



How Did the Outcome of the Civil War Affect Our Country?

By: Jessica Shaffer

5th grade teacher; M.A. in Administration and Leadership, Georgian Court University, NJ

History
Grades 6-8



Introduction

The Civil War was a time of great unrest and has had many impacts on the United States of America and its citizens. Dive into learning about the history of the Civil War, the outcome of the Civil War, and the events that happened after the Civil War. This was a volatile time in our nation's history, and this essay will have students explore how the outcome affected the United States.

Learning Objectives

[CCSS.ELA-Literacy.W.6.2](#)

- WALT use the writing process to create an essay about the outcome of the Civil War and how it affected our country.

Materials Needed

- [Pre-writing graphic organizer](#)
- [Writer's checklist](#)
- Additional activities
- Chromebook/tablet/computer

Procedure

1. Task 1: Have a class discussion about the Civil War and its outcome. Determine the facts, opinions, and misconceptions that students have about the Civil War.
2. Task 2: Watch videos and read articles about the Civil War. Make sure to preview all before assigning as websites and contents change frequently. Make sure the information is appropriate for the grade level you are teaching.
 - BrainPOP: Civil War, Civil War Causes, and [various different videos/articles](#) relating to the Civil War.
 - [Scholastic Article](#)
 - [Brief Overview of the Civil War](#)
 - [History.com: Civil War](#)
 - [American Civil War](#)
 - [The American Civil War](#)

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- [American Civil War: Primary Resources](#)
 - [Civil War Video: Overview](#)
 - [North v. South: Civil War Parody Song](#)
 - [Animated Civil War Battlemap](#)
 - [The War Between the States](#)
3. Have students fill in a graphic organizer to organize ideas and determine three ways the outcome of the Civil War has affected our country.
 4. Have students begin to create their essays. The first part will be the introduction. In the introduction, students should include:
 - The introduction should “hook” or grab the attention of the reader.
 - The main idea of the essay.
 - State the thesis.
 - State the points to support the thesis statement.
 5. Have students create the body of their essays. There should be at least three paragraphs of supporting details.
 - These should all be statements that “back-up” the student’s main idea statement in the introduction. The supporting details should always relate back to the main idea of the essay.
 - Include a topic sentence in each paragraph.
 - Different types of supporting details.
 - Include data and statistics if possible
 - Use real-life examples
 - Use your own experiences or observations
 - Use facts
 - Use opinions
 6. Have students create the conclusion for their essay.
 - Have a topic sentence that summarizes what was said in the thesis statement. Do not just restate the thesis.
 - Move from more specific to more general throughout the paragraph (the opposite of the introduction).
 - You should summarize the topic sentence for each of your supporting detail paragraphs in the conclusion.
 - Do not bring up new ideas.



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- Have a strong last sentence, or “clincher”, in the essay. This is what will leave a lasting impression on the readers.
7. Teachers will conference with students as they create their writing piece. Students will be given a checklist that they must have teacher initial when their writing has been checked. This will be done throughout the writing process for the essay. If the teacher chooses, students can just complete the checklist on their own, and initial it with his/her own initials. If teachers do not wish to conference with the students, the teacher can monitor the work being completed and help on an as-needed basis.
 8. When the rough draft of the essay is completed, students should have two peers edit the essay and make the appropriate changes before handing in the revised rough draft to the teacher for a final edit. This can also be modified. If the teacher does not wish to revise the essays for the students, just edit the checklist.
 9. Students will make the final edits and create the final draft of their essay.

Assignment: The teacher should have two assignments/activities that correlate with the Civil War for those students waiting to conference. These should count as classwork grades.

Evaluation

You should use the writing rubric that your district requires to grade the writing.

****This activity can be modified for each grade level. As an example, you can modify the amount of supporting detail paragraphs required.****

Extension: You can have a Writer’s Celebration for the essays written by the students. This is where students can share their work. You can make this mandatory or voluntary. It can also count as a grade, as it addresses speaking standards in ELA.