Creating a Civil War Board Game

Overview
To culminate their study of the Civil War, students will create a board game that focuses on causes of the war, sectional differences, Union and Confederate resources and strategies, key battles, North Carolina involvement, prominent people, slavery, and abolition. Students will then play and evaluate each other’s games, thus reviewing Civil War content in a fun and interactive way.

Grade
5

North Carolina Essential Standards for 5th Grade Social Studies
• 5.H.1.3- Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.
• 5.H.2.2- Explain how key historical figures have exemplified values and principles of American democracy.
• 5.H.2.3- Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.

Essential Questions
• What were the causes of the Civil War?
• What were the effects of the Civil War on the Northern and Southern regions of the United States?
• What were the key battles of the Civil War?
• In what ways was North Carolina involved in and affected by the Civil War?
• Describe the institution of slavery and the process of abolition.
• What was the role of African Americans in the Civil War?
• Who were the prominent people involved in the Civil War and in assisting the nation to recuperate from the war’s devastation?

Materials
• Entertainment During the Civil War, attached
• Civil War Games Assignment Sheet, attached
• Stem questions for Social Studies, attached
• Textbook
• Internet or library access for further Civil War research
• Art supplies for game design and creation
• Civil War Games Peer Evaluation Sheet, attached

Duration
• 30 minutes for project introduction and explanation
• Class time for brainstorming and improving first draft (teacher’s discretion)
• Approximately one or more weeks of homework time (teacher’s discretion)
• One partial or whole class period for playing and evaluating games

Preparation
The Civil War Games project is designed to culminate a unit on the Civil War. Thus, students should be familiar with the Civil War, including geography, battles, important people, North Carolina’s involvement and contributions to the war, etc.

Procedure
1. As a warm-up, hand out the attached Entertainment from the Civil War containing a word game from 1863 and give students a few minutes to see if they can figure out any of the answers.

2. Next, ask students to brainstorm their favorite games. List these on the board. Ask students:
   - What makes a game good? What makes a game interesting?

3. Note students’ responses on the board, then explain that they will be creating their own board games utilizing learned content from the Civil War.

4. Hand out the attached Civil War Games Assignment Sheet and go over the details of the project. Inform students how much class time and homework time they will have to complete this and give them the appropriate dates to fill in on their assignment sheet. Facilitate student thinking by asking:
   - What could a board game show about life during the Civil War?
   - How might the game objectives and rules themselves represent the Civil War?
   - What kinds of accessories (player pieces, designs on the board itself, etc.) might be used to reflect Civil War times? (for example, perhaps students design a cannon, a Union soldier, a Confederate Soldier, etc. for player pieces)
   - What types of events on the board might move a player forward or set them back? (i.e. perhaps a square on the board says “Bridge washed out and troops can’t cross…go back two spaces…”)

5. Teachers may also choose to use this as an opportunity to teach students about the different level of Bloom’s Taxonomy questions (such questions are encountered on standardized tests and studies have shown that student familiarity with the question stems can help improve performance).

6. If time is available, allow students to partner or group up and begin brainstorming their game.

7. When the board games are due, allow groups to trade games and play one another’s games. After finishing a classmate’s game, have students complete the attached peer evaluation.
Entertainment During the Civil War
Word games were a popular past time. Test your knowledge and your skill in these selections from Miss Leslie's American Girls Book (1863). All of the clues under each category can be answered by a word related to that category. For example, for #1, the answer is Turkey. Turkey is a country in the East and something that would be consumed at dinner. Good luck, and remember -- these were written for children!

Dinner
1. A country in the East. __________________________
2. A long-necked bird omitting the last letter--and a small fruit. __________________________
3. One of the sons of Noah. __________________________
4. What no sailor wishes to meet with--and an inhabitant of the water. __________________________
5. A small fowl--and what all children like. __________________________
6. Half of a room under ground--a vowel--and a grain, omitting the last letter. __________________________
7. A cooking utensil--the first letter of the alphabet--and part of the foot. __________________________
8. To strike, changing a letter. __________________________
9. Half a word that signifies a tower--and to pinch off. __________________________
10. To be on an equality--and to cut short. __________________________
11. A machine to raise water--and a relation. __________________________
12. A fruit--the half of a pool of dirty water--and a circle, changing the first letter. __________________________
13. To chop fine--and the last half of a talking bird. __________________________
14. Swimming--and a country surrounded by water. __________________________
15. Half of a word signifying what is usual--and being late, omitting the last letter. __________________________
16. What naughty children frequently are--and the best part of milk. __________________________
17. A running plant; changing the first letter. __________________________
18. The first syllable of a Persian king--and the first syllable of a town in England. __________________________
19. A harbour--and to mistake, omitting the last letter. __________________________

