

## Unit 8: Civil War

### 7<sup>th</sup> Grade Lesson Plan: Study Guide & Flash Cards Review (45 – 60 minutes)

<b>Objective</b>	<p>In this one-day review lesson, students will review key terms, concepts, people, and events of the Civil War in preparation for a unit test.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify and review significant information for our upcoming test.</li> <li>2. <b><u>I will</u></b> use my previous work and notes to complete my study guide. I will identify key terms and concepts, match cause and effect relationships, create short answer responses, and answer practice test questions.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Slavery and its expansion into new Western territories in the U.S. was the primary cause of the outbreak of the Civil War, which took place from 1861 to 1865.</li> <li>• The two opposing sides of the Civil War were the Union, which included the free Northern and Western states, fighting the slave states of the Confederacy.</li> <li>• Texas played a unique role in the Civil War due to its distance from the majority of the fighting and destruction.</li> <li>• Texas produced corn and cotton to benefit the Confederate war effort, and avoided the Union naval blockade by moving these goods through Mexico.</li> <li>• Texas provided a safe haven for Southerners escaping the war in the rest of the South, and for planters to hide their slaves from the Union armies.</li> <li>• The Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch took place in Texas during the war.</li> <li>• Abraham Lincoln issued the Emancipation Proclamation in 1863, freeing the enslaved people in the rebelling territories. This would be officially enforced with the end of the war in 1865, with the news reaching Texas on June 19, 1865 – “Juneteenth.”</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and demonstrating cause-and-effect relationships of historical events.</li> <li>• Identifying the significance of key events during Early Statehood.</li> </ul>

	<ul style="list-style-type: none"> <li>Answering practice test questions based on the new STAAR item types from the 8<sup>th</sup> grade Social Studies STAAR test including Multi-Part, Short Constructed Response, and a paper-adapted version of Hot Spot.</li> </ul>
<b>Essential Question</b>	What significant information do we need to know to be successful on the unit 8: Civil War?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students identify key concepts and topics from the Civil War that they think are likely to be on the Unit 8 test based on a graphic organizer providing nine possible topic options. They will not choose every option (several options present themes and topics from earlier units not relevant to the Civil War.)</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Part I: Significant Terms: Students match significant terms, including events and topics, from the Civil War to their correct description or definition using a word bank.</li> <li>Part II: Cause and Effect Matching: Students match key events of the Civil War with one significant effect of each event.</li> <li>Part III: Practice Test Questions: Students answer practice test questions based on the new 8<sup>th</sup> grade social studies STAAR item types including a paper-adapted version of Hot Spot, Inline choice (Multiple choice), Short Constructed Response, and Multi-part.</li> <li>Materials include matching flash cards that cover key terms, events, people, and topics. These cards can be printed and cut out for students to practice with definitions, memory, and recall.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete the prompts in a graphic organizer self-assessing their preparedness for the Unit 8 test.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> </ol>

	<ol style="list-style-type: none"> <li>3. Flash Cards (<i>Suggested printing 1 per student, partner group, or station group</i>)</li> <li>4. Assignment (<i>Suggested printing 1 per student</i>)               <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and answer options for short, constructed response questions</li> <li>5. Answer options provided for key terms section</li> <li>6. Reduction in answer choices and amount of writing</li> <li>7. Some answers provided</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War.</li> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1861, the Civil War begins.</li> <li>• <b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.</li> <li>• <b>7.05(B)</b> Identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.</li> <li>• <b>7.05(C)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</li> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> <li>• <b>7.22(A)</b> Use social studies terminology correctly.</li> </ul>

## Teacher Guide: Study Guide & Flash Cards Review

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students circle or highlight any and all topics they believe are likely to appear on the unit 8 test.</li> <li>• Topics from previous units NOT relevant to the Civil War include commercial alliances with Great Britain, Texas' attempts at annexation, and conflicts between Centralists and Federalists.</li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and "We will / I will" statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Part I: Significant Terms</u></p> <ul style="list-style-type: none"> <li>• Students use the word bank of significant events, topics, and terms of the Civil War and match each person or group to the best explanation of their significance to the era.</li> <li>• <u>Advanced work</u>: Only 10 of the 12 answer options from the word bank will be used. Unionists and South Carolina will not be used.</li> <li>• <u>Grade Level work</u>: All answers in the word bank will be used.</li> <li>• <u>Foundations work</u>: No word bank is provided. Instead, each definition has 3 multiple-choice answer options that students will choose from to complete this portion.</li> <li>• Slide 6 provides an image depicting Confederate fortifications reinforced with bales of cotton</li> </ul> <p><u>Part II: Matching</u></p> <ul style="list-style-type: none"> <li>• Students match key events of the Civil War to their significant effects.</li> <li>• Advanced work provide 8 cause-and-effect matching options.</li> <li>• Grade Level work provides 6 cause-and-effect matching options.</li> <li>• Foundations work provides 2 answers for the 6 cause-and-effect matching items.</li> </ul>

	<ul style="list-style-type: none"> <li>Slide 7 displays images of Abraham Lincoln and the Celebration of Emancipation.</li> </ul> <p><u>Part III: Practice Test Questions</u></p> <ul style="list-style-type: none"> <li>Students answer practice test questions based on the new 8<sup>th</sup> grade social studies STAAR item types including a paper-adapted version of Hot Spot, Multi-Part, In-Line choice (multiple-choice), Match Table Grid, and Short Constructed Response.</li> <li>Grade Level Work provides sentence stems to guide responses on the Short, Constructed Response question.</li> <li>Foundations Work eliminates one answer choice in multiple-choice questions and provides some answers in other portions of the work.</li> <li>Slide 8 provides an image depicting a view of Brownsville during the Civil War.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students respond to five writing prompts to self-assess their readiness for the unit 8 test.</li> <li>Slides 9 and 10 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Watts, James W., Henry Walker Herrick, and Lucius Stebbins. *Reading the Emancipation Proclamation / H.W. Herrick, del., J.W. Watts, SC.* ca. 1864. Steel engraving. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2003678043/>
- *Yorktown, Virginia vicinity. Confederate fortifications reinforced with bales of cotton.* 1862. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2018670684/>
- Richards, John T, and Alfred Whital Stern Collection Of Lincolniana. *Abraham Lincoln, the lawyer-statesman.* Boston ; New York ; Houghton Mifflin, 1916. Image. <https://www.loc.gov/item/16008365/>
- *"Emancipation Day in South Carolina" - the Color-Sergeant of the 1st South Carolina Colored Volunteers addressing the regiment, after having been presented with the Stars and Stripes, at Smith's plantation, Port Royal Island, January 1 / From a sketch by our special artist.* 1863. Wood engraving. Library of Congress Prints and Photographs. <https://www.loc.gov/item/99614128/>
- View of Brownsville during the Civil War. From Frank Leslie's Illustrated Newspaper. Prints and Photographs Collection, 1980/10-4. Accessed September 2, 2025. [https://www.tsl.texas.gov/exhibits/civilwar/1862\\_2.html](https://www.tsl.texas.gov/exhibits/civilwar/1862_2.html)
- Wang, Thomas, Lila Rakoczy, and James Harkins. *American Civil War Political Loyalties.* 2022. Texas General Land Office, GIS Educational Maps. Map Database and Store. <https://historictexasmaps.com/object/97091>
- Marshall, John. "Texas State Gazette. (Austin, Tex.), Vol. 13, No. 12, Ed. 1 Saturday, October 26, 1861." The Portal to Texas History. John Marshall & Co., August 26, 2011. <https://texashistory.unt.edu/ark:/67531/metaph180134/m1/1/>