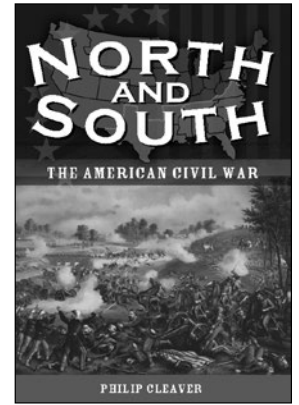


# North and South: The American Civil War

by Philip Cleaver



## Book Summary

The American Civil War lasted just four years, but more lives were lost than anyone could have imagined. This book looks at the great hardships caused by the Civil War and how it helped to create the modern United States.

## Features of the Book

- Report with explanations and recount
- Diary extracts
- Historical photographs and maps
- Timeline

## Purpose

*North and South: The American Civil War* can be used to introduce and reinforce the following skills and understandings:

- S** analysing and synthesising;
- S** asking questions;
- S** interpreting and analysing major historical events to help us to understand how today's society has developed;
- S** recognising how the colonisation and settlement of new lands often led to civil unrest.

## Investigation Tools

- Making Connections – Civil War, page 4
- What's the Background? – Slavery, page 7
- Looking Closer – United and Confederate States of America, page 10
- Weighing Both Sides – Desertion, page 19
- Digging Deeper – A Modern War, page 24
- Step by Step – The Battle of Gettysburg, pages 26–27

## The Guided Reading Lesson

**S** Asking questions

**S** Interpreting and analysing major historical events to help us to understand how today's society has developed

## Introducing the text

- *What is a civil war?*
- *What do you know about the American Civil War?*

Explain that, in this lesson, the students will be trying to deepen their understanding by asking questions as they read.

Together, look at the cover, the blurb on the back, and the table of contents. Model the questions a reader might ask about a book on this topic, for example:

- *Will Chapter 2 explain why the war lasted so long?*
- *Will this book help me to understand why the war started?*

Ask the students to share their questions. Write them on the board and add to the list during the lesson.

## Reading and discussing the text

Read aloud the diary entry on page 3.

- *Why would the men pin their names on their uniforms?*
- *Why do you think the author chose to start the book in this way? How does it set the scene?*

The students can read to the end of page 4 silently.

- *What is the main difference between a civil war and other wars?*
- *What questions do you have about the causes of civil wars?*

Record relevant questions, then ask the students to think about the causes of the American Civil War as they read Chapter 1. Tell them that you will ask them for any new questions when they have finished the chapter. The students can write down any questions as they read.

Model some questions. These could include the following:

- *How did Lincoln's election to president bring things to a head?*
- *Why was slavery so important to the Southerners?*
- *Why were the states that opposed slavery mostly in the North?*

Point out that questions like these help readers to get more involved.

As the students read Chapter 2, encourage them to try to understand the reasons why the Civil War was so long and hard.

- *Why was the North surprised that the Confederate army was so strong?*
- *What advantages did the North have over the South? How did the South try to make up for this?*
- *Why would people take picnics to watch the fighting? What does this tell you about them?*

Ask the students to read to the end of page 19, then discuss the conditions on the battlefields and how the soldiers might have felt. Prompt them to share their questions about the war and its impact on the soldiers.

- *How would men who were cold, hungry, tired, and sick feel about the war? Would you want to keep fighting?*

The students can read the rest of the chapter and share their questions.

Ask the students to read Chapter 4 and think about why the generals made their decisions.

- *Do you think the generals understood how hard it was for the soldiers?*

When the students have finished reading, review the questions on the list. Ask them to help you highlight the questions that focused their thinking. Discuss the usefulness of this strategy and encourage the students to follow up their questions with further reading and research.

## Revisiting the Text


The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

**S** Interpreting and analysing major historical events to help us to understand how today's society has developed

The students can refer to the timeline on page 30, then select one event to explore in more depth. Provide reference materials and encourage library and Internet research.

**S** Analysing and synthesising

Give the students *The Soldier* to read independently or use it in a guided reading lesson. Ask them to think about how these two books help their readers to understand the war.

 The students can use the blackline master to analyse and synthesise information from the two sources.