



GOAL 6 | LESSON PLAN | HIGH SCHOOL

1863: Shifting Tides

GRADES: High School

APPROXIMATE LENGTH OF TIME: 50 minutes

GOAL: Students will be able to describe the effects of the battles of Gettysburg and Vicksburg and analyze the Gettysburg Address.

OBJECTIVES:

1. Students will be able to place the historical developments between the attack on Fort Sumter and the battles of Gettysburg and Vicksburg on a timeline and a map.
2. Students will be able to discuss the political, social, and military effects of the Union victories at Gettysburg and Vicksburg.
3. Students will be able to analyze the impact of the Gettysburg Address during the Civil War and evaluate its importance and relevance today.

COMMON CORE:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7

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.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance

10—Civics, Ideals, and Practices

MATERIALS:

1. Shifting Tides PowerPoint
2. Highlighters
3. Shifting Tide Timeline and Map
4. Shifting Tide Timeline Teacher Version
5. The Gettysburg Address
6. Gettysburg Address Questions

PROCEDURE:

Print out the PowerPoint with notes prior to class. There are notes included with the slides that will be on the printed slides, but won't be seen by your students during the presentation.

Activity 1

1. Use the *Shifting Tides PowerPoint* to guide the lesson.
2. Hand out the *Shifting Tides Timeline and Map*
3. Begin the PowerPoint presentation—students will fill in battle information on their maps during the discussion.

Activity 2

1. When you arrive at the Gettysburg Address in the PowerPoint presentation, pass out the *Gettysburg Address* and read it as a class.
2. Hand out the *Gettysburg Address Questions*
3. Have students answer the questions independently. The last question can be answered on a separate piece of paper.

CLOSURE:

1. Why do you think Lincoln comes out and gives an address at this time?
2. What do you think his speech does for the American people?

ASSESSMENT IN THIS LESSON

1. Completion of *the timeline and map*
2. Informal assessment through discussion questions in the PowerPoint presentation
3. Completion of the *Gettysburg Address Questions*.



Shifting Tides Timeline and Map

Name: _____

Date: _____

Timeline:

Put the following events in chronological order along the timeline.

Date	Battle Name	Winner
Sept. 17, 1862	Antietam, a.k.a. Sharpsburg, MD	
April 12–13, 1861	Attack on Fort Sumter, SC	
April 30–May 6, 1863	Chancellorsville, VA	
Feb. 6–16, 1862	Fort Henry/Fort Donelson, TN	
Dec. 13, 1862	Fredericksburg, VA	
July 1–3, 1863	Gettysburg, PA	
March–June, 1862	Jackson's Valley Campaign, VA	
July 21, 1861	First Manassas, a.k.a. Bull Run, VA	
August 28–30, 1862	Second Manassas, a.k.a. Second Bull Run, VA	
Oct. 8, 1862	Perryville, KY	
April 6–7, 1862	Shiloh, a.k.a. Pittsburg Landing, TN	
May 18–July 4, 1863	Siege of Vicksburg, MS	
Dec. 31, 1862–Jan. 2, 1863	Stones River, a.k.a. Murfreesboro, TN	

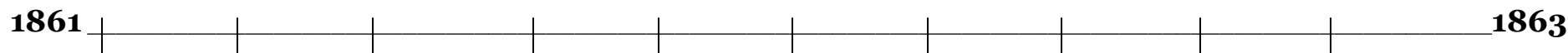
Tally the battle victories:

Union | Confederate

Map Key: Fill-in the squares with the colors you use.

U.S.A. Victory ☐

C.S.A Victory ☐







Shifting Tides Timeline and Map (Teacher Version)

Name: _____

Date: _____

Timeline:

Put the following events in chronological order along the timeline.

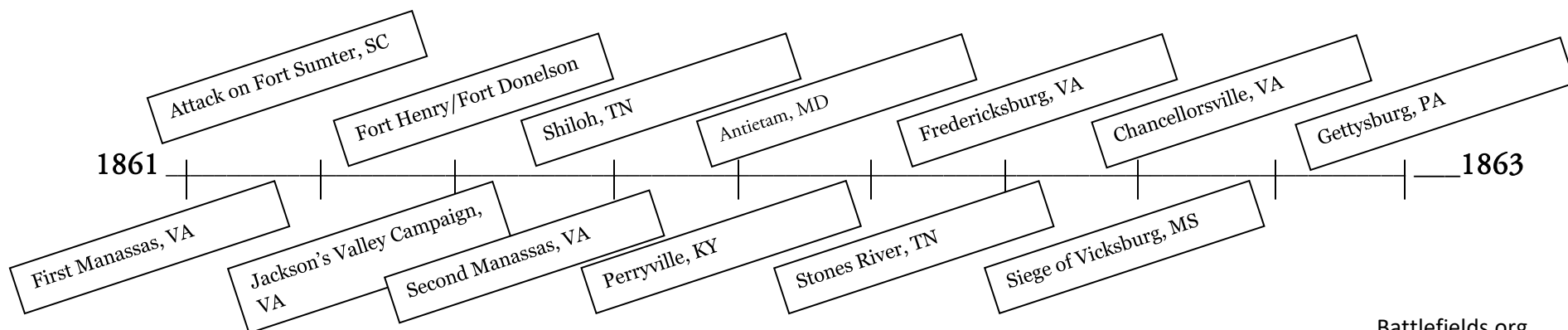
Tally the battle victories:

Union	Confederate
VIII	V

Map Key: Fill-in the squares with the colors you use.

U.S.A. Victory ☐

C.S.A Victory ☐





The Gettysburg Address

November 19, 1863

Abraham Lincoln gave the Gettysburg Address during the dedication of the cemetery for Union soldiers who fought and died in the Battle of Gettysburg. In the address, Lincoln expressed the great need for Americans to remember the sacrifice made by these soldiers.

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.



The Gettysburg Address Questions

Use at least two direct quotes from the Gettysburg Address on this worksheet.

1. Why do you think Lincoln started out talking about the past and our fathers?

2. For what cause(s) did President Lincoln believe the U.S. soldiers were fighting during the American Civil War?

3. According to Lincoln, how does a nation make sure that free governments (democracies) “shall not perish from the earth”?

4. According to Lincoln, what do the American people have to do to make sure that the U.S. soldiers who were killed at Gettysburg (and other battlefields) had not died “in vain”?

5. What do you think Lincoln meant by the phrase “...government of the people, by the people, for the people...”?

6. Conduct research on reactions to Lincoln’s address. How did people feel about the address at that time?

Provide at least one quotation and be sure to use proper citation.