



Grade 7

Unit: Civil War

Unit Question: Was the Civil War inevitable?

Instructional Outcome: Students will understand the how the “Homefront” was affected by the Civil War by analyzing primary and secondary sources.

CCLS:

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

Materials:

Pieces of fabric in varying colors and sizes

Thread, embroidery thread, fabric markers

Quilting tools

Chart paper

The Faded Coat of Blue song

Lyrics handout

Civil War on the “Homefront” graphic organizers

Civil War on the “Homefront” text set

- “The Civil War Homefront” from the National Park Service
- “Women in the Homefront”
- “The Southern Homefront” from the University of North Carolina
- “Pennsylvania Civil War Newspapers” from Penn State
- “Pennsylvania in the Civil War” from the Pennsylvania Historical Museums Commission
- “Women’s Life Before the Civil War” from the National Endowment for the Humanities

Quilt Images with brief descriptions

<http://www.nyhistory.org/exhibitions/homefront---battlefield---quilts---context---civil---war/images>

DAY 1

Do Now: Listen to the song THE FADED COAT OF BLUE by J.H. McNaughton as you read along. Then, answer the questions below in your notebook.

<https://www.youtube.com/watch?v=8BA5nZ3qWgc>

1. Why is “My brave lad” wearing a “coat of blue?”
2. Why might his grave be unknown?
3. From whose perspective is the second stanza written?
4. What is the mood of the melody? The lyrics?

Share: Selected students share and chart their answers.

Activity:

- After students share their answers teacher discusses directions for the station lesson
- Students circulate the stations as a group and answer the questions on graphic organizer.
- Students will choose to answer 2 of the 3 questions on the graphic organizer per station.



materials for the arts

Scrap Fabric – Civil War Quilt

- Students have approximately 5 minutes per station.

Concluding question: How did life change for women during the Civil War?

Share --- Students share the concluding question. Teacher connects to Soldiers' Aid Societies and quilting.



materials for the arts

Scrap Fabric – Civil War Quilt

DAY 2 ... 4

Do Now: View the images of “Homefront & Battlefield: Quilts in the context of the Civil War.” Then, answer the questions below in your notebook.

1. What story does this quilt tell you?
2. Does this quilt reflect a specific battle or event we learned about?

Share: Selected students share and chart their answers.

Teacher directions: Teacher explains the procedure for creating a quilt. Advises students that they will be making a simplified version for Class Civil War Era Quilt. Directions can be printed out for students. Students are assigned a major event leading up to or during the Civil War. The Class Civil War Era Quilt will be assessed as a concluding project for the year.

Activity:

- Students work to complete their Major Event Quilt square. Decorating their square in order to tell the story of the Civil War.

Concluding question: How did women during the Civil War tell their story through quilting?

Share --- Students share their answers to the concluding question.

Follow up activity: Students will then visit the NEW YORK HISTORICAL SOCIETY to view the Civil War Era quilts.

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