

CIVIL WAR EDUCATION



by the CIVIL WAR TRUST | Civilwar.org/education

CHANCELLORSVILLE 360 | HIGH SCHOOL

Educator's Guide

THE CIVIL WAR CURRICULUM: Goals 6 and 9

NCSS GOALS: II, III, IV, V, VI, VII, X

GRADES: High School/Advanced Placement

The Chancellorsville 360 application is a great way to have students independently discover the American Civil War. Use the Chancellorsville 360 application to wander the battlefield digitally. Explore clickable details, photographs, and videos with this interactive panoramic display of the Chancellorsville Battlefield.

Below are ideas for how you and your students can use the application.

History where it Happened

Chancellorsville 360 is meant to give the user a sense of being on the historic battlefield. By studying the history of the battle and the land where it took place, one can get a better sense of what happened and why it happened.

GOAL:

Students will use Chancellorsville 360 to study certain moments of the battle and analyze how the natural and built environment effected the maneuvers, strategies, and tactics used as well as the outcome.

1. Have students tour the Chancellorsville Battlefield using Chancellorsville 360.
2. Students should focus on certain points in the battle where the natural and built environments effect what takes place. Two suggestions are the Catharine Furnace and Fairview.
3. Have students create an original piece of work related to their research.

Ideas include:

Write a short essay comparing how successfully the North and South used natural and built features on the battlefield.

Create an illustration of what you consider the most important use of terrain on the battlefield, and provide an explanation for your choice.

Write an account as if you are a soldier describing your experience either at the Catharine Furnace or Fairview.

Civil War Strategy – Artillery

Artillery was a major component in the Battle of Chancellorsville. Using the Chancellorsville 360 application one can discover when, where and how artillery was used by both armies successfully and unsuccessfully.

GOAL:

Students will use Chancellorsville 360 to study the use of artillery during battle as well as the results of using such weapons and methods.

1. Have students tour the Chancellorsville Battlefield using Chancellorsville 360
2. Students should focus on the use and placement of artillery throughout the battle, particularly at Fairview and the Chancellor House.
3. Have students create an original piece of work related to their research.

Ideas include:

List two instances where artillery was used in the Battle of Chancellorsville, then explain whether or not each was successful.

Using the Battle of Chancellorsville Map (PDF) draw in the locations of artillery in and around Chancellorsville.

Pretending you are a Federal artillery officer, write a letter to Gen. Hooker suggesting ways that Union artillery could have been used more effectively.

Then and Now: The Battle, the Interim, and the Present

Throughout the Chancellorsville 360 application, one can see how the battlefield changed over time. While much of the battlefield is preserved, there have been many threats since the battle.

GOAL:

Students will use Chancellorsville 360 to study the way a historic site, such as the Chancellorsville Battlefield, goes through changes over time on its way to being preserved.

1. Have students tour the battlefield using Chancellorsville 360.
2. Students should take notes about the ways the battlefield has changed from the end of the battle in 1863 to the present day.
3. Have students create original work.

Ideas include:

Explain whether you think preserving battlefields is necessary to understanding our history, using specific examples from Chancellorsville 360.

Some areas of the Chancellorsville Battlefield have been preserved by the National Park Service decades, other were recently reclaimed by land preservation organizations like the Civil War Trust, and many areas are not protected at all. Paying special attention to the preserved land marked on battle maps (on the right side of the screen), as well as monuments, trails, and interpretive signs, compare the battlefield today with the battlefield in 1863. How does the state of the battlefield differ based on who owns the land?

Research the efforts of the Trust to preserve the May 1 (First Day) battlefield or the “Wagner Tract” (the site of the Buschbeck Line). Develop an argument as to why one of these pieces of property should be saved. This argument would be something that the Trust would give to donors and elected officials. Include visual aids such as pictures or maps to make the presentation more persuasive and visually appealing.

RESOURCES:

Saving Our History (Attached)

Saving Chancellorsville »

<http://www.civilwar.org/battlefields/Chancellorsville/Chancellorsville-2010/>

Land Preservation at the Civil War Trust »

<http://www.civilwar.org/land-preservation/>