

# THE Civil War Curriculum

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GOAL 5 | LESSON PLAN | MIDDLE SCHOOL

## The Home Front

**GRADES:** Middle School

**APPROXIMATE LENGTH OF TIME:** 50 minutes

**GOAL:** Students will be able to discuss what life was like for those on the home front and the effects of news from the field on those at home.

**OBJECTIVES:**

1. Students will be able to list examples of how and discuss why the war affected every citizen's day-to-day life.
2. Students will be able to discuss the impact of the Civil War on families and describe the challenges faced by those on the home front during the Civil War.
3. Students will be able to describe how news traveled to the home front during the Civil War, listing communication methods of the period.
4. Students will be able to address questions concerning what actions an individual might take in a typical war time scenario.

**MATERIALS:**

1. The Home Front Student Sheet
2. The Home Front PowerPoint
3. Jigsaw State Activity (Teachers will need to print out one set of the sheets for the group activity)
4. 1860 Blank U.S. Map

**ANTICIPATORY SET/HOOK**

1. Hand out *The Home Front Student Sheet* to each student.
2. Remind students that this nation is currently at war. Remind them they are currently living on the home front.

3. Have students partner up and discuss with their partner how the current war affects their lives.
4. On *The Home Front Student Sheet*, have students write down one or two things from the current war that affects their lives.
5. Have students share their answers.
6. Tell them to turn their papers over and begin *The Home Front PowerPoint*. These papers will be used again at the end of the lesson.

**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. As a group, view *The Home Front PowerPoint* presentation, asking discussion questions as you go.

## Activity 2

2. Students will complete the *Jigsaw State Activity*, in small groups; each group will receive a state and a scenario to which it will respond. Further teacher directions are on the *Jigsaw State Activity*.

## Activity 3

3. Have students return to their *The Home Front Student Sheet*.  
As a group, briefly review some of the earlier responses to how the current war affects their day-to-day lives.
4. On the left side of the paper, have students write three ways the Civil War affected the lives of civilians.

**CLOSURE:**

At the bottom of *The Home Front Student Sheet*, have students answer the following question:

Why do you think the Civil War touched the lives of every American? Give three examples of how it affected citizens' day-to-day lives.

**ASSESSMENT IN THIS LESSON:**

1. Completed *Home Front Student Sheet*
2. Completed *Jigsaw State Activity Sheet*, informal assessment through group discussions, collected written responses, and small group presentation.



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

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

## The Home Front Student Sheet

List three ways the present U.S. war affects your life:	List three ways the Civil War affected civilian lives then: (how)
1)	1)
2)	2)
3)	3)

How do you think the Civil War touched the lives of every American? Give three examples of how it affected citizens' day-to-day lives.

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

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

## Jigsaw State Activity

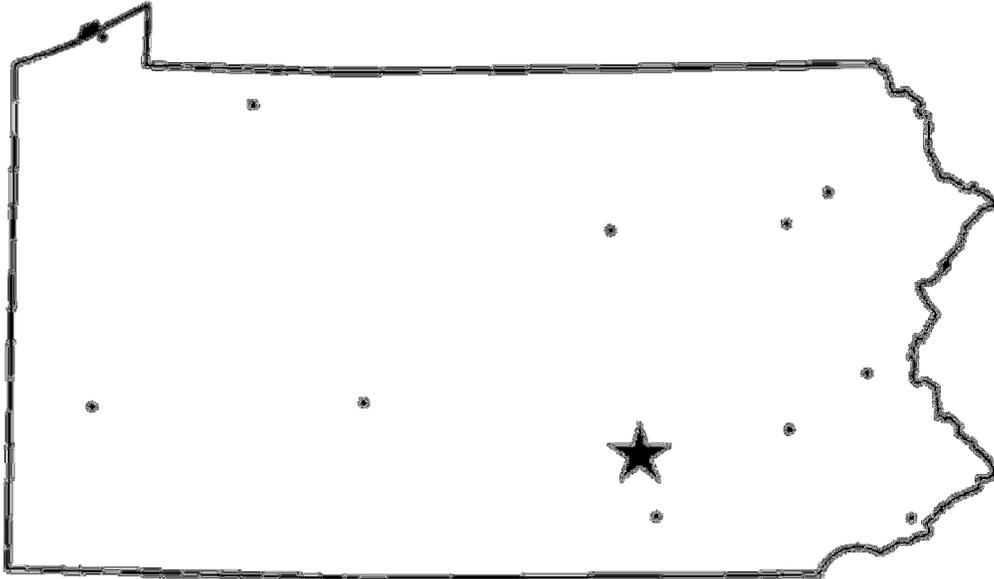
Notes to the Teacher:

