

The Civil War, Soldiers and Civilians  
Current Standards

**SYNOPSIS OF PROGRAM**

This program is intended for students third grade through high school. The students will come to a better understanding of what it meant to be a soldier and a civilian in the Civil War. They will learn about the role of women and children during the war, as well as contributions made by African Americans both as slaves and as free people. In addition, they will come to understand the antebellum plantation system by examining the Draytons of Drayton Hall.

**Correlation with South Carolina Standards**

**SOCIAL STUDIES**

**Table 1: The Knowledge Dimension**

*A. Factual Knowledge*

Aa. Terminology

bayonet, blanket roll, canteen, cap pouch, cartridge box, confederacy, forage cap, goober, gum blanket, housewife (equipment), hard tack, hardee hat, haversack, mess, minnie ball, rifled musket, plantation, union, Virginia reel

Ab. Specific details & elements, students will learn:

South Carolina was the first state to leave the Union.

Information on the Civil War in Charleston

Uniforms of confederate and union soldiers

Equipment that a soldier would have in camp

Activities of a soldier in camp

Daily activities and social activities on the home front

The students will learn the Virginia Reel.

The students will learn how the Drayton family was involved in the war.

**Table 2: The Cognitive Process Dimension**

2.5 Inferring

Considering multiple perspectives of documents and stories, the students will learn why Drayton Hall survived the Civil War.

**Grade 3**

**Standard 3-4:** The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

Indicators

3-4.1 The student will compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans.

3-4.2 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life.

3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina.

3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing and living essentials and the continuing racial tensions.

3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems.

#### **Grade 4**

**Standard 4-6:** The student will demonstrate an understanding of the Civil War and its impact on America.

Indicators

4-6.2 Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth and William Lloyd Garrison.

4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession.

4-6.6 Explain the impact of the Civil War on the nation, including its effects on physical environment and on the people- soldiers, women, African Americans...

#### **Grade 8**

**Standard 8-3:** The student will demonstrate an understanding of the American Civil War – its causes and effects and the major events that occurred during that time.

Indicators

8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery ...

8-3.2 Explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis, and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860.

8-3.3 Draw conclusions about how sectionalism arose from events or circumstances of racial tension ...including the Denmark Vesey plot, slave codes and the African-American population majority.

8-3.4 Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina, and summarize the reasons that the members of South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition.

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state.

8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans and children.

#### **High School**

**Standard USHC-4:** The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

## Indicators

USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting view on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.

USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation...

## **ENGLISH LANGUAGE ARTS**

### **Grade 3**

**Standard 3-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

3-C1.3 Demonstrate the ability to respond in complete sentences.

3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

**Standard 3-C2:** The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

3-C2.3 Demonstrate the ability to focus attention on a person who is speaking, and listen politely without interrupting.

3-C2.5 Demonstrate the ability to listen for main ideas.

**Standard 3-C3** The student will comprehend and analyze information he or she receives from nonprint sources.

3-C3.5 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

### **Grade 4**

**Standard 4-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.

**Standard 4 C2:** The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

**Standard 4-C3:** The student will comprehend and analyze information he or she receives from nonprint sources.

4-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

### **Grade 8**

**Standard 8C-1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8C-1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

8C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

**Standard 8C2:** The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

8C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

8C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

**Standard 8C3:** The student will comprehend and analyze information he or she receives from nonprint sources.

8.C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

## **Grades 9-12**

### **English 1**

**Standard E1-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### **English 2**

**Standard E2-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

**Standard E2-C3:** The student will comprehend and analyze information he or she receives from nonprint sources.

E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### **English 3**

**Standard E3-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches and debates.

**Standard E3-C3:** The student will comprehend and analyze information he or she receives from nonprint sources.

E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### **English 4**

**Standard E4-C1:** The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E4-C1.7: Demonstrate the ability to participate and respond appropriately in conversations, discussions...

**Standard E4-C3:** The student will comprehend and analyze information he or she receives from nonprint sources.

E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.