

Contents

- 1) Educational Committee letter (Camp use)
- 2) Essay Instructions (Camp use)
- 3) Mentors (Camp introduction to program)
- 4) Dear Educator (Division Letter to teacher included in the packet).
- 5) Social Studies (Lesson Plan! guideline for teacher included in the packet).
- 6) Sample letter to the students (Hey, Want to Win \$500?)
Include a version of this or a introduction letter in each packet.
- 7) Copy of the Educational Text (Handbook for Camps)
Available to each Camp on the Division Web site to down load
At any time

All items marked for Packet are to be included in a manila envelope to be given to the Teacher/Principle/Superintendent. Make the contact and make a second trip if necessary. Always remember we have the Moral High Ground and all that we offer is the truth, not a slant!!!!!!!!!!

Tides of Gray

Education Committee 2009

Like the tide, our History education in North Carolina is a hit and miss situation with change being the only constant. Yet change sometimes can be a good thing. Beginning last year the Education Committee started a new drive to reach all North Carolina students of History. To date, this has been our largest attempt to raise the literacy of our students about the War Between the States.

First) We are asking every Camp (not one or two) to go through with the Essay Contest. This will show the population of our State that we are serious about Education.

Second) We ask each of you to start a Mentor program to assist slower learning kids in their studies. (Instructions for this are in the Education Packet each Camp will receive.)

Third) Please carry on with the In-School Programs that so many of you are doing. Tell the story as only we can tell it. Show them the truth.

Fourth) We ask that each of you send a copy of any lesson plans that you are using to the Education Committee. These will be studied and the best will be inserted on the NC Division Web Page.

Fifth) Always remember that you are representing our group at every spot that you call upon. You control the moral high ground. A more unblemished cause has yet to exist than the one your ancestor fought for.

Sixth) Remember that this year you also need to see not only 7th or 8th grade NC History classes but also the 11th or 12th grade classes of US History

Good Luck

Essay Instructions

Education Committee 2009

The N.C. Division has in the past few years conducted an 8th & 12th Grade essay contest. Progress can only be achieved if all Camps use the program to its fullest. Let make our State # 1 in Education!

Requirements

- 1) All papers must be at least six pages in length, double spaced. In addition to the six pages, a bibliography and reference page must be included.
- 2) Topics should be on some event, individual, or group connected to the State of North Carolina during the War Between the States. Each paper will be graded for correctness, content regarding the State of North Carolina, art (if included) content, and knowledge of subject.
- 3) All submissions will be enclosed in a plastic binder or small note binder with rings. Include a cover letter stating: a) student's full name, b) student's social security number and date of birth, (for ordering the Saving bond if they win), c) Camp sponsoring the student and d) a contact person in the Camp for quick response.
- 4) All Camps will declare their winners by March 31. You have until April 10 to forward the winners to me at the following address:

Butch Harris

3370 Beech Ridge Rd.

Belhaven, NC 27810

1ST PLACE \$500.SAVINGS BOND ///2ND PLACE prize to be announced each year./// 3RD PLACE One year Subscription to Confederate Veteran Magazine

Mentors

We have many members who are extremely articulate in the subject of History. By being able to communicate with people they easily create a bridge for our entry into the classroom by becoming a Mentor.

Many students have problems with one subject or another, including History. Many teachers would bless any help in teaching these students who many times are troublemakers and problems. Let's face it, sometimes it takes an atom bomb to motivate some kids. It is well worth a try. These kids are the Future.

Again this year the Education Committee would like to place before you the idea of creating Mentors in each Camp. By doing this we not only help the students but also gain entry into School we wouldn't have gotten into otherwise.

Suggested Procedures

1. Make the teacher(/s) aware of the essay contest. (Of course we must go through channels to do so.)
2. During this time of introduction make the teacher aware of the Mentoring program in your Camp. By doing this you are making the teacher's job easier. The students you are offering to help are often her worst.
3. Set up a time for the student and Mentor to meet (school property, a library or a church is advisable.)
4. Obtain a note from the teacher containing the weakness of this student. Always address weaknesses first .
5. Remember to inform the teacher of the student's progress and thank the teacher for the chance to help.

Always try to keep a detailed notebook of these experiences for later. These may come in handy in the future.

Beginning to mentor

- A. Locate the person to do the job. Most of the time we know who this is, don't force him.
- B. Arrange and gather as much material for this program as you can by using all possible examples to get your point across.

Dear Educator,

In this day of high tech toys and easy travel, one would think that it would be an easy matter to educate our youth. But we, as educators, know this is far from the truth. So great a problem has been caused by the advent of new ideas and technologies that the simple practice of teaching our students has become a task for giants to undertake.

You may ask why any organization would undertake this task. We, the North Carolina Division of the Sons of Confederate Veterans, feel it is important that you have the needed tools. The NCSCV Education Committee has prepared teaching materials for use by our teachers and the following are enclosed.

- Handouts for your students inviting them to participate in a statewide essay contest.
- A list of possible lesson plans (which follow the state guidelines) to help you during your presentation of history of 1861-65.

In addition, our website, www.ncscv.org, contains an Educational services site which currently has eight course guides similar to the one enclosed. Additional lesson plans will be added in the future. Please feel free to contact me for information about our local mentor's program and about reenactors who will be happy to visit your school and present "first person" history lessons to your students.

Thank you for your time and your energy as a teacher. If you have questions or need additional information, please contact me. Until then, I remain

Remembering and
Forever Vigilant

Edward Lee Harris, Jr.
Education Committee Chairman
3370 Beech Ridge Rd.

Belhaven, NC 27810
(252) 935-5150

SOCIAL STUDIES

GRADE LEVEL:

SUBJECT: The Civil War

COMPETENCY GOAL: *The learner will assess the political, economic, and social currents leading to the Civil War.*

OBJECTIVE	MEASURES
1.1 Chronicle the political events leading to the Civil War.	of contention between the sections. 1.1.5. Write a persuasive essay on the “repressible” or “irrepressible” conflict.
	1.2.1. Make a graphic organizer showing sources of conflict between the North and South on government tariff policy.
	1.2.2. Write a summary of the views of the North and South over federal funding of internal improvements.
	1.2.3. Create a chart or graphic organizer illustrating the growing divergence of the two region’s economies.
1.2. Analyze the economic developments leading to the conflict.	1.2.4. Write an essay on the northern and southern positions on federal land sales and the national banking system.
	1.2.5. Make a verbal presentation describing the origins of slave labor in America; why it failed in the North and grew in the South.
	1.3. Examine the cultural and social differences between the North and South elaborating on how they could have contributed to the coming conflict.
1.1.1. Chart the North-South compromises made at the Constitutional Convention.	
1.1.2. Make an annotated timeline of 19th Century political events leading to the conflict.	
1.1.3. Assume the role of a spokesmen for the North or South and engage in a classroom debate or panel discussion on sectional issues.	
1.1.4. Write a theme on the importance of slavery in various points	

SOCIAL STUDIES

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OBJECTIVE	MEASURES
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- 1.3.1. Chart or otherwise illustrate ethnic, religious, occupational and societal structure contrasts between the Northern and Southern colonies.
- 1.3.2. Debate the views of major theologians in attacking and defending slavery.
- 1.3.3. Write essays on the impact of the numerous reform movements of the 1820's -40's period on the North and South.
- 1.3.4. Evaluate the abolitionist movement and Manifest Destiny as causes of the Civil War.

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will assess the political, economic, and social currents leading to the Civil War.*

OBJECTIVE		MEASURES	
2.1.	Examine the strategies, campaigns and battles in the Eastern Theatre (Virginia) 1861 to 1865.	2.2.3.	Make a timeline of major military actions under study.
		2.2.4.	Make a sequential map illustrating troop movements in a particular battle.
		2.2.5.	Identify the turning point in a major battle and identify factors that could have changed the outcome of the engagement.
		2.2.6.	Write a report with an accompanying map on how geographic factors influenced military action in the region.
		2.2.7.	Create a graphic organizer showing factors leading to successful guerrilla operations in an area of this theatre of action.
		2.2.8.	Make a chart listing several unique minor military engagements in this theatre with corresponding annotations justifying their inclusion on the line.
		2.2.	Examine the strategies, campaigns and battles in the Western Theatre (The Southern states east of the Mississippi River excluding Virginia.)
2.2.1.	Research and report on major campaigns and battles in this theatre in written oral or visual presentations modes.		
2.2.2.	Write biographical sketches of prominent military leaders in the theatre of action expounding on their successes and failures.		

GRADE LEVEL:

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OBJECTIVE	MEASURES
2.2.1. Research and report on major campaigns and battles in this theatre in written oral or visual presentations modes.	
2.2.2. Write biographical sketches of prominent military leaders in the theatre of action expounding on their successes and failures.	
2.2.3. Make a timeline of major military actions under study.	
2.2.4. Make a sequential map illustrating troop movements in a particular battle.	
2.2.5. Identify the turning point in a major battle and identify factors that could have changed the outcome of the engagement.	
2.2.6. Write a report with an accompanying map on how geographic factors influenced military action in the region.	
2.2.7. Create a graphic organizer showing factors leading to successful guerrilla operations in an area of this theatre of action.	
2.2.8. Make a chart listing several unique minor military engagements in this theatre with corresponding annotations justifying their inclusion on the list.	

