

# Montgomery County and the Civil War

## Lesson Outline

### Grade 8

**Description:** Students will first tour the museum gallery and learn about Sandy Spring during the Civil War. Next, they will view a PowerPoint presentation discussing the Northern and Southern characteristics of Maryland and will then break into groups for an activity. Students will use graphic organizers to investigate the mixed loyalties of the Davis family, a prominent Rockville planter family who represented a variety of opinions held in Montgomery County during the Civil War. Each group will be assigned a character and will have to research their stance on secession using primary and secondary sources provided from the museum's library and archives. Students will then meet for a debate using their character viewpoint to argue each side. This tour meets MSDE content standards in history and social science.

**“Montgomery County and the Civil War” can be taught three ways:**

### Museum Field Trip

Students will tour the gallery and learn about Sandy Spring during the Civil War. Then they will use the Dr. Bird room to view a PowerPoint presentation discussing the Northern and Southern characteristics of Maryland and then will break into groups for an activity. Each group will be assigned a character from Montgomery County's Civil War era and will have to research that character's stance on secession from primary and secondary sources that the museum will provide. The students will meet for a debater where they will be asked to argue for their character. Students will use graphic organizers to investigate the mixed loyalties of the Davis family, a prominent Rockville planter family who represented a variety of opinions held in Montgomery County during the Civil War.

### Classroom Visit

Teachers may also opt to have our Education Director come to your classroom and run the lesson for your students. Please let the Director know how much time you have available for the visit so that adjustments can be made.

### On Your Own

You may choose to download this lesson and run it yourself. Get in touch with the Education Director for more about information along with the lesson plan for this option. Please make sure you encourage your students to visit the museum for any projects or extra credit activities and please use the Evaluation Sheets on the website to give the Museum your valuable feedback!

## **Curriculum Standards**

### **History and Social Science:**

#### 1.1.8.1

- a) Construct complex timelines noting key events, people, and periods of American history to the Civil War.
- b) Explain how major events are related to one another over time and define major patterns.

#### 1.1.8.2

- a) Find and organize information specific to U.S. history through the civil war by reading, asking questions, investigating, and observing.
- b) Evaluate bias of a source of historical information.

#### 1.1.8.3

- a) Use a wide variety of primary and secondary sources of historical information, including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, journals, and government documents to elaborate upon information presented in an historical narrative.

#### 1.1.8.4

- a) Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases to explain the development of regions of the United States through the Civil War, including the migration of people and growth of economic systems.

#### 1.1.8.6

- a) Evaluate the historical decisions of individuals, groups, or institutions in light of antecedent and contemporaneous circumstances and evaluate alternative course of action.

#### 1.1.8.7

- a) Analyze problems derived from geography, civics, history, and economics and evaluate information related to the problem, and propose and justify solutions.

#### 1.1.8.8

- a) Analyze issues by stating and summarizing the issue, evaluating different viewpoints, and drawing conclusions based on data.

1.1.8.12

- a) Identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research.

2.8.8.2

- a) Describe pro-slavery and anti-slavery positions and explain how debates over slavery influences politics and sectionalism.

2.8.8.3

- a) Analyze the experiences of African American slaves in the South, the experiences of freed blacks in the North who founded schools and churches to advance black rights, and the rise of anti-slavery forces.

2.8.8.5

- a) Describe the impact of the ideas of various reform movements including the abolitionist movement.