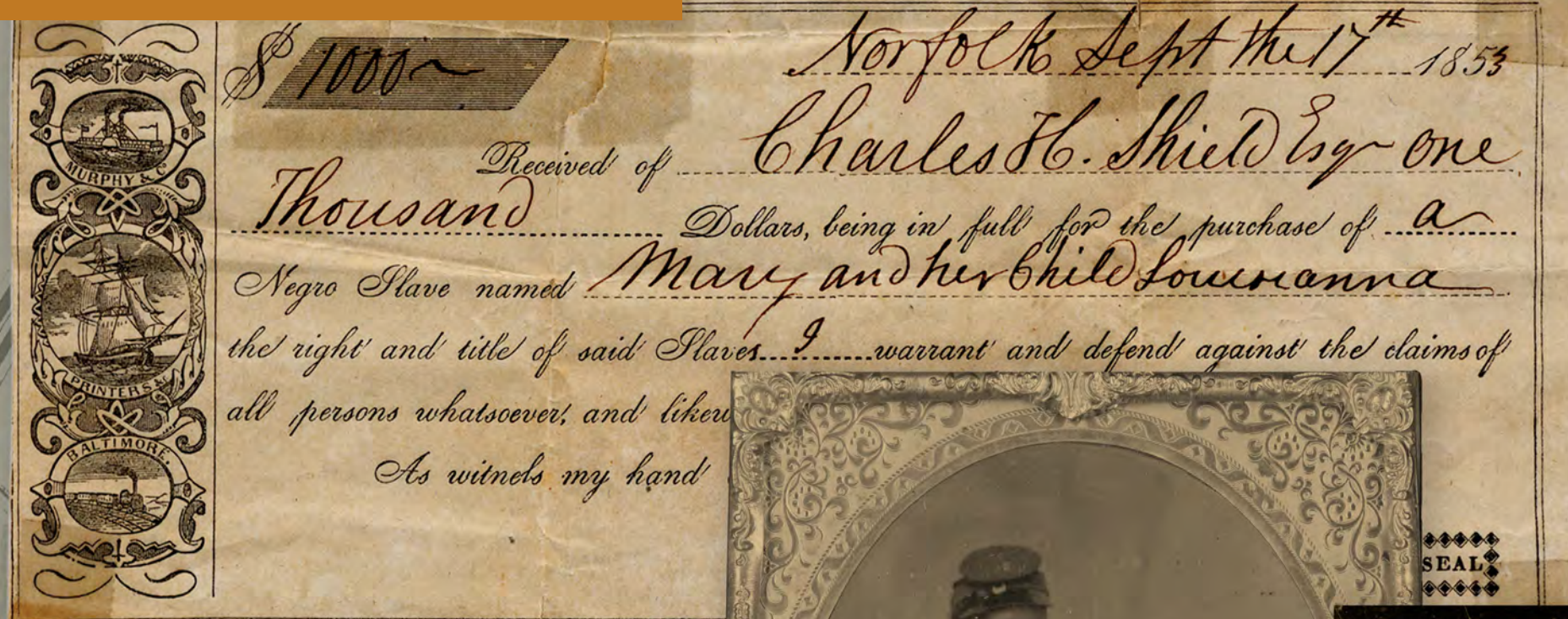


How Do You Piece Together the History of the Civil War?

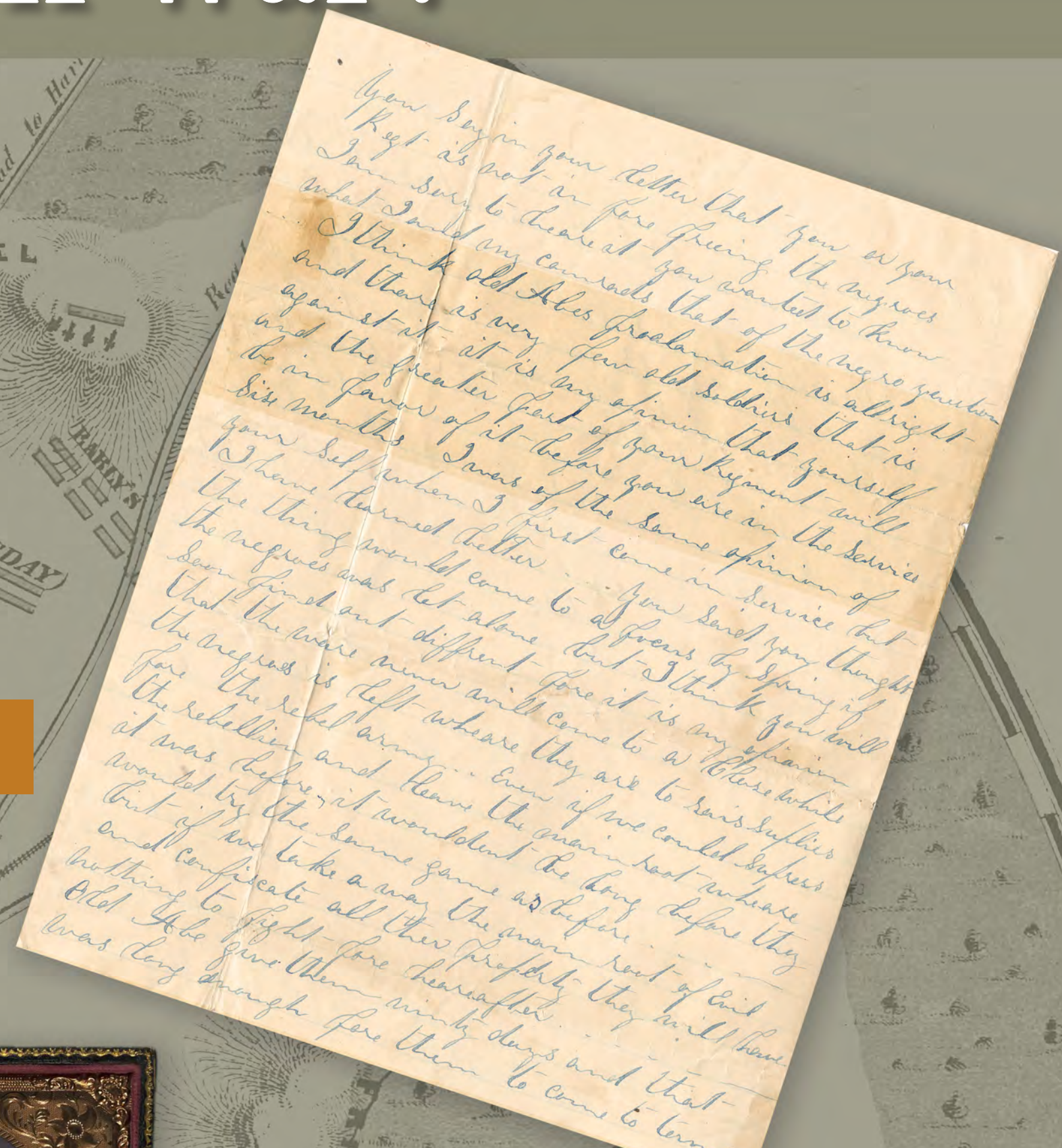
How was this document used?
Where? Why?



What do these images tell you
about the people pictured?



What does this letter reveal
about the writer's view of the war?



How does geography
shape a battle?

What do the arts tell you
about the past?



What was life like for children
during and after the war?



Who used this?
How was it used?

➔ Ask questions ➔ Look closely at many sources ➔ Find different points of view ➔ Make an argument



Visit teachinghistory.org/civil-war for an interactive version of this poster with links to lesson plans, teaching materials, and websites for exploring the Civil War from many perspectives, as well as links to the images above.

IMAGE CREDITS, CLOCKWISE FROM TOP LEFT:

Slave Receipt, 1853, Beinecke Rare Book and Manuscript Library, Yale University | Photograph: tintype, [Seated black soldier], c. 1860 to 1870, Library of Congress (LOC): LC-DIG-ppmsca-11310 | Photograph, [Bernard Bluecher Graves, Corp., C.S.A.], c. 1861 to 1865, LOC: LC-DIG-ppmsca-09867 | Photograph, "Lieut. Washington, a Confederate prisoner, and Capt. Custer, U.S.A.," c. 1861 to 1865, LOC: LC-USZ62-109737 | Photograph: hand-colored tintype, [Unidentified Union soldier with unidentified woman], c. 1861 to 1865, LOC: LC-DIG-ppmsca-27231 | Letter, p. 2, Jasper Barney, October 24, 1862, John Dinsmore Papers, Abraham Lincoln Presidential Library & Museum | Photograph, "A Virginia slave child in 1863," Van Dorn, 1863, LOC: LC-DIG-ppmsca-11248 | Domino Set, c. 1861, National Park Service, Museum Management Program and Gettysburg National Military Park, GETT 30227 | Glass Negative, "John Clem & Brother," c. 1860s, LOC: LC-DIG-cwpbh-01073 | Haversack, c. 1861, National Park Service, Museum Management Program and Gettysburg National Military Park, GETT 143 | Sheet Music, "When Johnny Comes Marching Home," Louis Lambert, 1863, LOC Music Division Catalog #M1640.G | Holyoke Quilt, c. 1845 to 1865, Kansas Historical Society | Stereograph Negative, "Aiken's Landing, Virginia," 1864, LOC: LC-DIG-cwpbh-01916 | (Background) Gettysburg Map: "Field of Gettysburg, July 1st, 2nd & 3rd, 1863 Prepared by T. Ditterline," 1863, LOC: g3824g cw0331000

Design by Chris A. Raymond

Teachers,

We hope that you will use this poster to begin a conversation with students about how we know what we know about the past, and especially about our nation's most devastating conflict—the Civil War.

As teachers, we can find a variety of sources such as statistics, maps, letters, diaries, objects, music, and images that enable us to explore the complexity of the past.

The questions on the front of this poster are designed to get students thinking about primary sources as the building blocks of history.

*Use resources from **teachinghistory.org** to help students piece together the history of the Civil War.*

Why does the Civil War still matter?

Search in **History Content** for quality historical resources such as website reviews, primary source materials, and multimedia presentations.

How would you teach the Civil War without a textbook?

In **Best Practices**, explore ways to use primary sources for thought-provoking activities that promote historical thinking and student participation.

Can you teach the Civil War without mentioning a battle?

In **Teaching Materials**, find lesson plan reviews, teaching guides, and ideas for teaching the Civil War, searchable by topic or grade level.

How can technology help you teach about the Civil War?

In **Digital Classroom**, find free resources, ideas, and examples of successful ways to use such tools as digital storytelling, social media, and mind mapping in the history classroom.



Created by the Roy Rosenzweig Center for History and New Media at George Mason University with funding from the U.S. Department of Education (Contract Number ED-07-CO-0088). Content does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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How Do You Piece Together the History of the Civil War?