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will analyze and evaluate the impact and significance of the Civil War in North Carolina.*

OBJECTIVE		MEASURES	
3.1.	Describe the military impact of the Civil War on North Carolina.	3.1.3.	Generate an annotated list of important military and civilian leaders produced by the state.
		3.1.4.	Draw a recruiting poster that could have been used by a company or regiment.
3.2.	Evaluate the effects of the war on North Carolina's economic political and social life.	3.2.1.	Write an essay on North Carolina' war industries.
		3.2.2.	Describe the changes wrought by the war on North Carolina agriculture.
		3.2.3.	Analyze the impact of the war on North Carolina's Unionist and slave populations.
		3.2.4.	Investigate and describe the changes brought by the war to the social classes from poor whites to plantation society.
		3.2.5.	make a visual, oral or written presentation on "North Carolina politics during the Civil War."
		3.3.	Assess the conflict as "Our Backyard War" through a variety of area activities.
3.1.1.	Create a chart or other graphic organizer illustrating military activity in the eastern, piedmont and western regions of North Carolina.		
3.1.2.	make maps illustrating strategic geographic points in the conflict.		

GRADE LEVEL:

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COMPETENCY GOAL: *The learner will analyze and evaluate the impact and significance of the Civil War in North Carolina.*

OBJECTIVE	MEASURES
<div>3.3.1. Write an essay on an individual or military unit that served in the war from your community or region.</div> <div>3.3.2. Videotape or interview by another means an individual who can impart family war remembrances.</div> <div>3.3.3. using a combination of written, oral and visual presentations to create a “Civil War Trail” in your area. (Ideal for portfolio approach.)</div> <div>3.3.4. Report on archeological or preservation efforts at Civil War sites in the region.</div> <div>3.3.5. Visit and interview curators of museums, park officers at battlefields or other custodians of Civil War related places in the area.</div> <div>3.3.6. Make a diorama illustrating a Civil War action or event in your area.</div> <div>3.3.7. Photograph a Civil War monument in your area; write a report on the effort to create it or a poem using the monument as the</div>	<div>center theme.</div>

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will trace the development and activities of the Union and Confederate Navies.*

OBJECTIVE		MEASURES
4.1	Describe the development of the respective navies and important leaders associated with them.	<p>in Union and Confederate navy strategy and organization.</p> <p>4.1.4. Create a visual presentation illustrating the deployment and actions of Union and Confederate Marine Corps forces in the Civil War.</p> <p>4.2.1. make an annotated timeline of naval operations in one of the three defined theatres of operation.</p> <p>4.2.2. Write a report on a naval engagement or operation during the war.</p> <p>4.2.3. Generate an annotated list of Union and Confederate naval heroes.</p>
4.2.	Trace the course of naval operations on the inland rivers, along the coasts and in international waters.	<p>4.2.4. Make a world map noting international naval activities during the Civil War.</p> <p>4.3 Identify technical innovations of the Union and Confederate navies.</p>
4.1.1.	Generate a list of problems and advantages facing both sides in creating naval strategy and units.	
4.1.2.	Write an essay on the successes and failures in outfitting and deploying naval forces in accordance with both sides naval goals.	
4.1.3.	Research and report on the lives and contributions of leaders	

GRADE LEVEL:

SUBJECT: The Civil War

COMPETENCY GOAL: *The learner will trace the development and activities of the Union and Confederate Navies.*

OBJECTIVE	MEASURES
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- 4.3.1. Make a chart or other visual presentation illustrating the development of ironclad warships.
- 4.3.2. Write a report on the development of the Confederate blockade running.
- 4.3.3. Illustrate and annotate on a chart, the development of submarine and "torpedo" warfare.
- 4.3.4. Generate a list of rivercraft created for particular operations.

