Using Geography to Plan Civil War Campsites

Overview: This lesson is designed for an 8th grade social studies class during the Civil War unit. Students will learn geographical mapping/planning skills and historical background information. Then they will apply these new skills and knowledge by mapping a Civil War camp plan, with half of the class using Terrain A and half using Terrain B. After students have finished their maps, there will be a brief class discussion displaying the accurate historical Civil War camps for the two Terrain sites assigned to students. Finally, students will write a ½ to 1 page reflection comparing and contrasting their maps with the historical camps.

National Geography Standards:

The World in Spatial Terms
1) How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2) How to use mental maps to organize information about people, places, and environments in a spatial context
3) How to analyze the spatial organization of people, places, and environments on Earth’s surface

Places and Regions
4) The physical and human characteristics of places

Human Systems
12) The processes, patterns, and functions of human settlement

Environment and Society
A. Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to:
- Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river’s fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields).

The Uses of Geography
17) How to apply geography to interpret the past
A. Explain how historical events were influenced by people’s perceptions of people, places, regions, and environments, as exemplified by being able to:
- Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, view held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).

Oregon Geography Content Standards:
8.10 Interpret maps to identify growth and development of the United States.

8.11 Identify and describe patterns and networks of economic interdependence, migration, and settlement.

Oregon Science Content Standard
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
Connections to Common Core:
Geography Standards:
5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.

Objectives: By the end of this camp layout lesson, students will be able to:
• Demonstrate basic map reading and making skills such as: topographical maps with contour lines, understand map scale size and drawing to scale, orientation of maps, recognize and interrupt basic physical features, and lastly use a key with symbols to represent appropriate placement. All these skills will be demonstrated via student created maps.
• Write a short ½ to 1 page reflection paper comparing and contrasting their maps with the maps from history. This reflection must follow the Reflection Paper Guidelines.

Grade Level: 8 Time: three to four 50 minute class periods

Required Materials:
• Background Info/Skills PowerPoint
• Terrain Maps A & B PDF (half of class uses Map A, other half Map B)
• Terrain Map A Key PDF– Topo & Historical Combined
• Terrain Map B Key PDF – Historical Map, Topo Map
• Terrain Map C PDF (used only by teacher)
  ▪ Includes: Blank Terrain Map C, Terrain Map C Example, Terrain Map C Topo Key
• 1861 Camp Regulations (Mapping Instructions/Diagram) Packets (class set)
• Summative Assessment Directions Sheet (class set)
• pencil and colored pencils (can use colored markers if available)
• rulers (class set, preferably with both metric & imperial units)
• lined notebook paper for written reflection

Background:
• Students are expected to have little to no prior knowledge about Civil War camps and this lesson has been designed with this in mind.
• Students Will Need to Know (all covered in PowerPoint):
  ▪ Review/Teach Map Reading & Making Skills
    • How to use a topo map with contour lines
    • Importance of map scales and drawing to correct scale
    • Map orientation
    • Identifying physical features
    • Importance of using a map key with clearly labeled symbols
  ▪ Historical camp layout guidelines covered in PowerPoint and 1861 Camp Regulations handout
Procedure:

1) **Introduction:** This is a multi-part lesson and it is important to give students a basic overview:

“First, we will be reviewing camp layout regulations and learn the methodology/skills for placing and setting up a camp. You will then be given a blank map handout of either Terrain A or B, distributed evenly amongst the class.

Upon completing your camp map, you will share your design with a seat partner who has the opposite terrain, explaining your rationale for the camp placement and design. After this, the teacher will display Terrain A & B Map Keys to show the historical camp placements and layouts. Both of these terrains were the sites of real Civil War camps about 150 years ago. Finally, you will write a ½ - 1 page reflection on the similarities and differences between your map and the historical map.”

2) **Background Skills/Info PowerPoint:** The PowerPoint presentation should be used along with the *1861 Camp Regulations Packets (Mapping Instructions/Diagrams)*, therefore distribute these handouts prior to starting presentation. Instruct students not to write on these packets as they are a class set.

