**Graphic Organizer**

*The Civil War: Unstilled Voices*

Lawless, C. (1999). *The Civil War: Unstilled voices.* New York, NY: Crown Publishers, Inc.

Content GLE/s

**Social Studies**

**2.C.8** Apply rights and responsibilities of individuals to events in US history and everyday life.

**3a.F.5,8.c** Examine cultural interactions among these groups from colonial times to Civil War: Africans brought to America

**3a.G.1** Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln

**3a.I.5,8** Identify political, economical and social causes and consequences of the Civil War and Reconstruction

Literacy GLE/s­­­­­­­­

**Communication Arts**

**Reading 1.H.3-5.a-i**

Apply post-reading skills to demonstrate comprehension of text:

1. answer basic comprehension questions
2. identify and explain the relationship between the main idea and supporting details
3. make predictions
4. question to clarify
5. reflect
6. draw conclusions
7. analyze
8. paraphrase
9. summarize

**Directions:** Students will utilize a concept map to sort the information from the book *The Civil War: Unstilled Voices*. The following graphic organizer is an example of what is needed to complete the exercise. Students will need to determine the information that they want to fill in the organizer. Students will choose the topics and subtopics. If you are unable to get started on this task, ask the teacher for help.

Students will be asked to share the information that is filled in on the concept map. The information used will be used at a later time for the writing project.

**When and why I would use this strategy:**

This strategy should be used anytime a student is researching information for a writing assignment. This strategy can also be used when the student needs to learn specific information for studying. This is not a limited strategy. I would recommend this for all subjects and grades. It is excellent for ESL students to help them obtain the information needed and to have a reference for future use. Graphic organizers are an excellent tool for all students and teachers should incorporate them into their classroom and curriculum

South was falling apart

If owners had 20 or more slaves they did not have to fight

Cotton revenues were cut off

Currency became worthless due to inflation

9 million people, 3 million were slaves

Food was scarce

Cutoff from the Atlantic

War cost $2 million a day

Could hire a substitute

Population grew

Jobs were plentiful

Food was good

Kansas and Nevada joined

Railroads expanded to west

Central Park was created

Confederacy

Union

Costs of the War

Blamed Lincoln for the Confederates defeat

Believed he was serving his country

Broke his leg during the assassination that led to his capture

Shakespearean Author

Proslavery

Plotted to kidnap President Lincoln

Decided to kill him instead

Planned other assassinations

John Wilkes Booth

The

Assassin

Commander of the Confederate Army

Daring and savagely attacked in battle

Intelligent and born leader

Fought in the Mexican War

Greatest General of the war

Unusual circumstances that led to West Point

Refused to fight against their native state

The Commanders

Commander of the Union army

Reserved and more careful in battle

Lazy and unskilled

Robert E. Lee

Ulysses S. Grant

President of Confederacy

West Point graduate

Refined and cultured

Military experience

Considered a failure

From Kentucky

Tall and thin

Love of reading

Gifted public speaker

Became president on the eve of the war

President of the Union

Self-educated and unpolished

No military experience

Great President

Jefferson Davis

Abraham Lincoln

The Presidents

The Civil War