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will analyze the Northern and Southern homefronts and changes brought by the war.*

OBJECTIVE		MEASURES	
5.1.	Assess the impact of the war on women in the North and South.	5.1.4.	Assuming the role of a woman on homefront; write a letter to a relative in the army describing changing conditions at home.
		5.2.1.	Write an essay describing the changes the war had on the South's slave population.
		5.2.2.	Describe the reaction of the free black population of the South to the impact of war.
		5.2.3.	Assume the position of a Union soldier in the occupied South and describe the reaction of the slave population in your particular area.
5.2.	Analyze the effect of the war on Southern and Northern black populations	5.2.4.	Create a graphic organizer depicting the efforts of free blacks behind the lines in the North in support of the war effort.
		5.3.1.	Make a chart contrasting items of everyday use with substitutes created during the war.
		5.3.2.	Generate a list of governmental and community functions that were curtailed or ended by the war and how they affected the homefront.
		5.3.3.	Describe orally how human and material shortages affected education.
5.3.	Describe how the South adjusted to wartime shortages at home.	5.4.	Investigate opposition to the war on the homefront North and South.
5.1.1.	Write an essay on the new responsibilities assumed by women in the war.		
5.1.2.	Generate and annotate lists of women who rose to prominence supporting the war efforts North and South.		
5.1.3.	Research and report on the interaction between women and invasion and occupation forces.	5.5.	Analyze the role of the churches on the homefront.

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will analyze the Northern and Southern homefronts and changes brought by the war.*

OBJECTIVE	MEASURES
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- 5.4.1. Write an essay describing an organization, group or region opposing the war in the North or South.
- 5.4.2. Identify methods used by the Union and Confederate governments to restrict opposition to the war.
- 5.4.3. Assume the role of a prominent Northern or Southern individual opposed to the war and deliver a speech outlining your position.
- 5.5.1. Make a graphic organizer showing church efforts North and South to mobilize and sustain war efforts.
- 5.5.2. Write a biographical sketch of a prominent Northern or Southern theologian focusing on his role in the conflict.
- 5.5.3. Make a chart illustrating church denominations in the North and South.

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will trace the role of different nationalities, racial and ethnic groups in contributing to the Northern and Southern war efforts.*

OBJECTIVE	MEASURES
6.1: Evaluate the contribution of black troops to the war effort.	6.1.4. Investigate and report on the motivations and participation of "Black Confederates" in the Southern war effort. 6.2.1. Judge the effectiveness of Union and Confederate agents to recruit Indian allies in oral report form. 6.2.2. Generate a list of actions Indian units participated in. 6.2.3. Write a report on a prominent Indian leader in the Civil War. 6.2.4. make a map showing tribal lands and allegiances in the Indian Territory.
6.2. Assess the contributions of Indian units to the Northern and Southern war efforts.	
6.1.1. Research and report on the recruitment of black soldiers and sailors into the Union army and navy.	
6.1.2. Make a map noting combat participation by black regiments in the Civil War.	
6.1.3. Write an essay on the interaction between black and white troops in the Union army.	

GRADE LEVEL:

SUBJECT: The Civil War

COMPETENCY GOAL: *The learner will trace the role of different nationalities, racial and ethnic groups in contributing to the Northern and Southern war efforts.*

OBJECTIVE	MEASURES
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- 6.3.1. Write a biographical sketch of a prominent European officer or nobleman participating the Civil War.
- 6.3.2. Make a chart of military units whose names indicate European identity.
- 6.3.3. Investigate and report on the Union importation of Germans and Irishmen to fill the ranks.
- 6.3.4. Evaluate the extent of Mexican-American “Te jano” participation in the Confederate war effort.
- 6.3.5. Make a report on diversity of nationalities

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will examine the political social-economic and cultural influence of the Civil War on America from Appomattox to the present.*

OBJECTIVE		MEASURES	
7.1.	Trace the political currents that flowed from the Civil War into the late 19th century and into the present one.	7.1.4.	Write an essay on a prominent Reconstruction figure.
		7.1.5.	List Democratic, Republican and third party manifestations of a Civil War legacy in the 20th Century.
		7.2.1.	Write an essay on the social impact of the “reedemers” and populists on the South.
		7.2.2.	Assess the progress of the black population from the Civil War to the present.
		7.2.3.	Contrast the social hierarchy in the North and South in 1860, in 1900, and the present.
7.2.	Analyze social-economic results of the Civil War.	7.2.4.	Make a chart or other visual aid showing the post war industrial, labor and agricultural developments evolving from the conflict.
		7.3.	Elaborate on how the Civil War has continued to manifest itself in American culture.
7.1.1.	Create a graphic organizer illustrating why the Reconstruction Period evolved from the war.		
7.1.2.	Draw a timeline highlighting important events during Reconstruction.		
7.1.3.	Contrast the different historical interpretations of Reconstruction by historians.		