Each of the following pages contains a state and a situation to which each group will respond as part of the Civil War Home Front lesson for middle school.

1. Place students in groups of 2–4, assigning a recorder and presenter for each group.
2. Print off and hand out one of the state slides for each group, as well as a copy of the Blank 1860 U.S. Map—all the states do not need to be completed for this activity.
3. Students should color in their given state on their *Blank 1860 U.S. Map*, then use their state page to write notes in response to their given situation.
4. Groups will then share with the class their response to the situation.

Information and ideas for response have been presented in the *Home Front PowerPoint*.

## Pennsylvania



Emma is a young girl living in Gettysburg; she knows a battle is going to happen soon and even sees Confederate soldiers walking around her town.

What are some of the things Emma has to do to get ready before the battle?

How do you think Emma feels right now? Why?

## Virginia



Claire is a young mother in Richmond with a baby boy and a five year-old daughter. Her husband is off fighting in the war and food is getting scarce; she is running out of bread and has no money left.

What do you think Claire should do to feed her children?

How do you think Claire feels about her husband? Why?

How do you think Claire feels about the war? Why?

## South Carolina



Sam is a 12-year-old slave living in South Carolina. One day the Union Army marches onto his plantation and burns the master's house, slaughters all of the animals, and takes the horses and all the food.

What should Sam do now?

How does Sam feel about the Union Army? Why?

