



# GCV&M Curriculum Connections (Grades 4 - 12)

## Civil War Living History

Understand the impact of the Civil War on our nation and the actions New Yorkers took to engage in the momentous event. Learn about the science that assisted spies, how communication changed in the telegraph office and the print office. Experience what it was like for soldiers to be recruited and trained, and see a soldier's camp. Listen to the music of the Civil War, and so much more!

### FIELD TRIP OBJECTIVES

- Students will explore the state of slavery in New York State and how people worked to fight against slavery and for change
- Students will examine the rights denied to women during the 1800s.
- Students will engage with Civil War interpreters and hear their stories.
- Students will investigate how New York State supported the Union during the Civil War by providing soldiers, equipment, and food.
- Students will utilize primary sources, such as letters, telegraphs and songs, to research New York State's role in the Civil War.
- Students will compare the daily lives of different cultural groups during this time period.

### KEY WORDS

Slavery	Abolish
Change	Debate
Rights	Freedom
Union	Division
Confederacy	Community
Tension	Artifacts
Primary Source	





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## 4-7 Connections to NYS Standards

### 4th Grade

**4.4d** New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

**4.4e** Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

**4.5a** There were slaves in New York State. People worked to fight against slavery and for change.

**4.5b** Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

**4.5c** The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

### 5th Grade

**5.3d** Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

**5.6b** Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

**5.6c** Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

### 7th Grade

**7.2e** Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

**7.7b** Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

**7.7c** Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

**7.8a** Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.

**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.

**7.8d** The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

**7.8e** The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.



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## 8-12 Grade Connections to NYS Standards

### 8th Grade

**8.1a** Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

**8.1b** Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

**8.1c** Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

### 9th Grade

**9.10c** The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.

**9.10d** European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.

### 10th Grade

**10.2b** Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.

**10.3d** Social and political reform, as well as new ideologies, developed in response to industrial growth.

### 11th Grade

**11.1b** A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

**11.3b** Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

**11.3c** Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

**11.4a** Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

### 12th Grade

**12.G2a** Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

**12.G2d** The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.