



Civil War Quest

Discover Your Place in History!



Curriculum Overview

Curriculum Context

This short-focused research project fits the Social Studies curriculum as a local connections study of the Civil War.

Vermont Standards | [Vermont Standards](#) |

Understanding Place 4.6 Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

Historical Connections 6.4 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.

Being a Historian 6.6 Students use historical methodology to make interpretations concerning history, change, and continuity

Geographical Knowledge 6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for problems, and plan for the future.

New Hampshire Standards | [New Hampshire Standards](#) |

Curriculum Standard 10 Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Curriculum Standard 15.3 Use maps and narratives to place history and contemporary events in spatial context.

Curriculum Standard 16 Students demonstrate the ability to employ historical analysis, interpretation, and comprehension to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Common Core State Standards | [Common Core Standards](#) |

Reading Standards

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Standards

CCSS.ELA-LITERACY.W.8.7

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.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

History Social Studies

CCSS.ELA-LITERACY.RH.6-8.2

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.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information with other information in print and digital texts.

Enduring Understanding	
People move from our local communities contributed to the Civil War in many ways.	
New Knowledge	
<ul style="list-style-type: none"> • People in our local communities contributed to the Civil War both on the battlefield and at home. • Historical evidence can be found in cemeteries, houses, maps, the census, and other primary sources. • Monuments and memorials are important ways to help communities heal after war. 	
Texts/Resources	
Background Knowledge/Historical Context For Teachers: Howard Coffin, <i>Full Duty</i> ; Bruce Heald, <i>New Hampshire and the Civil War</i> For Students: NH Historical Society, New Hampshire Goes to War ; Howard Coffin, Vermont in the Civil War ;	Primary Sources Gravestones, U.S. Census, Other sources to consider: New Hampshire and the Civil War ; Vermont in the Civil War
Vocabulary	
<i>What academic vocabulary is essential for this lesson?</i> primary source, secondary source, research	<i>What vocabulary is needed for a close-read of the texts?</i> Company, infantry, regiment, quota
Assessment Evidence	
Formative Assessments	Summative Performance Task
List of evidence gathered from research with quotes organized into a timeline (Session 3)	Explanatory Writing Prompt: After researching your soldier, write a paragraph in which you explain how your soldier contributed to the Civil War. Support your discussion with evidence from your research. (Session 3)
Instructional Process	
Introduction Session 1: Preparing for your Civil War Quest <i>Teacher Preparation and Student Preparation</i> Short Focused Research Session 2: Discovering the Civil War in a Local Cemetery <i>Who in our town served in the Civil War?</i> Session 3: Researching Local Civil War Veterans <i>How did soldiers from our community serve in the Civil War?</i> <u>Formative Assessment:</u> After researching your settler, create a timeline that you will share with the class about your soldier’s story. For each detail, provide a quote from your research and record where you found your information. <u>Explanatory Writing Prompt:</u> After researching your soldier, write a paragraph in which you explain how your soldier contributed to the Civil War. Support your discussion with evidence from your research.	

Presenting New Knowledge

Session 4: Writing our Colonial Quest

How can we share what we've learned with others?

Session 5: Completing our Colonial Quest

What do we need to do to complete our Quest?

Grade: 6 - 8

Contact Information: <http://www.vitalcommunities.org/valleyquest>