## Ohio

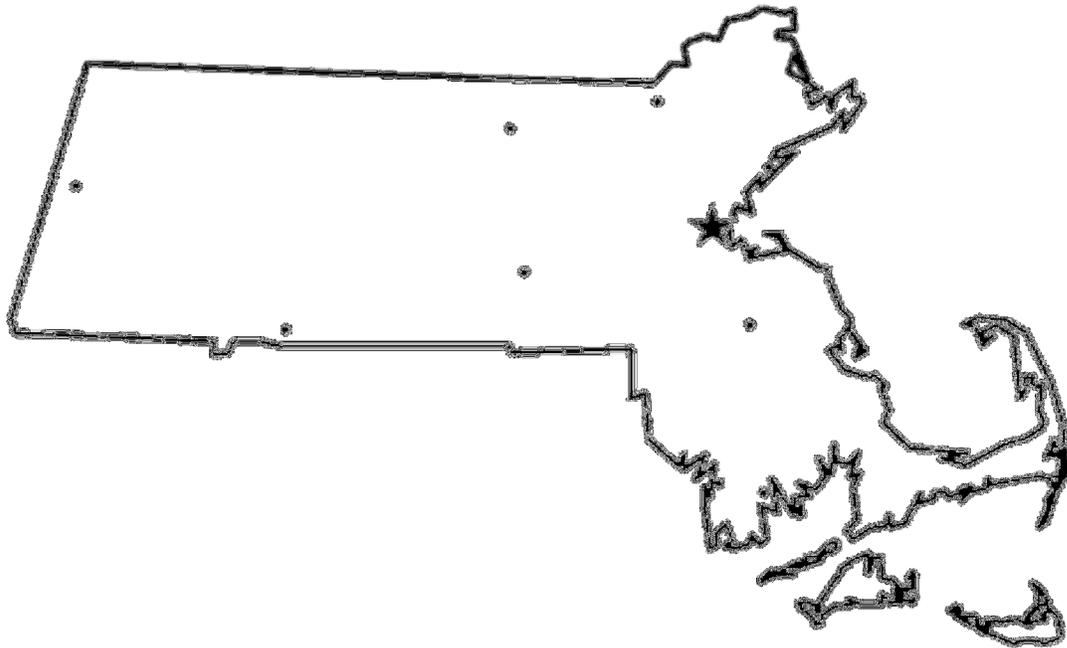


John is a 14-year-old boy in 1862 living in Columbus. His mother has just died. His father died when he was 10. John's older cousin, who is 18, has joined the Union Army. John can play a fife and drum.

What do you think John should do now?

How does John feel about the war? Why?

## Massachusetts



Sarah is a 17-year-old girl living in Boston. Her only brother and her father are fighting for the Union. Sarah and her mother rely upon the men of the family to earn the money for the whole family.

What will happen to Sarah and her mom if the men in Sarah's family are killed or injured?

How does Sarah feel while the men are away? Why?

## New York

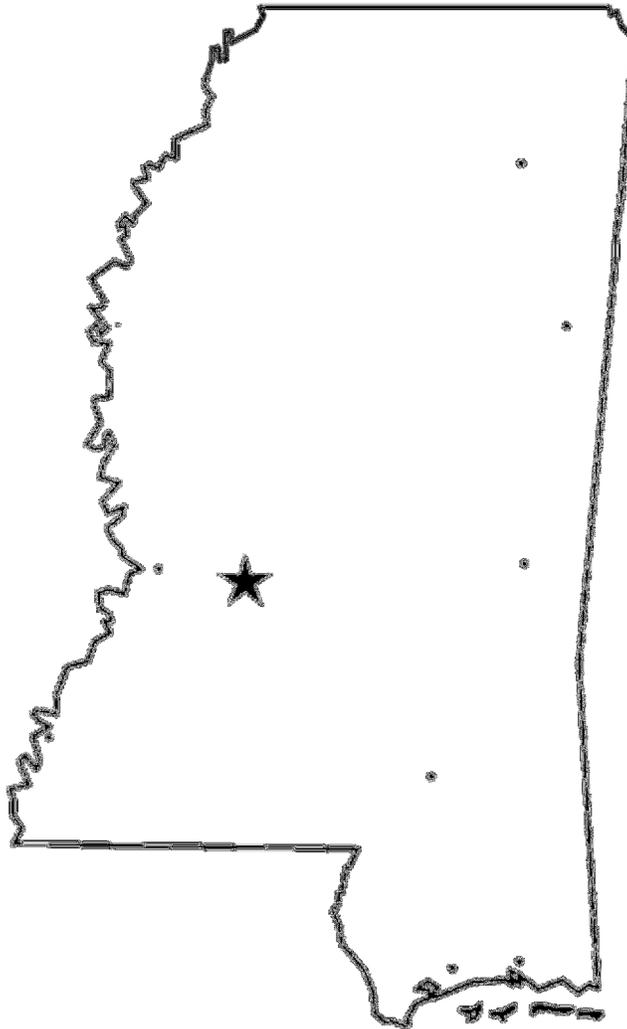


Kate is the wife of a farmer in Albany. Kate is a 60-year-old woman, and all four of her sons have left to join the army.

How does Kate get news about her sons?

How does Kate keep up with the farm work with all of her sons gone to war?

