

Amy Johnson

Project Description
<p>Students will investigate two historical markers: “The Burning & Destruction of Atlanta” and “The March to the Sea,” as initial learning points about the Civil War and, more specifically, the evolution of the modernization of technology, communication, and military strategies.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> Was the Civil War considered the first modern war? Why did Union General William T. Sherman target the state of Georgia during the Civil War? <p>How did the Atlanta Campaign and Sherman’s March to the Sea shape the war’s outcome?</p>
Inquiry Format
<p>Students will participate in inquiry-based learning through a gallery walk activity where they will read, view, and analyze different artifacts from the Civil War. Through these primary and secondary sources, students will formulate an argument for or against whether the Civil War should be considered the first modern war.</p>
Georgia Standards of Excellence
<p><u>U.S. History Georgia Content Standards:</u> SSUSH9a., c., d.: Evaluate key events, issues, and individuals related to the Civil War.</p> <p><u>Reading Standards for Literacy in History/Social Studies (RHSS) Grade II-12:</u> LII-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>Writing Standards for Literacy in History/Social Studies (WHST) Grades II-12: LII-12WHST1:</u> Write arguments focused on <i>discipline-specific content</i>.</p>
Primary & Secondary Sources to Use
<p><u>Potential Primary Sources:</u></p> <ol style="list-style-type: none"> Diary entry: “Sept. 17, 1862: Clara Barton’s account at Antietam” Photograph: “View on Battlefield at Antietam” Photograph: “Battle between the Monitor and Merrimac--fought March 9th 1862 at Hampton Roads, near Norfolk, Va” Stereograph: “How Sherman’s Boys Fixed the Railroad” Sherman’s Telegram to President Lincoln regarding the capture of Savannah

6. Photograph: “Sherman’s Troops removing ammunition from Fort McAllister in wheelbarrows”

Potential Secondary Sources:

1. “The Burning & Destruction of Atlanta” Historical Marker
2. “The March to the Sea” Historical Marker
3. GPB/PBS--History Detectives article: “Civil War Innovations”
<https://www.pbs.org/opb/historydetectives/feature/civil-war-innovations/>
4. History Channel--“Civil War Technology”
<https://www.history.com/topics/american-civil-war/civil-war-technology>

Expected Outcome/Output for Students

Students will gain an understanding of the Civil War itself, but more specifically, the advancements utilized during the war. Through the gallery walk activity, investigation of the Atlanta Campaign and Sherman’s March to the Sea, and focused research of primary and secondary sources, students will be able to formulate an argument about whether the Civil War was the first modern war. Students will complete an assignment to gather information during the gallery walk activity. Then, as a final two-part assessment, students will first use the gallery walk assignment to complete a t-chart diagram to support/not support whether the Civil War was the first modern war. After the t-chart is completed, students will use the gallery walk assignment and the t-chart diagram to write a reflection of at least one paragraph (citing evidence from the sources) to support their argument.

Historical Marker Connections

After reading the texts of both historical markers (“The Burning & Destruction of Atlanta” and “The March to the Sea”), students will better understand how the Civil War affected both Atlanta and across Georgia. Students will attend a field trip to the local Battle of Brown’s Mill site (only a 20-minute drive from the school) as a place-based learning opportunity.

Afterwards, students will either:

1. Create a brochure using the digital platform [Canva](https://www.canva.com/) about the Civil War in Georgia and, more specifically, the battle at Brown’s Mill. Students will incorporate pictures and videos they took on the field trip.
2. Create their own video about the Civil War in Georgia and, more specifically, the battle at Brown’s Mill. The video platform will be the student’s choice. However, the teacher will provide a suggested list on Google Classroom (iMovie, Animoto, Vimeo, Loom, etc.) Students will incorporate pictures and video clips they produced on the field trip.

Students will have a better personal connection and, therefore, better retention of historical content knowledge.