your talents and interests, in what ways do you think you would want to contribute to your side of the war?*

### Pages 14–15


On page 14, Lincoln is quoted about achieving a “just and lasting peace with malice toward none, with charity for all.” Ask:

- ✓ *What does this quote mean?*
- ✓ *What are some examples that this was not the way the time after the war turned out to be?*

### Pages 16–17

Several books, movies, and songs memorialize the war. Ask:

- ✓ *Have you read, seen, or heard any of the books, movies, or songs mentioned on pages 16–17 or other ones about the Civil War? Which ones?*
- ✓ *If you were to read a book or see a movie about the Civil War, would you rather have it be about the battles or daily life at the time of the Civil War?*



**Add KIDS DISCOVER to your book baskets along with fiction and nonfiction books on the same topic.**



Name \_\_\_\_\_ Date \_\_\_\_\_

## It's in the Reading

After reading **KIDS DISCOVER** *Civil War*, choose the best answer for each question.  
Fill in the circle.



*Find your answers on the pages shown in the book icon next to each question.*

**1. The main way the Southern economy differed from the Northern economy was that \_\_\_\_\_.**

- A. it had many industries
- B. it had little agriculture
- C. it had many cities
- D. it was based on large plantations



**2. The effect of the cotton gin on the South was to \_\_\_\_\_.**

- A. make the use of the slaves unnecessary
- B. increase the number of slaves
- C. make growing cotton less profitable
- D. increase the building of factories



**3. Harriet Beecher Stowe's novel helped ignite the Civil War because \_\_\_\_\_.**

- A. it supported slavery
- B. it glorified war
- C. it dramatized slavery
- D. it pitted the North against the South



**4. Northerners thought they would easily win the war because \_\_\_\_\_.**

- A. the North had better trained soldiers
- B. the North had many abolitionists
- C. Southern officers were inexperienced
- D. the North had more men and resources



**5. Judging by his behavior at Appomattox Court House, you could describe General Grant as a \_\_\_\_\_.**

- A. smart negotiator
- B. poor loser
- C. cruel leader
- D. generous victor



**6. The most important role played by women in the war was \_\_\_\_\_.**

- A. disguising themselves as men and fighting
- B. serving as spies
- C. nursing wounded soldiers
- D. photographing the war





**7. The purpose of the 13th Amendment to the Constitution was to \_\_\_\_.**

- A. stop the Civil War
- B. end slavery
- C. increase industry in the South
- D. make seceding from the Union illegal



**8. Mary Chesnut's journal was valuable because it \_\_\_\_.**

- A. described civilian life during the Civil War
- B. explained why the South had left the Union
- C. defended the Southern generals
- D. helped the Southern leaders work together



**9. The Civil War was described as "a rich man's war" because \_\_\_\_.**

- A. many rich people fought in it
- B. many costly weapons and methods were used
- C. it would benefit Southerners and Northerners who were already rich
- D. rich people got wealthier during the war



**10. The best description of how civilians' lives were affected during the war is that \_\_\_\_.**

- A. most people's lives were barely touched
- B. it caused many problems such as food shortages and riots
- C. it brought people from the North and South closer together
- D. it improved their standard of living



**11. Reconstruction was a difficult period because \_\_\_\_.**

- A. the North treated Southerners cruelly
- B. freed slaves could not get the right to vote
- C. many people wanted the war to continue
- D. Southerners were bitter about changes they would have to make



**12. The main way the novel *Gone with the Wind* differs from the novel *The Red Badge of Courage* is that \_\_\_\_.**

- A. it makes the war seem romantic
- B. it describes gruesome battles
- C. it was written by someone who fought in the war
- D. it honors people who fought bravely in the war



**13. Suppose you had been a Northern or Southern leader before the Civil War. What would you have said to persuade people not to start the war?**

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

A time line describes events in a certain time period and shows when they occurred. It helps you understand how the events were related. A map can be used for a variety of purposes, such as to show where battles were fought. Study the time line and map on pages 6–7. Then answer the questions.

1. What do the United States and Confederate flags on the time line represent?

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2. What generalization can you make about the Confederacy's military strength based on the time line? Explain.

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3. What effect did the First Battle of Bull Run have on the Union commander's attack on Richmond?

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4. In which battle was "Stonewall" Jackson killed?

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5. Explain why the Battle of Gettysburg was a turning point in the war.

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6. About how long did the siege of Petersburg last? How do you think this relates to the next event on the time line?

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7. What generalization can you make about the role of the state of Virginia in the Civil War? Explain your answer.

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Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Get Set to Read

What do you know about the Civil War? In Before Reading, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Civil War**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. The Civil War was called the first modern war.	<i>True</i>	<i>p. 2</i>
_____	2. The Underground Railroad was a <del>train that went from the North to the South</del> <b>network of people that helped escaping slaves go north.</b>	<i>False</i>	<i>p. 5</i>
_____	3. People had picnics as they watched the first battle of the Civil War in Manassas, Virginia.	<i>True</i>	<i>p. 6</i>
_____	4. Nearly 6,000 men died in one day in a Civil War battle.	<i>True</i>	<i>p. 6</i>
_____	5. Women <del>did not</del> <b>did</b> play a large part in the Civil War.	<i>False</i>	<i>p. 9</i>
_____	6. The North first went to war to <del>abolish slavery</del> <b>preserve the Union and later to abolish slavery.</b>	<i>False</i>	<i>p. 12</i>
_____	7. Robert E. Lee was a brilliant general <del>but was disliked by his soldiers and</del> <b>much loved by his soldiers.</b>	<i>False</i>	<i>p. 13</i>
_____	8. Most wealthy men did not have to fight in the Civil War.	<i>True</i>	<i>p. 14</i>
_____	9. During Reconstruction, <del>most wounds between North and South were healed</del> <b>white Southerners were alienated from the North.</b>	<i>False</i>	<i>p. 15</i>
_____	10. <del>Few books and movies</del> <b>Hundreds of books, songs, and movies</b> about the Civil War have been produced.	<i>False</i>	<i>p. 16</i>



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

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After reading KIDS DISCOVER *Civil War*, choose the best answer for each question.  
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Find your answers on the pages shown in the book icon next to each question.

1. The main way the Southern economy differed from the Northern economy was that \_\_\_\_\_.

- A. it had many industries
- B. it had little agriculture
- C. it had many cities
- D. it was based on large plantations (*main idea*)



2. The effect of the cotton gin on the South was to \_\_\_\_\_.

- A. make the use of the slaves unnecessary
- B. increase the number of slaves (*cause and effect*)
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- B. it glorified war
- C. it dramatized slavery (*cause and effect*)
- D. it pitted the North against the South



4. Northerners thought they would easily win the war because \_\_\_\_\_.

- A. the North had better trained soldiers
- B. the North had many abolitionists
- C. Southern officers were inexperienced
- D. the North had more men and resources (*details*)



5. Judging by his behavior at Appomattox Court House, you could describe General Grant as a \_\_\_\_\_.

- A. smart negotiator
- B. poor loser
- C. cruel leader
- D. generous victor (*draw conclusions*)



6. The most important role played by women in the war was \_\_\_\_\_.

- A. disguising themselves as men and fighting
- B. serving as spies
- C. nursing wounded soldiers (*main idea*)
- D. photographing the war



7. The purpose of the 13th Amendment to the Constitution was to \_\_\_\_\_.

- A. stop the Civil War
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- C. increase industry in the South
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- A. the North treated Southerners cruelly
- B. freed slaves could not get the right to vote
- C. many people wanted the war to continue
- D. Southerners were bitter about changes they would have to make (*cause and effect*)



12. The main way the novel *Gone with the Wind* differs from the novel *The Red Badge of Courage* is that \_\_\_\_\_.

- A. it makes the war seem romantic (*comparison and contrast*)
- B. it describes gruesome battles
- C. it was written by someone who fought in the war
- D. it honors people who fought bravely in the war



13. Suppose you had been a Northern or Southern leader before the Civil War. What would you have said to persuade people not to start the war?

*Answers will vary. Students might mention issues of the importance of the unbroken union of the states, the devastation of countrymen fighting one another, and working out the argument over slavery through discussion instead of fighting.*



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

A time line describes events in a certain time period and shows when they occurred. It helps you understand how the events were related. A map can be used for a variety of purposes, such as to show where battles were fought. Study the time line and map on pages 6–7. Then answer the questions.

1. What do the United States and Confederate flags on the time line represent?

*Each flag indicates a battle won by that side.*

2. What generalization can you make about the Confederacy's military strength based on the time line? Explain.

*The Confederacy won many battles, so you could conclude that they were strong militarily.*

3. What effect did the First Battle of Bull Run have on the Union commander's attack on Richmond?

*McClellan realized he would have to train his troops better, so he did not invade Richmond for a while.*

4. In which battle was "Stonewall" Jackson killed?

*the Battle of Chancellorsville, VA*

5. Explain why the Battle of Gettysburg was a turning point in the war.

*Lee took his Confederate forces into Northern territory and suffered a long, costly defeat; it turned the tide against the South.*

6. About how long did the siege of Petersburg last? How do you think this relates to the next event on the time line?

*about 7–9 months; the long, hard siege finally defeated the South, so they surrendered shortly after.*

7. What generalization can you make about the role of the state of Virginia in the Civil War? Explain your answer.

*Virginia, a Confederate state bordering the North, was located in the thick of the fighting. Many important battles occurred in the state.*