## Mississippi

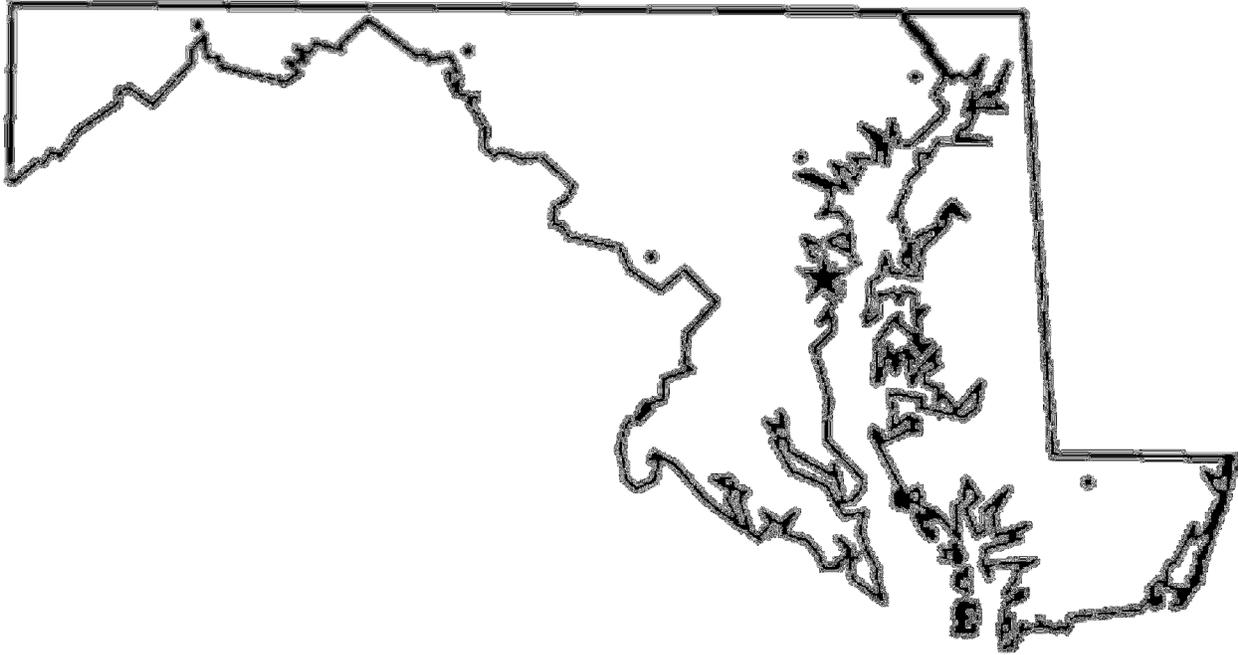


Francis is a 10-year-old boy in Vicksburg in 1863. His family lived in a nice home in the center of town. His father and older brother are away fighting for the Confederacy in Virginia. Francis is his mother's only son still living at home, and he has three younger sisters. The Yankees have surrounded the city and are shelling the town. What are some of the things Francis might do to help his mother?

How might Francis protect his mom and sisters?

How does Francis feel about the war at this point? Why?

## Maryland



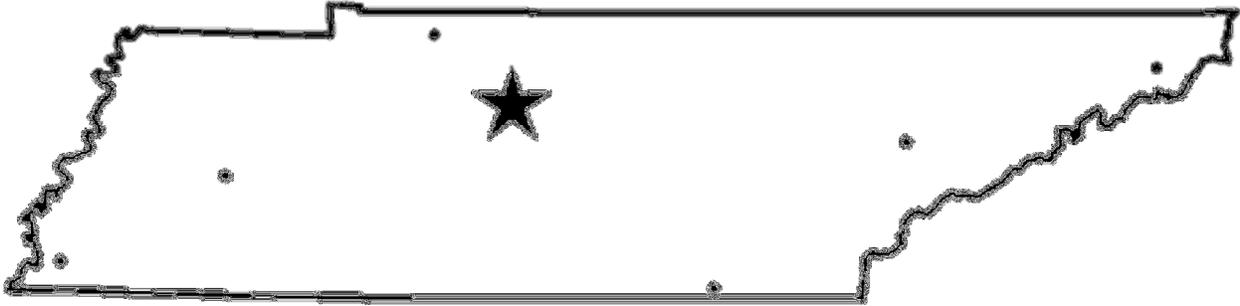
It is September 16, 1862. Carrie and her family have a farm in Sharpsburg. Carrie lives with her mother, father, brothers and sisters. She is a 13 years old and the oldest of seven children. The Union and Confederate armies are camped all around her family's property. They family knows there will be a battle in the morning.