Tea Party.
20. A plant that grows only in China. __________________________
21. Half of a receptacle for the dead--and a gratuity. __________________________
22. Half of an Indian tribe--an interjection--and the reverse of early. __________________________
23. The produce of a plant that grows only in warm climate __________________________
24. The oily part of a well-known liquid. __________________________
25. A far covering for the hands--and the reverse of out. __________________________
26. To blow away, omitting the last letter--and the final half of a frill. __________________________
27. A confused mixture. __________________________
28. A king's wife--and a confection. __________________________
29. A familiar name for the squirrel. __________________________
30. The national dish of the Italians, putting in one vowel and omitting another. __________________________
31. The reverse of sour--and what few dinners are without. __________________________

Fruit.
32. The sea-shore, changing the first letter. __________________________
33. A bank to confine water--and what every man must be. __________________________
34. A color--and a pledge. __________________________
35. A month, omitting the last letter--and a shepherd's house __________________________
36. An interjection--and to rove. __________________________
37. Half of a Grecian island--and the reverse of off. ______________________
38. A tree that grows best in a sandy soil--and a well known fruit. ______________________
39. Affected goodness--and to nun away secretly. ______________________
40. A domestic fowl--and a small fruit. ______________________
41. A useless dog--and to bluster. ______________________

Source: http://www.edinborough.com/Learn/Civil_War_Life/Young.html

**Answer Key**

**DINNER.**
1. TURKEY.
2. CRANBERRY.
3. HAM.
4. ROCK
5. A CHICKEN-PIE.
6. CELERY.
7. POTATOE.
8. BEET.
9. TURNIP.
10. PARSNIP.
11. PUMPKIN.
12. PLUM
13. MINCE PIE.
14. FLOATING ISLAND
15. CUSTARD.
16. WHIPT CREAM.
17. WINE.
18. CYDER.
19. PORTER.

**A TEA PARTY.**
20. TEA.
21. COFFEE.
22. CHOCOLATE.
23. SUGAR.
24. CREAM.
25. MUFFIN.
26. WAFFLE.
27. JUMBLE.
28. QUEEN CAKE.
29. BUN.
30. MACCAROON.
31. SWEETMEATS.

**FRUIT.**
32. PEACH.
33. DAMSON.
34. GREEN GAGE.
35. APRICOT.
Assignment: You will create a board game based on the Civil War. Your game must require the player to apply and review Civil War information. Your game should also be fun and entertaining.

Process:
1. Choose a partner/group. (Choose wisely, since you will receive one group grade!) Brainstorm games that you like and games that you think would be fun were they created. Begin compiling ideas of ways to convey Civil War content through a game. You may integrate various game techniques into your concept, but your game must have a board and question cards as part of its final form.

2. After brainstorming, begin a first draft of the game itself by outlining the game’s basic objective/concept, drafting rules and directions (how do players progress through the game, how many people can play, what accessories/devices are necessary to play, how does one win the game, what ends the game, etc.)

3. Sketch the layout of the board and the accessories. If you need assistance in design ideas, check out some actual board games and consider what makes them work.

4. As you continue developing the physical pieces of the game, begin compiling questions and answers that will be used in your game by reviewing all you have learned about the Civil War, as well as conducting further research. Your game questions must address the following categories:
   - Causes of the War/Sectional Differences
   - Key Battles
   - Prominent People
   - Union and Confederate Resources and Strategies
   - North Carolina Involvement
   - Slavery, Abolition & Free Blacks

5. You will have the following times in class to work on this assignment: ____________________________
   ____________________________
   ____________________________

6. Bring a first draft of your game’s name & objective/concept, rules & directions, questions, and sketches of the board and its accessories to class on _______________ for teacher and peer advice/comments.

7. Your final board game is due in class, with all of its pieces, on ____________________________. All groups will trade board games and evaluate one another’s games by playing them. Peer comments will be averaged into your final grade.

<table>
<thead>
<tr>
<th>Game Requirement</th>
<th>Possible Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game name and objective/concept</td>
<td>10 points</td>
</tr>
<tr>
<td>Rules and directions</td>
<td>15 points</td>
</tr>
<tr>
<td>(clear, organized, includes number of players, how to win/end the game, etc.)</td>
<td></td>
</tr>
<tr>
<td>Overall artistic design</td>
<td>15 points</td>
</tr>
<tr>
<td>(neat, artistic, creative, colorful, contains visuals, ample spent on it, etc.</td>
<td></td>
</tr>
</tbody>
</table>
### Game accessories
(may include designed player pieces, question cards, a spinner, dice, etc.)

| 10 points |

### Content

- Questions pertain to Civil War content including the following categories:
  - Causes of the War/Sectional Differences
  - Union and Confederate Resources and Strategies
  - Key Battles
  - North Carolina Involvement
  - Prominent People
  - Slavery, Abolition & Free Blacks

- Correct answers are included

| 40 points |

### Playability/Peer evaluations

All groups will trade games, play, and evaluate game playability, entertainment value, and educational merit

| 10 points |

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# Civil War Games Peer Evaluation Sheet

**Your Name:**_____________________________

**Game’s Name that you are evaluating:**__________________________________________________

**Game Creators:**__________________________________________________________

For each question below, place the following number that corresponds with your answer

<table>
<thead>
<tr>
<th>YES – 2</th>
<th>SOMEWHAT – 1</th>
<th>NO - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>____________</td>
<td>________</td>
</tr>
</tbody>
</table>

- ________ Were the objectives, directions, and rules of the game clear? Did you understand how to play?
- ________ Does the game include good accessories (examples might include player pieces, a spinner, dice, etc.)
- ________ Did the game ask relevant questions about the Civil War? Were the answers provided?
- ________ Was the game fun to play?
- ________ Was the game creative, artistic, and well designed?
- ________ TOTAL POINTS

*What did you like most about this game?*

*What could be improved about this game?*
Stem Questions for Social Studies

Listed below is a compilation of common social studies stems. This does not include every possible stem, but hopefully will serve as a guide for classifying questions.

Knowing
What was a result of...?
Which situation was the immediate cause of...?
Which of the following is the best differentiation between... and...? (foils are definitions)

Organizing
When comparing..., what statement can be made about...?
Which heading (phrase) best completes the partial outline below?
What caused... to...?
Which event was most inconsistent with...?
Which of the following best explains the difference between...?
In general, what is the difference between...?
Which of the following describes...? is the best description of...?
What does this statement demonstrate about...?
Which of the following best describes the similarities between...?
Which belief is shared by... and...?
What is one way in which... and... are similar?
The issue of... was settled by which of the following?
In what order do the above elements... take place during...?

Applying
What key activity does this illustration depict?
What event is portrayed in the illustration above?
In what document can... be found?
Who said, “...”?
Using the map above, what direction would one go in order to travel from...to...?
Using the map above, where would you go to find...
The illustration above appeared in response to which of the following?
Above is an editorial cartoon from... that was intended to illustrate which of the following?
Which is a primary source of information about...?
According to the statements above, which constitutional amendments are under discussion?
Using the map above, what was the largest city in...?
Which of the following words refers to...? describes...?
Which of the following is a synonym for...?
How can the information in this chart be applied to... today?
What evidence is there that...?
How do... apply to...?
What does the problem of... show?
According to the graph above, what does this evidence indicate?
Applying (continued)
Which of these terms means...?
In what way has... impacted...?
Using the map above, which city is located closest to... "...?  
Which is the cause of...?  
What was one reason for the development of...?  
Which speaker refers to...?  
...is an example of which of the following?  
The main disagreement between... revolved around which of the following?  
Which generalization is best supported by...?  
In... what is the main political goal of...?  
(a), (b), and (c) are examples of what?  
(a), (b), and (c) came primarily from which of the following?  
Which of the following completes this statement...?  
Which of the following statements reflects the philosophy of...?  
With which of the following are... most closely associated?  

Analyzing  
Which factor had the largest impact on...?  
Which of the following was a main cause of...?  
The most significant feature was which of the following?  
Which... was responsible for... as shown in the map above?  
Why was... significant?  
In the selection, what did... mean?  
What was one impact of...?  
Which generalization concerning... is most clearly supported by the information provided by the graph?  
In the quote above, why does the author state that...?  
This is a political cartoon of.... What does the artist want to express?  
The picture above is an example of.... These... were intended to do which of the following?  
Why was this poster used during...?  
Why did...? Why was...?  
How has... affected...?  
How did... change the way in which...?  
What is the function of...?  
Which of the following advantages did... have over...?  
What challenges do... face in...? (foils list attributes)  
Which of the following best explains the challenges... faced in...?  
What are the components of...?  
During... which of the following terms was created?  
Which of the following ideas during... validated...?  
Which of the following is an accurate analysis of...?  
What would be a good title for the timeline above?  
Which of the following events was a cause of the other three events?  
What is the reason for...? ...major reason...? ...primary reason...?  
What was the main idea of this cartoon?  
...were largely the result of which of the following?  
Which concept is illustrated in this diagram?  
Which statement would most likely be spoken by... and not by...?  
According to the map above, which generalization about... is most accurate?  
In... which aspect of society has been most heavily influenced by...?  
Which values are most closely associated with...?  
Which political idea would the author of this statement most likely support?  
Which of the following Supreme Court cases is correctly matched with the issue it addressed?  
Analyzing (continued)  
In this poem, the poet is expressing an opinion about which of the following?  
Which patterns exist in...?  
Which of the following characterized...?  
What was the main purpose of...?  
What was one effect of...?  
The... in the cartoon above represents which of the following?  
Which of the following best depicts the effect of... and its impact on...?  
Which of the following best explains the effects... has had on...?  
What was a major result of...?
...has been characterized by which of the following?
Which of the following is the main reason why...?
Which of the following theories explains why...?
According to the selection above, what was the biggest difference between...?
Which speaker describes most clearly the political situation that actually occurred after...?
Which conditions are most characteristic of...?
Why did... make this statement?
...changed political thinking because it supported the idea of what?
What does... symbolize?
Which concept is illustrated in these statements?
Which philosophy had the greatest influence on...?
What was the purpose of...?

Generating
What is the following statement describing for...?
What might... in the illustration above represent?
What can be inferred from this statement?
Which of the following explains the importance of...?
Which of the following inferences motivated... to...?
Which of the following best explains the reason why...?
(a), (b), and (c) are major world problems that indicate a need for which of the following?
(a), (b), and (c) are methods most often used by whom?
Why was... a major contribution to the development of...?
These rules reflect what policy?
The economic success of... will most likely lead to which of the following?
What would be an expected result of...?
What would result if...?
Which of the following is the best prediction of what would happen if...?
What would the most likely reason be for...?
Which statement about the civilizations... can best be inferred by the information on the map above?
In the cartoon above, there are.... What idea might this represent?
This cartoon implies which of the following?

Integrating
The passing of (a), (b), and (c) did which of the following?
This cartoon, which reflects the period from... to..., suggests which of the following?
What challenges have many... faced in recent years?
Which of the following is the best generalization about the information in the chart on forms of...?
Which of the following statements best generalizes...?...describes...?
...might not have been so eager to do which of the following if...?
Which of these best summarizes why...?
Which was an immediate result of...?
What are two ways that... affected...?
Integrating (continued)
The geography of... has generally led to which of the following?
(a), (b), and (c) were all significant to their societies because they established what?
(a), (b), and (c) share a belief in which of the following?
(a), (b), and (c). These most closely reflect which of the following ideas?
In... the primary goal of... has been to do what?
During... what was the most notable action taken by...?
Which two speakers disagree most with each other about...?
Supreme Court decisions in (a), (b), and (c) established which important legal precedent?
The partial outline below concerns.... Which entry would be most appropriate for line I.? What is the author of this statement advocating?
Which characteristic of... is part of...?
What was the main obstacle to solve the problem shown in the cartoon?
What is a valid conclusion that can be drawn from this quotation?
What relationship exists between... and...?
The history of... and the policy of... both illustrate a belief in which of the following?
Which conclusion is supported by the information provided on the map?
Using the map above, what conclusion can be made concerning...?
What general statement can be made about...?
Which of the following might have occurred if... had...?
What conclusion can be drawn from the statement...?

**Evaluating**
Which of the following best describes...
Which statement best describes...? best explains why...? best expresses the main idea of...?
Which statement is correct about...?
Which of the following statements is true concerning...?
This quotation presents a justification for which of the following?
Data from this graph support the conclusion that... did which of the following?
How did... justify... to bring about change?
Which of the following is the best interpretation of the information in the chart above?
What was the significance of...?
Which of the following statements about... is an opinion?
Which of the following is a valid conclusion about... in...?
Which statement about the effects of... is most logical?
This quotation best expresses the major goal of which of the following?
Which statement concerning... is most accurate?
This selection describes the decision... to do which of the following?
This map best illustrates which of the following concepts?
Which conclusion can best be drawn from these statements?
Which event is directly responsible for the inclusion of this statement about...?
Which of the following best completes the statement...?
Which of the following statements is true regarding... in the circular flow model?
Which speakers best represent the attitudes of...?
Which of the following statements provides the best evidence that...?
This poem presents a justification for which of the following?

*Created by NCDPI.*