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Brentwood, TN**

Lesson Title: Civil War Bumper Sticker and Public Opinion

Grade Level: 8th grade

Era: 5 Civil War and Reconstruction (1850-1877)

Essential Question:

How did people's opinions differ in the north and south about the war?

Lesson Time: 50 minutes

Curriculum Standards:

- 8.5.4. Recognize causes and consequences of conflict (i.e. French and Indian War, Revolutionary War, War of 1812)
- 8.61. Identify the impact of individual and group decisions on historical events. 8.5.6. Classify the characteristics of major historical events into causes and effects (i.e. exploration, colonization, revolution, expansion and Civil War)
- 8.5.8. Detect the social, political, and economic factors that contribute to the institution of slavery.
- 8.2.9. Analyze in economic terms (i.e. climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North

Technology:

Students had to research one aspect of the Civil War (it could be a specific battle or a particular person)

Volunteer Voices references: (for examples)

“Dixie” from The Center for Popular Music

URL: <http://idserver.utk.edu/?id=200800000001655>

File Name: 0018_000054_000221_0000



Civil War Oath of Allegiance from the Tennessee State Library

URL: <http://idserver.utk.edu/?id=200700000001632>

File Name: 0015_000054_000201_0000



Materials: 8 x 11 ½ paper, colored markers

Activity Description:

- Students had to first select the battle or person they wanted to focus upon. Then they had to research using the internet to find interesting facts about their selection.
- Students then had to list 5 points of interest about their selection
- Students were then assigned to find a partner who had chosen the same or similar selection
- Students grouped themselves together and were assigned to create a catchy slogan to be placed on their bumper sticker stating their opinion on the war.

Supporting Assignments/Homework:

Students have read the chapters, taken notes, viewed film clips and discussed both sides of the war in class.

Assessment:

Students were given a rubric upon which their grade would be based:

50 points for the originality of the slogan

10 points for neatness

20 points for the use of an art design

20 points for being on time

Bumper Stickers were placed around the room and students discussed each in class together. This allowed for much deeper class discussions and further delving into the war.