   1. Start PowerPoint Presentation
      a. Slide 2 – Reg. 503 = Water is important! One of top priorities in site choice
      b. Slide 3 – Reg. 506 = Establishing camp should be done as quickly as possible.
         “Meaning we need to stay focused!”
   2. Review Mapping Skills & Info + Help students setup their maps
      a. Map Orientation = Explain to students that maps have already been oriented to the direction of the historical camp map. If the words are upside down, then your map is oriented upside down.
      b. Map Scale = Review that a map scale is used to help show large distances on a small map while keeping spacing accurate. Camp maps were measured and drawn using “paces”. A pace is 2 steps or the distance one foot travels from the point it leaves the ground until it touches the ground again. (demonstrate to class)
         i. Now class will add a scale to their maps. Using our rulers we will draw a 1 inch long line in a non-printed corner of your map.
         ii. Write 100 paces = 1 inch (2.5 cm) below your line
         iii. Next students will measure 25mm or 0.25cm from the left edge of their line towards the center and mark the end point. Label this distance as 10 paces.
         iv. Draw a box around scale and label "Scale Info"

         *Make sure to tell students that paces don’t need to be exact because the distance varies from person to person (step size), but it is important to keep camp spacing within 10-15 paces of Army Regulations or the camp map will not be very useful. I recommend having students use the metric cm or mm as it will be much easier with these small measurements.*

      c. Topo Map = Review how to read a topo map with contour lines.
         i. A contour lines are lines drawn on a map connecting points of equal elevation
         ii. What contour lines can show you:
            1. Hills/Cliffs/Steep Places = Many contours close together
2. Flat Spots = Spread out contours / few close together
3. Streams = Will appear as contours in the shape of a “V” pointing uphill direction

d. Map Key = A map key tells what the symbols on a map mean.
   i. Keys are very useful when you can't write small enough to label each part of your map or have multiple of the same thing
   ii. Everyone’s map needs to have a Key
      1. Key needs to be labeled “Key”
      2. Neat and Clear
      3. Connect with map

3. Dismiss students to work on maps
   a. Teacher will need to move through classroom keeping students on focus and helping as needed
   b. Pause class about every 10-15 minutes and review mapping skills or camp guidelines students appear to be missing or struggling with.

   * It will likely take students the rest of the class period following instructions and the next day’s entire class period to complete their maps.

4. Students Share Maps
   a. After completing their maps, students will have spend 2 minutes sharing their map with a seat partner who has the opposite Terrain map. Each partner will have 2 minutes to share and should explain/describe these concepts to their partner:
      i. What were your reasons for placing your camp where you did?
      ii. Did you follow the 1861 Camp Regulations?
      iii. Any changes you made in your camp plans?
      iv. What is the terrain on your map?
   b. Teacher can randomly call on partner pairs to share their answers/discussion. This should take no more than 5-10 minutes and is optional.

5. Teacher Shows Historical Camp Maps for both Terrain A & B
   a. Use Terrain Map A & B Keys to show both topo and historical information

6. Start Summative Assessment
   a. Review summative assessment Civil War Camp Map Written Reflection directions sheets. Remind students NOT to write on the directions sheets and that this is an INDIVIDUAL assessment, meaning no talking.
   b. Pass out Civil War Camp Map Written Reflection directions sheets. Instruct students to take out lined notebook paper while directions sheets are being passed out.
   c. Once entire class has directions and is silent, dismiss students to work on assessment.
   d. At end of assessment collect all handouts and make sure students turn in both the summative Terrain Map and formative reflection paper.

   * The length of time it will take the class to complete the summative assessment will vary depending on average class literacy level.
Assessments – Formative:

Students will be given 1 ½ class periods to draw a Civil War campsite. Students must follow the 1861 Camp Regulations/Diagram handout aiming to keep the spacing within 10-15 paces. MAPS MUST INCLUDE:

- Scale and Key
- Show Men’s Sinks, Color Line, Soldiers Tents, Police Guard, Non-Com-Staff, Company Officers, Baggage Train, Officers Sinks

Assessments – Summative:

Civil War Camp Map Written Reflection

Individually, write a ½ to 1 page long reflection on your Civil War map including the following points:

- You shared your map with a seat partner. In one paragraph or more explain your rationale/reasons for where you placed your camp.
- What similarities did your map share with the historical campsite at your terrain?
- What differences did your map have when compared to the historical campsite?
- Conclude your reflection by writing a paragraph on any changes you would make if you were to draw your map again. You can also include mistakes you now know how to fix.

Adaptation:

- For students struggling with math, the measuring may prove to be difficult. Make sure these students can work with a partner who is strong at math and can provide guidance if needed.

Extension

- A possible extension activity is creating a scenario activity. At the end of mapmaking students will be presented a list of “if” then “this” scenarios (e.g., If your sink is within x paces of the stream, then x number of men would have died from cholera). This activity could be expanded even more if the maps were created on graphing paper, allowing more location specific scenarios to be easily referenced.