What are some of the things Carrie might do to get ready for the battle?

What do you think happened to Carrie's family farm the day after the battle?

How do you think Carrie feels about the war at this point? Why?

## Tennessee



Beth is a young wife living in Franklin in 1864. She has a small plantation that she has tried to farm since her husband left to fight for the Confederacy. The Union and Confederate armies have fought a great battle close to her property. Wounded men are streaming across her fields trying to find shelter, food, and care.

What are some of things Beth might do at this point?

How might Beth help the men?

How do you think Beth feels about the war? Why?

## Georgia



Jane is 16 years old and lives on a plantation. Jane and her mother have been trying to grow corn and food with the help of their slaves while her father and brothers are fighting for the Confederacy. The slaves know the Yankees are coming toward the plantation. What do you think the slaves will do?

What do you think Jane will do when the Yankees arrive?

How do you think Jane feels about the Union Army?

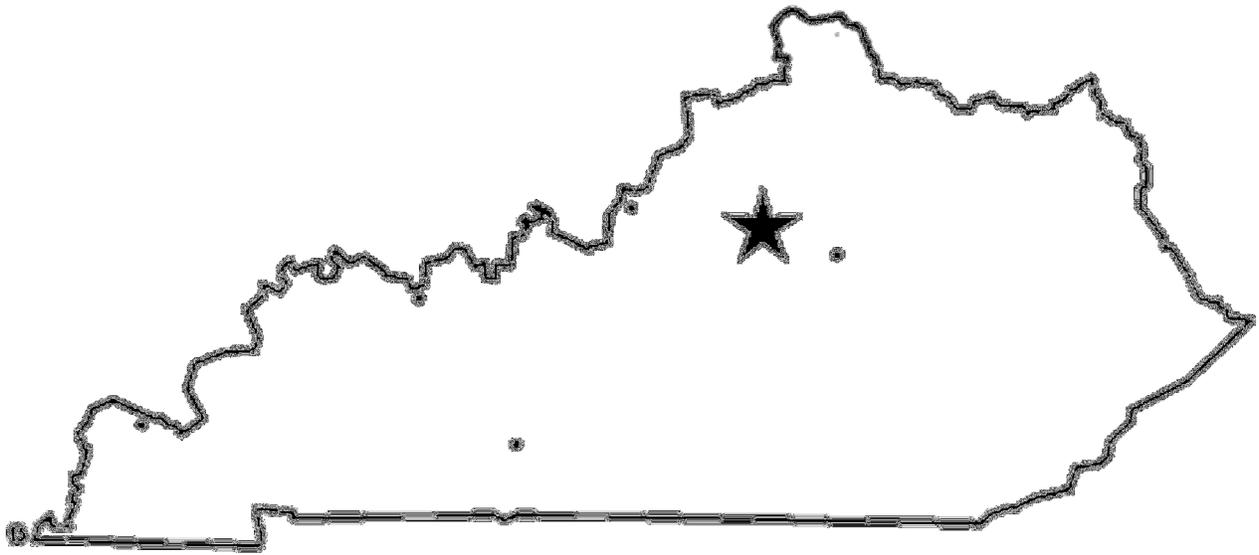
## Illinois



Mary is a beautiful, 20-year-old who is unmarried and lives in a mansion in Chicago. Mary is an only child. Her father is a wealthy merchant and has grown even wealthier since the war began by doing business with the federal government. Mary wants desperately to contribute to the war effort. How can Mary help the Union Army win the war?

How does Mary feel about the war? Why?

## Kentucky



James is a 20-year-old living in Lexington with his family. James is the middle son of three boys. He has been attending the university studying law, but now the war has begun. His older brother, who is 21, has left to join the Union Army. His youngest brother, who is 17, is threatening to run away to join the Confederacy and wants James to go with him.

What should James do? Why?

How does James feel about the war? Why?



# Blank Map of the U.S. in 1860

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

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



United States of America: 1860