

Thomas Kennedy  
Sectionalism, Civil War and Reconstruction  
E-Lesson Plan Submission

### **Homefronts: Effects of the War on Communities**

Grade Level: 9<sup>th</sup>

Duration: 1 Class period

MA Frameworks:

- US1.40—Provide examples of the various effects of the Civil War

Objectives:

1. Students will gain an understanding of the huge loss of life that resulted from the Civil War

Materials:

Computers with Internet Access

Procedure:

1. Students will be told that the Civil War was per capita the bloodiest war that the United States was ever involved in and that they are going to use the records from two counties (one Union and one Confederate) to see how families and towns were drastically changed by the war.
2. Students will be broken into groups of 3 and told to access the “Valley of the Shadow” website.
3. Once on the website they will be told where to find Census figures for 1860 and 1870. They will choose either Augusta or Franklin County and compare the two censuses. They will do this by choosing 4-5 family names and comparing their numbers and members before and after the war to see the effect that the war had on those families. This information should be printed out so they can reference it during their oral presentations. They should also look in the soldiers’ records for any members of their chosen families so that they can see what happened to the members of the families that were involved in the war.
4. Students will prepare oral presentations based on what they have discovered and report out to the class how the families that they have chosen were affected by the war. They should include in their presentations any information that they can find beyond deaths (economic changes, did they lose property, etc...)

Assessment:

- Oral Presentations
- Teacher observations

Web Resources:

<http://valley.vcdh.virginia.edu>

## Home Fronts

Teacher Name: **Mr. Kennedy**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements