

Remembering the Fallen Lesson Plan

MIDDLE SCHOOL & HIGH SCHOOL

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Comparing and Contrasting Union and Confederate Memorials on the Battlefield

Approximate Length of Time: 2-3, 50 minute class periods

Goals:

Students will analyze battlefield monuments and memorials to compare and contrast the ways in which the Union and the Confederacy memorialize their fallen.

Objectives:

1. Upon viewing various monuments, students will be able to analyze the monuments and memorialization of Civil War soldiers through charts, oral discussion, and formal writing.
2. Upon viewing various monuments, students will demonstrate the ability to compare and contrast Confederate and Union memories of the Civil War.

Materials Used:

All materials can be downloaded with the lesson plan on the right side of this page.

Monument Analysis Chart

Monument Analysis Sample Chart

Web Access or projector for websites

Monument photos

- [Sample Monument](#)
- <http://www.stonesentinels.com/>
- <http://www.antietaam.stonesentinels.com/>
- <http://www.gettysburg.stonesentinels.com/index.php>

Venn Diagram

Essay Organizer

Grading Rubric

Anticipatory Set/Hook:

What do you do to remember loved ones who have passed away? How do governments choose to remember those who died defending them? What do these memorials tell us about what was important to the people who built the monument?

Procedure:

Activity 1

1. Use the question “What do you do to remember loved ones who have passed away?” as a warm-up.
2. Discuss student answers and use those answers to lead into the question “How do governments choose to remember those who died defending them?”
3. Distribute Monument Analysis Chart.
4. Using Sample Monument, fill in Analysis Chart as a whole class.
5. Divide students into small groups (2-4 students).
6. Reserve time in the computer lab, and assign each student a battle. Ask each group to complete an Analysis chart for two photographs, one Confederate and one Union memorial.
7. As a whole group, have a couple of groups share their findings.
8. Collect groups’ analysis sheets and review them before handing them back the next day.

Activity 2

1. Pass back groups’ analysis sheets.
2. Distribute Venn Diagrams.
3. Give student groups 15-20 minutes to fill in Venn Diagrams comparing Confederate and Union memorials.
4. As a group review a few of the students’ findings.
5. Distribute Essay Organizers.
6. Ask students to fill in organizers.

Activity 3

1. Distribute copies of the grading rubric.
2. Give students class time to write the essay.
3. Have students staple rubrics to essays when turning them in.

Closure:

What did the memorials have in common? What other ways might the fallen soldiers have been memorialized?

Assessment:

Students will be given feedback on their analysis forms and essay organizers. Essays will be scored using the attached rubric.

Modifications:

Allow groups to orally present their compare/contrast conclusions

Assign students to create a museum exhibit demonstrating the similarities and differences between Confederate and Union monuments.

Assign students to design their own monument. (Potential long-term research project involving research of a different battle, or a specific military unit.)

Name _____

Civil War Monument Analysis

Monument/Memorial Name (if known):	
Location:	Date of construction or completion: (Might be engraved or on a plaque somewhere on the monument /memorial)
Was this monument/memorial produced by the Union or by the Confederacy?	What does the monument/memorial commemorate?
Brief description: (What does it look like? How big? Any possible symbolism?)	
What information is contained in the inscription(s)? (Lists of names, poem, quotation, message)	
What emotions is this monument/memorial supposed to inspire in viewers?	
What else was going on (in American or World History) at the time the monument/memorial was proposed and/or constructed?	
How might this have influenced the creation of this monument/memorial?	
What does the sponsoring group want remembered? Were they effective?	

Name _____

Civil War Monument Analysis (answer key for [Sample Monument](#))

<p>Monument/Memorial Name (if known): North Carolina Monument on South Mountain</p>	
<p>Location: South Mountain battlefield site.</p>	<p>Date of construction or completion: (Might be engraved or on a plaque somewhere on the monument /memorial) October 18, 2003</p>
<p>Was this monument/memorial produced by the Union or by the Confederacy? Confederacy (History Association of Meckenberg, Central Maryland Heritage League)</p>	<p>What does the monument/memorial commemorate? Skirmish at Fox's Gap</p>
<p>Brief description: (What does it look like? How big? Any possible symbolism?) Large Granite Block, sculpture of dying soldier holding the Confederate flag, NC war-time state flag on the side, inscriptions on front and rear</p>	
<p>What information is contained in the inscription(s)? (Lists of names, poem, quotation, message) List of participating North Carolina units, excerpt from letter describing the battle (could go into detail giving examples of specific language, e.g. "totally surrounded," "dumped down a well,"</p>	
<p>What emotions is this monument/memorial supposed to inspire in viewers? Pride, nostalgia,</p>	
<p>What else was going on (in American or World History) at the time the monument/memorial was proposed and/or constructed? September 11, Wars in Afghanistan, Iraq</p>	
<p>How might this have influenced the creation of this monument/memorial? Upsurge of patriotism because of current events sometimes spurs memorialization of "unsung" heroes of the past.</p>	
<p>What does the sponsoring group want remembered? Were they effective? Confederate heroism, sacrifice, inhumane treatment by Union forces. The sculpture pretty effectively evokes sympathy for the fallen flagbearer.</p>	

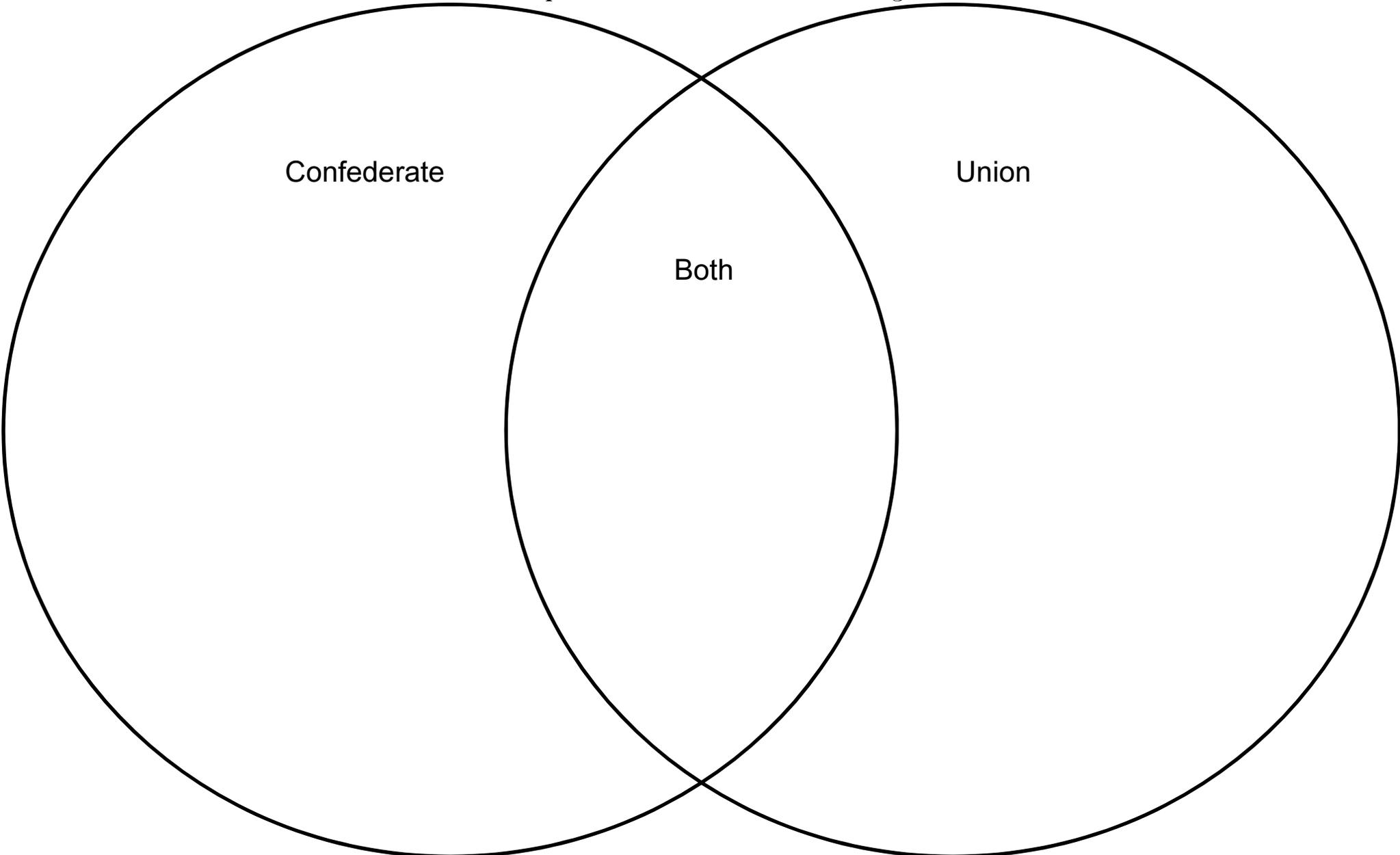
**Remembering the Fallen
Civil War Battlefield
Monuments**

