**West Virginia Studies Resource Development**

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| **Title of Lesson: Stonewall Jackson and the Civil War** |
| **Grade level:**<br> **8th Grade** |
| **Summary:**<br>Through this lesson, students will learn about the commandership of General Thomas "Stonewall" Jackson during the American Civil War. Students will become familiar with the notable engagements and battles in which Jackson was involved during the conflict. Students will also learn the effectiveness of Jackson's leadership on the battlefields and the manner in which it related to the success of the Confederate army in the early years of the Civil War. |
| **WV CCR Social Studies Standards:**<br>SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects, and the major events that led to West Virginia statehood.<br><ul><li>Explain the effects of key events leading to western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid).</li><li>Describe the moral, ethical, and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).</li><li>Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).</li><li>Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.</li></ul> |
| **Essential Question (content):**<br>- Who was Thomas "Stonewall" Jackson?<br>- In what battles/engagements did Stonewall Jackson participate?<br>- What made Stonewall Jackson an effective military commander? |
| **Students will be able to do (skills):**<br>- Students will learn about Stonewall Jackson and his effectiveness as a Confederate general.<br>- Students will become familiar with notable engagements of the early years of the American Civil War, particularly those which involved Stonewall Jackson.<br>- Students will use various research methods and sources to gather information about a Civil War battle/engagement. |
| **Materials & Resources:**<br>- **Civil War in 4 Video on Stonewall Jackson**<br>  **https://www.battlefields.org/learn/videos/stonewall-jackson-0**<br>- **The Myth of Stonewall Jackson Video**<br>  **https://www.battlefields.org/learn/videos/myth-stonewall-jackson**<br>- **WV e-Encyclopedia Article on Stonewall Jackson**<br>  **https://www.wvencyclopedia.org/articles/948**<br>- **Mobile Laptop Computer Lab/Computer Lab**<br>- **Microsoft Publisher**<br>- **Internet Sources (WV Encyclopedia, American Battlefield Trust, History Channel, etc)** |

**Learning Plan:**
1. Students will begin the lesson by viewing a Civil War in 4 video produced by the American Battlefield Trust on Stonewall Jackson. This video will provide an introduction to Jackson and prepare students for the lesson.
2. After viewing the Civil War in 4 video, students will read and discuss a biographical article from the West Virginia e-Encyclopedia on Stonewall Jackson to provide them with background about his childhood and early life, as well as his military career.
3. Students will discuss the notable engagements in the Civil War in which Jackson was involved. This discussion will include: Martinsburg railroad raid of 1861, First Manassas, Romney, Shenandoah Valley Campaign, Seven Days Battle, Second Manassas, Harpers Ferry 1862, Antietam, Fredericksburg, and Chancellorsville.
4. Students will be divided into groups of 2-3 students and assigned an individual battle/engagement.
5. Using resources such as the WV e-Encyclopedia, American Battlefield Trust, History Channel, etc, students will research their assigned battles.
6. Students will use Microsoft Publisher to create a newspaper of at least two pages depicting the main details and information of their assigned conflict. This newspaper will include geographical information, statistical information, important individuals, a summary of the battle, and the outcome of the battle/engagement. Students will also be required to include a headline article emphasizing the role and influence of Stonewall Jackson in the battle.
7. To conclude the lesson, students will reflect on the legacy of Stonewall Jackson and how he is remembered as a hero of the Confederacy. To accomplish this, students will view and discuss a film clip from the American Battlefield Trust entitled "The Myth of Stonewall Jackson."

**Checking for Understanding:**

As the culmination of this lesson on Stonewall Jackson and his leadership of the Confederate army, students will produce a two page newspaper utilizing Microsoft Publisher. This newspaper will be required to include information on the battle, notable figures, and statistical information. Students will also be required to include a headline article analyzing and depicting the influence and role of Stonewall Jackson in the conflict. This headline article will check for student comprehension of the effectiveness of Jackson as a military commander, as well as their understanding of the conflicts researched in the project.

**Accommodations:**

Accommodations for this lesson may include providing students with a list of websites/resources for their assigned battles and conflicts rather than instructing students to locate the sources themselves. Instructors may also allow those students who may not be able to effectively use Microsoft Publisher to create a handwritten newspaper as opposed to a digital version. To challenge higher-level students, instructors could have students work individually to complete the research on the topics. Additionally, higher-level students may produce a written piece in their newspapers which is more in-depth, such as opinion/editorial piece on the battle/engagement in which they offer an opinion in support of or against Stonewall Jackson's success in the battle.