



# THE Civil War Curriculum

by the CIVIL WAR TRUST | [Civilwar.org/curriculum](http://Civilwar.org/curriculum)

GOAL 9 | LESSON PLAN | MIDDLE SCHOOL

## Preserving the Memory

**GRADES:** Middle School

**APPROXIMATE LENGTH OF TIME:** 50 minutes

**GOAL:** Students will be able to formulate ways in which society can preserve the memory of the war.

### OBJECTIVES:

1. Students will be able to conduct research on historic places and evaluate the value of preserving certain locations.
2. Students will be able to write an argumentative essay arguing why it is important to preserve historic places.
3. Students will be able to provide examples of ways that people can be involved with battlefield preservation.

### MATERIALS USED:

1. *Preserving the Memory Video*
2. [civilwar.org/history-under-siege](http://civilwar.org/history-under-siege)
3. Preserving the Memory Essay Pre-Writing
4. Preserving the Memory Essay
5. Preserving the Memory Essay Rubric

### VOCABULARY:

Preserve-to keep; to keep safe; to keep in existence, to maintain

**ANTICIPATORY SET/HOOK:**

1. Ask students what do they think battlefields and other Civil War sites such as houses, cemeteries, railroad stations, and churches look like today. Do students think they still look like they did during the war? Since the Civil War happened in the United States, have they ever seen a Civil War battlefield or site?

**PROCEDURE:**

## Activity 1

1. Watch the *Preserving the Memory Video* as a class.
2. Discuss the following:
  - a. Why might people want to remember events in history?
  - b. What are some ways we learn about history or certain historic events?
  - c. How does knowing about something that happened so long ago help us today?

## Activity 2

3. Hand out *Preserving the Memory Essay Pre-Writing*.
4. Have students visit [civilwar.org/history-under-siege](http://civilwar.org/history-under-siege) and complete the *Essay Pre-Writing*. To see the individual battlefields click on Read the Report and on the right side of the page there will be a list of 10 battlefields with links to each battlefield.
5. If you have limited student computer access you can either place students in groups or read about each battlefield as a class.

## Activity 3

6. Hand out the *Preserving the Memory Essay* and *Rubric* and have students complete the essay.

**CLOSURE:**

1. Tally the students' top choices for Most Endangered Battlefield and discover what they think is the most important battlefield to be preserved. Discuss their reasoning and if there is anything they can do to help protect this site.

**EXTENSION:**

Take Action—have your students participate in the preservation of a local Civil War site, or get them involved with one of the Most Endangered Battlefields.

Participate in Park Day—see if a site in your area is hosting a Park Day event [civilwar.org/parkday](http://civilwar.org/parkday).

Tell us about your work through the Teaching Civics through Preservation page [civilwar.org/teachingcivics](http://civilwar.org/teachingcivics).

**ASSESSMENT IN THIS LESSON:**

1. Informal assessment through the video follow-up discussion questions
2. Completion of the research and pre-writing activity
3. Completed final essay



## Preserving the Memory Essay Pre-writing

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

Date: \_\_\_\_\_

Fill out the following graphic organizer.

1. Fill in the names of The Civil War Trust's 10 Most Endangered Battlefields on the top lines.
2. Identify the threats to each battlefield below that site.
3. Write your thoughts on the importance of each battlefield and the severity of the threat.
4. Based on your opinion, rank them from most endangered to least endangered: 1 being most endangered, 10 being least endangered.

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Two reasons to preserve historic places:

1. 

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2. 

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

Date: \_\_\_\_\_

## Preserving the Memory Essay

On the following lines, write an essay arguing why it is important to save the historic site that you have chosen.

Be sure to:

1. Include the name, location, and a brief history of your site you have chosen.
2. Include the threat facing your particular site and how this will affect the site.
3. Explain the importance of preserving this site.
4. Discuss one way that you think people could help preserve this site.

[illegible]

[illegible]



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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

Date: \_\_\_\_\_

## Preserving the Memory

### Essay Rubric

	1	2	3	4	5
Name of battlefield, location, and short history.					
Threat facing battlefield and how it will affect it.					
Explanation of why it is important to preserve this site.					
Give one way people can help preserve this battlefield.					
Grammar and spelling					
Writing and sentence structure					

Student's Name: \_\_\_\_\_

\_\_\_\_/30 pts