



GOAL 6 | LESSON PLAN | ELEMENTARY

1863: Shifting Tides

GRADES: Elementary

APPROXIMATE LENGTH OF TIME: 50 minutes

GOAL: Students will be able to discuss the effects of the battles of Gettysburg and Vicksburg, paying particular attention to the Gettysburg Address.

OBJECTIVES:

1. Students will list the sequence of events leading to the battles of Vicksburg and Gettysburg and highlight each event on a map.
2. Students will summarize the meaning of the Gettysburg Address.

COMMON CORE:

CCSS. ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

PRESERVE. EDUCATE. INSPIRE.

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 USED:

1. Shifting Tides PowerPoint
2. Shifting Tides Timeline and Map
3. Shifting Tides Timeline Answer Key
4. Two Highlighters of Different Colors
5. Gettysburg Address
6. The Gettysburg Address in Your Own Words

PROCEDURE:

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can 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*, copied back to back.
3. Allow students a few minutes to fill in the timeline.
4. As you discuss the events on the PowerPoint, students should highlight each battle on their maps according to whether it was won by the Union or Confederacy. They may create their own *key* using the boxes located on the *Shifting Tides Timeline and Map* worksheet. Students should also keep a tally of the "winners" for each battle.
5. When you arrive at the Gettysburg Address in the PowerPoint, pass out the *Gettysburg Address*, read it as a group, and discuss its meaning as a class.

Activity 2

Give each student a copy of *The Gettysburg Address in Your Own Words*. Review the discussion questions on the worksheet. Students should use the questions to help them work out the meaning of the address.

CLOSURE:

1. Allow students to share their completed *The Gettysburg Address in Your Own Words*.
2. Discuss why the Gettysburg Address is still significant today (Maybe how the Union remained to today, maybe how we see sacrifice for the democratic ideals of the Constitution to this day. Maybe how we still struggle as a society with issues in a government run 'by the people.')

ASSESSMENT IN THIS LESSON:

1. Completed *Shifting Tides Timeline and Map*
2. Informal assessment through discussion
3. Completed *The Gettysburg Address in Your Own Words*



Shifting Tides Timeline & Map

Name: _____
 Date: _____

TIMELINE:

Put these events in chronological order along the following timeline.

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

TALLY THE BATTLE VICTORIES:

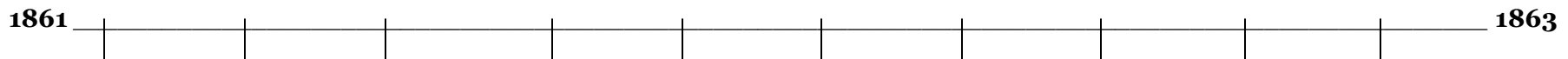
Union	Confederate

MAP KEY:

Highlight the squares with the colors you use.

U.S.A. Victory

C.S.A Victory





**Battles of the Civil War
1861- 1863**

www.civilwar.org

The Civil War Trust



Shifting Tides Timeline and Map (Teacher Version)

Name: _____

Date: _____

Put these events in chronological order along the timeline given below.

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

Tally the battle victories:

Union Victory | Confederate Victory

IIII

IIII

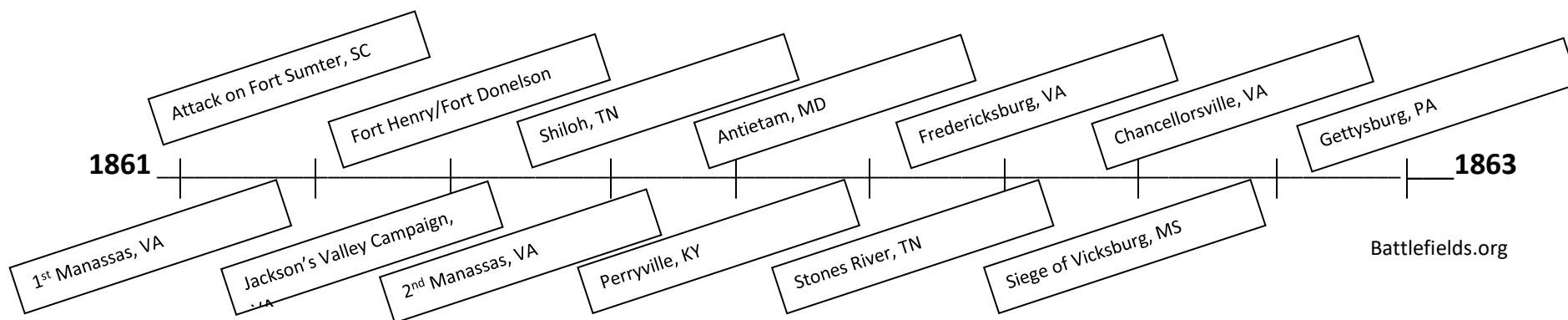
III

Map Key: Highlight the squares with the colors you will be using.

U.S.A. Victory



C.S.A Victory





Gettysburg Address

NOVEMBER 19, 1863 | ABRAHAM LINCOLN

VOCABULARY

1. **Score**—a group or set of 20
2. **Conceive**—to form a notion or idea
3. **Dedicate**—to devote to a purpose or person
4. **Proposition**—an offer or suggestion that something be considered
5. **Engage**—to occupy the attention or efforts of
6. **Portion**—a part
7. **Consecrate**—to make or declare sacred
8. **Hallow**—to make holy; to honor as holy; to consider sacred
9. **Detract**—to take or draw away from.; to divert or distract
10. **Devotion**—attachment to a cause or person
11. **Resolve**—to come to a definitive decision
12. **Vain**—without real significance
13. **Perish**—to die or be destroyed

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 in Your Own Words

Independently re-read the Gettysburg Address. Write the Address in your own words on the lines below. Use the following questions to help guide your thoughts:

1. What do you think Abraham Lincoln was trying to accomplish with the Gettysburg Address?
2. Who was he talking to?
3. Who were “these dead” that he is talking about?
4. What did the American people have to do to make sure that the U.S. soldiers killed in the War 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...”?