What is most important to remember according to each side?

Confederate

Union

Both



Essay Organizer: Remembering the Fallen

Introductory paragraph	
Hook: Grab the reader's attention (1 sentence)	
Background: What is the general topic? When was it? What terms do you absolutely need to know? (2-3 sentences)	
Thesis Statement: 1 sentence giving a definite answer to the question.	<p>Historical Prompt: Compare and contrast the ways in which the Union and the Confederacy memorialized their fallen soldiers.</p> <p>Suggestions: The Union and Confederacy were similar in the ways the memorialized the dead in that _____, but different in that they _____.</p>

1 st Body Paragraph: topic _____	
Topic sentence	One way they were similar was _____
Detail sentences (2-5 sentences) facts from the documents that prove your thesis and explain how they prove it.	Monument/memorial
Transition sentence: One sentence that ties the paragraph up and leads us into the next paragraph	

2nd Body Paragraph: topic _____	
Topic sentence	
Detail sentences (2-5 sentences) facts from the documents that prove your thesis and explain how they prove it.	Monument/memorial
Transition	

sentence:One sentence that ties the paragraph up and leads us into the next paragraph	
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3rd Body Paragraph: topic _____		
Topic sentence		
Detail sentences (2-5 sentences) facts from the documents that prove your thesis and explain how they prove it.		Monument/memorial
Transition sentence:One sentence that ties the paragraph up and leads us into the conclusion		

Conclusion	
Transition into conclusion	
Restate the thesis in different words	
Briefly review your reasoning.	
Concluding statement: 1 sentence to tie the whole thing together. Why does it matter?	

Remembering the Fallen Grading Rubric

	Excellent	Acceptable	Minimal	Unacceptable
Thesis Statement	Strong thesis statement that clearly addresses the entire question/prompt.	Thesis statement addresses the entire question/prompt.	Thesis statement is a restatement of the prompt and/or only partially addresses the question/prompt	Absent thesis or thesis does not address the question/prompt.
Quality of Information	There is more than sufficient evidence. All information is correct and relevant to the thesis statement.	There is sufficient evidence. Most of the information is correct and relevant to the thesis statement.	There is not quite enough evidence. Some information is correct and/or relevant to the thesis statement.	Evidence is vastly insufficient or altogether absent. Evidence is almost entirely incorrect and/or irrelevant to the thesis statement.
Use of/reference to monuments	Many examples are drawn from the monuments and/or frequent reference is made to them.	There are some examples drawn from the monuments and/or occasional reference is made to them.	Monuments are mentioned in passing. Very few examples are drawn from the monuments.	Monuments are not even mentioned. No examples are drawn from the monuments.
Organization	Essay is written in strong, concise paragraphs that flow logically into one another. Introduction and conclusion are also strong and original.	Essay is written in paragraphs with some attempt at transitions. Introduction and conclusion are present.	Essay is written in paragraph form. Transitions might be awkward. Introduction or conclusion may be absent.	Essay is disorganized, or not constructed in paragraphs. Introduction and conclusion are absent.
Grammar/mechanics/spelling	Essay is well-written with only minor errors.	Essay has errors, some of which might be major, but errors do not interfere with the reader's ability to understand the piece.	Essay has many errors which occasionally interfere with the reader's ability to understand the piece.	Essay has so many errors that it is nearly impossible for the reader to understand the piece.