


Fall 2021

Warfare in the 19th Century

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Thomas Jefferson University Archives – 2021 Cultural Fieldwork Internship Lesson Plan

Lesson Plan: Students will be learning about 19th century warfare and challenges nations faced when fighting a war. The lesson will be accomplished through primary source journal entries and graphs.

Grade 9 - 12

Standards: 8.3.9

identify and analyze primary documents, materials artifacts, and historic sites important in United States history from 1787 - 1914

Purpose: Students will read the excerpt from multiple sources and will compare and contrast warfare from the 19th century and the 20th century.

Materials:

- ["Rifle and Light Infantry Tactics and Instruction for Skirmishes" by David B. Willson and John Willson \(jefferson.edu\)](#)
- [Part I: Jefferson Medical College 1855 to 1865 \(pages 89-124\)](#) p. 108
- Graphs
 - Casualty report per battle from American Battlefield Trust. Union Casualties (Combat vs Disease)
 - Civil War Battle Casualties graph
 - (Source here [Civil War Casualties | American Battlefield Trust \(battlefields.org\)](#))
 - Graphs also provided at the end.
- Access to Padlet.com (or another group text sharing site that all students can work on together simultaneously)
- Pencil
- Lined paper
- iPad or equivalent electronic device

Lesson

Desired Learning Outcomes

- i. Student will have the ability to point to specific reasons as to what could have made the Civil War so deadly a conflict.
- ii. Students will give specific examples as to how the Civil War changed/impacted the lives of students, professors, and citizens.
- iii. The students will be able to interpret and analyze both a primary and secondary documents related to the civil war.
- iv. Students will be able to infer historical context from images, such as graphs.

Intro: 15 minutes

Students will be placed in small groups to help promote and facilitate discussion. The groups should

- i. Handout readings (or provide links to students)
- ii. Students will complete the readings for the lessons within small groups.
 - a. [Part I: Jefferson Medical College 1855 to 1865 \(pages 89-124\)](#) p. 108
 - b. ["Rifle and Light Infantry Tactics and Instruction for Skirmishes" by David B. Willson and John Willson \(jefferson.edu\)](#) p. 280
- iii. Students will conduct a “think-pair-share” following their groups completion of the readings and while waiting for the rest of their group/class to finish.
- iv. The following guided questions will be written on the board or projected on the board.
 - a. What led to the conflicts being so bloody?
 - b. Besides combat what else posed a threat to troops during the Civil War?
- v. Students will briefly discuss the above questions within their small groups. Groups will add one-word responses to Padlet (which is projected to the board) for all the class to see.
 - a. The teacher will visually scan as they circulate the room listening for student understanding and interpretation of the assigned readings.

Instruction: 25 minutes

- i. Students will come together for this portion of the lesson. The word list being worked on within Padlet (or any group note taking app) started will now be discussed by the

teacher with the class. Prodding the students to explain their word choice and reasoning for word choice.

- a. During the discussion the teacher will start to ask the students to think about the conditions and tactics used within the military during this period, the mid-19th century, and how that impacted a soldier during this time.
- ii. The teacher will recap the two readings summarizing some of the takeaways from the readings done by the students.
 - a. (Reading 1) [Part I: Jefferson Medical College 1855 to 1865 \(pages 89-124\)](#) p. 108
 - i. The danger and frequency of being exposed to disease.
 - ii. The migration of skilled laborers due to political and social affiliation.
 - iii. The lessons learned during war that can be applied to society as a whole.
 - iv. Mention Albert W. Fischer and how his experiences could impact his civilian life and thoughts on disease prevention.
 - b. (Reading 2) ["Rifle and Light Infantry Tactics and Instruction for Skirmishes" by David B. Willson and John Willson \(jefferson.edu\)](#) p. 280
 - i. The rigidity and discipline required for military maneuvers.
 - ii. The massed groups of soldiers and how that impacted tactics as well as casualty numbers.
 - iii. The slow long process of reloading, aiming, and firing and how that prolonged open field exposure impacted casualties for a battle.
- iii. Following the discussion, two graphs will be projected to the board and the teacher will ask students to discuss within their group, what these graphs mean and whether or not they are helpful in answering the guided questions provided at the beginning.
- iv. The teacher will circulate and listen for understanding.
 - a. Students should see how large an impact “non-combat” deaths were to the Union (and the connection should be made to the South as well)
 - b. Why were African American troops dying from disease at a far greater rate than the rest of the army.
 - c. The number of casualties gradually grows as the war progresses.
- v. The teacher will go over the graphs with the students.
 - a. Bringing up what was discussed while circulating around the room.
 - b. Hypothesizing how the Confederacy might have fared in a similar “Combat vs Disease” graph.
 - c. Discussing the living conditions of African American troops and what can be inferred from that statistic.
 - d. Any points brought up that challenge or inquiring the authenticity and methodology used to obtain the statistics.

Application: 15 minutes

- i. Students will be tasked with answering the following prompt with the aid of the readings and graphs provided throughout the lesson.
 - a. What were some contributing factors that led to the Civil War being such a costly conflict and how might this have differed based on race and side (i.e. Union or Confederacy / North vs South)?
- ii. The writing assignment
 - a. 500 word minimum
 - b. Use of sources
 - c. Grammar and punctuation
- iii. Students should be referencing
 - a. The lengthy and often exposed process of marching, loading, aiming, and firing of a weapon.
 - b. The impact disease played on a group and how that impacted them.
 - c. Increasing casualty count as the war progressed.

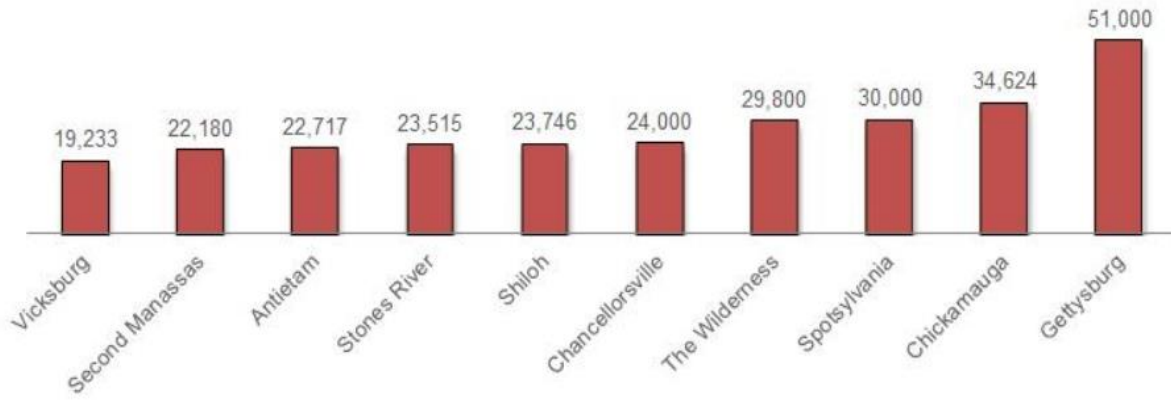
Conclusion: 5 minutes

Students will be given a 3-2-1 exit ticket and students will be required to answer

- i. 3 things they learned
- ii. 2 questions they still have
- iii. 1 connection I made

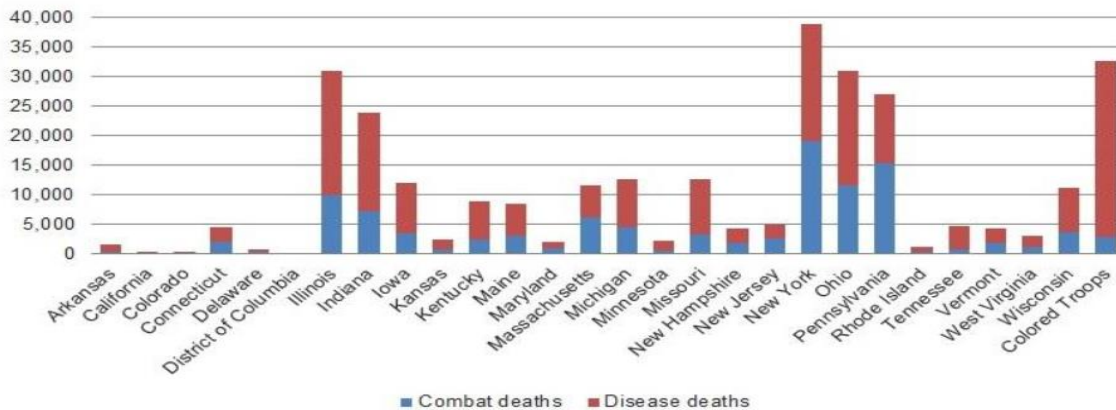
Graphs

Civil War Battle Casualties



More American soldiers became casualties at the Battle of Gettysburg than in the Revolutionary War and War of 1812 combined.

Union Military Deaths by State



Given the relatively complete preservation of Northern records, Fry's examination of Union deaths is far more accurate than his work in the South. Note the mortal threat that soldiers faced from disease.