GRADE LEVEL:

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COMPETENCY GOAL: *The learner will examine the political social-economic and cultural influence of the Civil War on America from Appomattox to the present.*

OBJECTIVE	MEASURES
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- 7.3.1. Write a report on the continued use of symbols, emblems and names associated with the Confederacy in Southern culture.
- 7.3.2. Write a persuasive essay examining the pros and cons of battlefield site preservation (interview developers and preservationists.)
- 7.3.3. Research and report on the origin, activities and goals of veterans, commemorative and memorial organizations associated with the Civil War.
- 7.3.4. Interview Civil War hobbyists, re-enactors, memorabilia collectors, and owners of businesses associated with them.

GRADE LEVEL:

SUBJECT: **The Civil War**

COMPETENCY GOAL: *The learner will utilize numerous aspects of the Civil War for thematic unit or portfolio activities.*

OBJECTIVE		MEASURES	
8.1.	Contrast the operations of the branches and levels of the United States and Confederate States governments and their major policies.	81.4.	Make a report on a prominent civil government figure in the North and South.
		8.2.1.	Write an essay contrasting Northern and Southern prison facilities.
		8.2.2.	Research and report on the treatment of prisoners of war by both sides.
		8.2.3.	Debate the guilt or innocence of Captain Henry Wirz; the only individual executed for war crimes at the end of the conflict.
8.2.	Compare Northern and Southern prisons.	8.3.1.	Trace the history of the Civil War on film from veterans, reunions to cinematic features.
		8.3.2.	Write reviews of documentary videos and mini-series based on the Civil War.
		8.3.3.	Read and critique a Civil War romance novel.
8.3.	Examine the Civil War through film and literature.	8.4.	Examine music, art and poetry of the war period and their use as mediums of remembrance of the conflict.
8.1.1.	Examine the operations of the legislative, executive and judicial branches of the respective governments.		
8.1.2.	Write and essay on the impact of the war on state and local government operations in the North and South.		
8.1.3.	Judge the effectiveness of the financial and diplomatic policies of the Union and Confederacy.		

GRADE LEVEL:

SUBJECT: **The Civil War**

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OBJECTIVE		MEASURES	
8.5.	Examine the diversity of uniforms, banners and assortments used in the conflict.		Confederate governments and armies.
		8.5.3.	Write an essay with illustrations of the basic accouterments of the Union and Confederate soldier.
		8.6.	Analyze technological developments in various fields during the Civil War.
8.3.4.	Read and make an oral report on a non-fiction Civil War book.		
8.4.1.	Research and report on the European legacy of much Civil War music.		
8.4.2.	Make a “Top Ten” chart of favorite patriotic Aires, camp tunes and sentimental ballads for each side.		
8.4.3.	Identify the best Union and Confederate poets and artists.		
8.4.4.	Note particular people and events that inspired Civil War songs, poems, and paintings.		
8.4.5.	Report on the explosion of Civil War art and artists since 1980.		
8.4.6.	Write an essay on Civil War period musical instruments.		
8.5.1.	Make a visual display of drawings of Civil War uniforms noting their evolution through the conflict.		
8.5.2.	Research the evolution of the flags of the Union and	8.6.1.	Trace the development of Civil War railroads.

GRADE LEVEL:

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OBJECTIVE	MEASURES
8.6.2. Make a chart of weapons and ordnance development.	
8.6.3. Research telegraph and aeronauticas and photography developments during the conflict.	
8.6.4. Write a persuasive essay on “The greatest technological advancement influencing the Civil War.”	
8.6.5. Evaluate the effectiveness of armory and arsenal supply for North and South.	
8.7.1. Trace the practice and progress of surgery and wounds treatment through the conflict.	
8.7.2. Evaluate hospital and sanitary commission efforts to prevent disease and comfort the wounded.	
8.7.3. Cite efforts on the Corps, Division, Brigade, and Regimental levels to transfer soldiers to treatment centers.	

Hey, Want to win \$500.

Sponsored by Camp

NC Division, Sons of Confederate Veterans

Well, I guess I got your attention!!!! Many times I have wished that I could get paid for going to School. Well, here is a way! The Sons of Confederate Veterans is sponsoring an essay contest about the War Between the States!!!. Sound interesting??? Here are the requirements:

1) All papers must be at least six pages in length, double spaced. In addition to the six pages, a bibliography and reference page must be included.

2) Topics should be on some event, individual, or group connected to the state of North Carolina during the War Between the States. Each paper will be graded for correctness, content regarding the state, art (if included), content, knowledge of the subject.

3) All submissions will be enclosed in a plastic binder or small note binder with rings. Include a cover letter stating a) student's full name, b) student's social security number and date of birth, (for ordering the Saving bond if they win), Camp sponsoring the student and a contact person in the Camp for quick response.

4) All entries should be sent to the following address or given to the teacher in charge of the contest in your school. The address is: