

Common Core Standards Addressed:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Arkansas Social Studies Frameworks Addressed:

H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level.

H.13.4.2 Examine why individuals and groups during the same historical period had differing perspectives.

Learning Goals:

Students will...

Understand that people during the Civil War defined freedom in different ways.	
<p>Know</p> <ul style="list-style-type: none"> -The definition of perspective (a point of view) -The perspectives of the North and the South during the civil war 	<p>Do</p> <ul style="list-style-type: none"> -Create timelines of the major historical events during the Civil War -Compare the perspectives of the North & the South -Analyze the causes of the Civil War

Materials Needed:

- *Ghosts of the Civil War* by Cheryl Harness
- *Abraham Lincoln Goes to Washington* by Cheryl Harness could be used for further research.
- TrueFlix, found on BPL's student portal page
 - <http://www.bentonvillelibrary.org/student-portal>
- Paper and pencils

Procedures:

- Create a KWL chart on the Civil War. What do we already know, and what do we want to find out about the Civil War?
- Read *Ghosts of the Civil War* by Cheryl Harness.
- As a class, create a timeline of the events that occurred during the Civil War that we read about in the book.
- Discuss with students what "perspective" means. Do you think the North and South had two very different perspectives during the Civil War? Do you think everyone living in the North all had the same perspectives as their neighbors?
- Give a brief overview of what the two perspectives were on the Civil War.
 - Clarify that slavery, though most commonly seen as the main cause of the war, was just one of the factors. The southern states felt that the government was taking away their rights and powers, while the northern states thought that slavery was wrong.
- What other perspectives on the causes of the war did we read about in the book?

- Analyze Abraham Lincoln's famous quote "A house divided against itself cannot stand". What do you think he means by house? What do you think his perspective was on the war?
- Have students create "A house divided" foldable paper, with the North's perspective on one side and the South's on the other. Students should answer the following writing prompt from the perspective of each side: Imagine you are a soldier during the Civil War. What are you fighting for? What is your perspective on the war?
 - Students should use information in their writing that they have just learned about the two perspectives during the war
- For additional information on the Civil War, check out TrueFlix, one of Bentonville Public Library's online resources
 - <http://www.bentonvillelibrary.org/student-portal>
 - Here, students can find a short video on the Civil War, an e-book, project ideas, links for further research, as well as short quizzes
- Learn about Cheryl Harness at <http://www.bentonvillelibrary.org/assets/YLF/pdfs/harness-bio.pdf>.