



# CIVILian War Experience Lesson Plan

EXPERIENCING THE BATTLE OF KENNESAW MOUNTAIN

*KENNESAW MOUNTAIN NATIONAL BATTLEFIELD PARK*

Grade: 8

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## GEORGIA STANDARDS

**SS8H6** The student will analyze the impact of the Civil War and Reconstruction on Georgia.

b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

**L6-8RH1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

**LITCC6-8RHSS10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

**L6-8WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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## LESSON PURPOSE:

- Students will use and identify types of primary sources used to document life during the Civil War (letters, diaries, books, photographs, etc.)
- Students will develop historical empathy for the women and civilians who lived during the Civil War
- Students will examine the lives of women from multiple points of view (geographic and occupational)
- Students will identify the efforts, jobs, and duties of women during the Civil War
- Students will identify the effects of Civil War on daily life of women, children, and other civilians

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- Students will describe daily life during the Civil War
  - Students will describe the geography and its importance to war and people during the Civil War
  - Students will practice interpersonal and relationship skill through cooperative/collaborative learning
  - Students will practice and increase decision-making skills
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## LESSON MATERIALS

- **Primary Sources**  
Minerva McClatchey document  
Lucinda Hardage document
- **Worksheets**  
Questions, Problems, Concerns document  
Analyzing Primary Sources teachers edition LOC document  
Primary Source Analysis Tool worksheet LOC document  
Lucinda Hardage KEMO document  
New Salem Community KEMO document
- **Online Sources:**
  - #1 – **Hardage Google Book**  
[http://books.google.com/books?id=bo9y9O1DwuQC&pg=PA29&lpg=PA29&dq=lucinda+hardage&source=bl&ots=bRfDdg5xe4&sig=01z7RwguH6udaQkaS62uj9IVzis&hl=en&sa=X&ei=VpUSUpTYBsOw2wX\\_toGwDA&ved=0CEsQ6AEwBjgK#v=onepage&q=lucinda%20hardage&f=false](http://books.google.com/books?id=bo9y9O1DwuQC&pg=PA29&lpg=PA29&dq=lucinda+hardage&source=bl&ots=bRfDdg5xe4&sig=01z7RwguH6udaQkaS62uj9IVzis&hl=en&sa=X&ei=VpUSUpTYBsOw2wX_toGwDA&ved=0CEsQ6AEwBjgK#v=onepage&q=lucinda%20hardage&f=false)
  - #2 – **Hardage Photo**  
<http://dlg.galileo.usg.edu/cgi-bin/vanga.cgi?format=photo&query=id%3acob492>
  - #3 – **New Salem School**  
<http://files.usgwarchives.net/ga/cobb/history/schools/mtcottage.txt>
  - #4 – **Hardage Obituary**  
<http://files.usgwarchives.net/ga/cobb/obits/h/hardage7531ob.txt>
  - #5 – **Hardage Birthday Announcement**  
<http://files.usgwarchives.net/ga/cobb/newspapers/mrsmaryh251nnw.txt>

### Prerequisite:

It is encouraged that you complete the standard discussing the Atlanta Campaign before starting this lesson. While your students can complete this lesson without the other, the first lesson provides a context for the battle.

### Goal:

Through the examination of primary sources related to the Battle of Kennesaw Mountain, students will gain an understanding of Civil War battles and how these battles impacted civilians caught in their path.

### **Objectives:**

- 1.) Given primary sources, students will be able to list post-battle hardships faced by civilians caught in the path of a major battle;
- 2.) Given primary sources, students will be able to write about a historic event from the point of view of someone who was there, discussing many of the hardships people in that historic moment faced.
- 3.) Using problem solving skills, students will be able to organize information learned to complete daily assignments and any culminating projects
- 4.) Students will increase reading, understanding, and usage of both verbal and written English.

### **Vocabulary:**

Anecdote  
Avail  
Chivalry  
Cordially  
Correspond  
Corpulent  
En route  
Entrench  
Inoffensive  
Laden  
Legion  
Malaria

Oath  
Pacify  
Parlor  
Perpetuate  
Provisions  
Recollection  
Refugee  
Reprimand  
Slate  
Typhoid  
Veranda  
Wretch

### **Anticipatory Set:**

Ask your students, "What do you think happened to the people when a battle was fought in their town? Do you think people were hurt? What happened to the town after the battle was over?"

Explain that there were hardships almost every time civilians found themselves in the path of large numbers of Civil War soldiers.

## **Procedures:**

### **Activity 1: Primary Sources**

Provide half of your class with a copy of the Minerva McClatchey document  
Provide half of your class with a copy of the Miss Lucinda Hardage document

Have all students read their documents independently.

Place students in pairs. Make sure each pair has someone who read the McClatchey document and someone who read the Hardage document. Give students 5 minutes to tell their group mates what document they read, who wrote it, and what it was about.

Hand out the “Questions, Problems, or Concerns” worksheet for the students to complete as a pair. They should complete one worksheet for each document.

Together the students will identify 5 problems civilians living in Marietta would have faced during and after the battle of Kennesaw Mountain. Students will also identify 5 actions they took in response to these hardships.

### **Activity 2: "Problems, Problems"**

On the smart board, overhead, or bulletin board, place the words “Problem” and “Action.”

Elicit examples of “problems” from members of each group.

Once the “problems” have been determined, conduct a class discussion about what civilians did in response.

Discuss other consequences which might have been experienced by civilians in other places throughout the war.

### **Assessment**

Informally assess student’s responses during the discussion.

Students will write a journal entry in which they envision that they are a civilian who lived through the Battle of Kennesaw Mountain and its aftermath. They will use their “Questions, Problems, or Concerns” worksheet in order to include at least three

problems and their civilian's reaction. Evaluate the journal entry using the "Problems, Problems" Teacher Rubric as well as the Common Core Georgia Performance Standards.

Students will use adjectives and adverbs in their writing. They will begin this assignment in class and complete it for the next day if necessary.

Collect the "Questions, Problems, or Concerns" worksheet and make sure the answers are appropriate for the task.

### **Adaptation Ideas**

Give each group one page of the primary source text and have them volunteer ideas from their section alone;

Use the primary sources as inductive vocabulary lessons (see vocabulary list above);

Have students paraphrase their documents for understanding;

Instead of a journal entry, students could complete a graphic organizer such as a "word web", or word webs could be substituted for the bulletin board activity;

Using Google Maps, have each student research the battlefield location of each primary source.

### **Activity 3: Vocabulary Practice**

Give each student 3 Vocabulary Graphic Organizer worksheets. Each student chooses three vocabulary words from the list above and completes one worksheet per word. The activity involves students creating a pictorial illustration and writing word meanings in their own words. Demonstrate and reinforce that "stick figures" are fine to make. This is not being graded for art. This is one form of a graphic organizer which has been successful in helping students remember vocabulary and meanings.

### **Activity 4: Dynamite Drawings**

Students love this activity. The amount of time spent here depends upon the teaching schedule, type of class, talents of the students (and the teacher), etc. This area can be easily adapted to allow more or less time in this section. Students also can complete some of this work at home.

Provide each student with either the document/site bulletin titled “New Salem Community KEMO” or “Lucinda Hardage KEMO.” Each student should have a blank sheet of copy paper as well. Students are instructed to illustrate ONE picture that would go along with the site bulletin from Kennesaw Mountain National Battlefield Park. The picture has to illustrate one point from the passage and display historical accuracy. How it is graded is up to you.

### **Activity 5: Library of Congress Primary Source Analysis**

Use the “Analyzing Primary Sources teachers edition LOC” document to demonstrate what is expected as responses from the students.

Each student should receive a copy of the handout “Primary Source Analysis Tool worksheet LOC.” Then, have numerous copies of the following documents:

- Online Source #2 – Hardage Photo
- Online Source #3 – New Salem School
- Online Source #4 – Hardage Obituary
- Online Source #5 – Hardage Birthday Announcement

Students should come up and choose one of the four sources to analyze using the handout your provided. After the worksheets have been completed, group your class according to each online source – 4 groups total. Each group must then present its findings to the class.