



**Literacy Design  
Collaborative**

# The Human Side of the Civil War

★ TASK ★ LADDER

by Mendy Rue

The Civil War affected all aspects of life during the mid-1800s. Students will read literature, informational texts, and primary source documents to learn how the war affected life based on the perspective of those who lived through it.

GRADES

**8**

DISCIPLINE

 **Social  
Studies**

COURSE

**Any**

PACING

 **11 hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE2 - Informational or Explanatory

After reading literature, informational texts, and primary sources on the Civil War, write an essay in which you describe how the Civil War affected life based on the perspectives of different groups of people (include information about at least three of the following groups: women, soldiers, African Americans, medical staff, leaders, and children). Support your discussion with evidence from the text/s.

## Standards

### Kentucky Core Academic Standards - Social Studies

demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

Focus

- investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)
- examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

#### RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

#### WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

## WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

## WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### ***Texts***

 **[african american resources.pdf](#)**

 **[women resources.pdf](#)**

 **[soldiers resources.pdf](#)**

 **[medical resources.pdf](#)**

 **[leaders resources.pdf](#)**

 **[children resources.pdf](#)**

## Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Presents an unclear or unfocused controlling idea.	Presents a <b>general</b> controlling idea that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	<b>Presents and maintains a clear</b> controlling idea that addresses <b>all aspects</b> of the prompt.	Presents and maintains a clear and <b>specific</b> controlling idea that addresses all aspects of the prompt and <b>takes into account the complexity of the topic</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling <b>and supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>support</b> the controlling and supporting ideas. Consistently cites sources using appropriate format.
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is <b>minimal</b> or contains <b>minor errors</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support the controlling idea</b> .	<b>Thoroughly</b> and accurately explains ideas and source material, <b>using reasoning</b> to support <b>and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	<b>Groups ideas and uses some transitions</b> to connect ideas, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop the controlling idea</b> . Uses transitions to <b>clarify the relationships among ideas, concepts, and information</b> .	Groups and sequences ideas <b>logically</b> to develop the controlling idea and <b>create cohesion</b> . Uses <b>varied</b> transitions to clarify the relationships among ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	<b>Errors</b> in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> to the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

The Civil War affected the lives of all of the people living through it. You will read literature, informational texts, and primary source documents about life from the perspective of some of the groups of people: women, soldiers, African Americans, medical staff, leaders, and children. You will then write an essay to describe how the Civil War affected the lives of at least three of these groups.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**CLOSE READING OF PRIMARY SOURCES:** Ability to read and comprehend primary sources.

**ESSENTIAL VOCABULARY:** Ability to identify words and phrases that identify key concepts and facts or information to develop an understanding of text(s).

**NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

### ***Transition to Writing***

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**ESTABLISHING THE CONTROLLING IDEA:** Ability to establish a controlling idea/thesis and consolidate information relevant to task.

**PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational task.

**INTRODUCTORY PARAGRAPH:** Ability to write an introduction.



**DRAFTING BODY PARAGRAPHS AND A CONCLUSION:** Ability to write an initial draft and conclusion.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.




**EDITING:** Ability to proofread and format a piece to make it more effective.

**FINAL DRAFT:** Ability to submit final piece that meets expectations.


## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
10 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>QUICK WRITE</b> Read the writing task. Answer the following questions.  What is your first reaction when reading the task?  What do you know about the topic at this time?	Student responds to both questions.	<ul style="list-style-type: none"> <li>Have students think about the battles we have already learned about and what they know about the Civil War.</li> <li>Have students do a quick write to respond to the two questions.</li> <li>In small groups, have students discuss reactions then share with the class.</li> <li>NOTE: Students will complete the last two questions later.</li> </ul>
Additional Attachments:   <b>The Civil War preparing for the task.docx</b>				
50 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>GUEST SPEAKER</b> Listen to the presentation from Todd Reynolds, Owensboro Museum of Science and History as he shares information about how people in this area were affected by the Civil War. He will ask a few of you to volunteer to participate in a Reader's Theater skit based on research about people from this area during the Civil War. Please listen respectfully. He will give you an opportunity to ask questions after the presentation.  During his presentation fill out the second column (one thing you have learned about this group) on the "The People of the Civil War" chart.  After his presentation fill out the third column (Why might you like to do more research about this group?).	Students list at least one thing learned about all six groups.  Students answer the question in third column (Why might you like to do more research about this group?)	<ul style="list-style-type: none"> <li>Hand out "The People of the Civil War" chart and explain the directions.</li> <li>Introduce guest speaker, Todd Reynolds, from Owensboro Museum of Science and History.</li> <li>After presentation, remind students to complete the third column.</li> <li>NOTE: If you do not have a local expert, you can omit this mini task and use the next mini task (overview) to introduce the different groups.</li> </ul>
Additional Attachments:   <b>People of the Civil War.pdf</b>				




## The Human Side of the Civil War

30 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>OVERVIEW OF THE GROUPS</b> Take notes on the "People of the Civil War" chart as you listen to the overview.  Choose three groups you would like to research. Answer the question in the third column for the three groups you have chosen.	Students complete the "People of the Civil War" chart with at least one thing they learned.  Students answer the question in the third column for three of the groups.	<ul style="list-style-type: none"> <li>Using the power point give students an overview of the six different groups.</li> <li>Have students select three of the groups and direct them to answer the question in the third column for those three.</li> </ul>
Additional Attachments:   <b>People of the Civil War.pptx</b>  <b>People of the Civil War.pdf</b>				
15 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>TASK PROMPT AND RUBRIC</b> Review the task and the rubric with a partner.  On the "The Civil War - How It Affected Lives" complete the final two questions: <ul style="list-style-type: none"> <li>What three groups do you think would interest you the most?</li> <li>What will you need to do in order to answer this task correctly and with detail?</li> </ul>	Students describe what they need to do to answer the prompt and meet the indicators in the "meets expectations" column of the rubric.	Review the task and the rubric. Remind students that their goal is to meet the indicators in the "meets expectations" column of the rubric.  Give students time to discuss both the task and rubric with a partner.  Direct students to do the final two questions on the "The Civil War - How It Affected Lives" documents started in the first mini task.  Discuss as a class and create a list of the key features of the task and the rubric. Create an anchor chart for reference during this module.
Additional Attachments:   <b>The Civil War preparing for the task.docx</b>				
<b>Reading Process</b>				
15 mins	<b>ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.	<b>ACADEMIC INTEGRITY</b> With a partner write a definition of "plagiarism" and list ways to avoid it.  As a class we will agree on a class definition and create an anchor chart with that definition, as well as strategies to avoid plagiarism.	Students will provide an accurate definition and list several appropriate strategies.	Have students work with a partner to write a definition of plagiarism and list ways to avoid it.  As a class, share definitions and agree on a class definition.  As a class, create an anchor chart with the definition and a list of strategies to avoid it.  Remind students to refer to the anchor chart as they begin to read sources and take notes for their essay.
30 mins	<b>CLOSE READING OF PRIMARY SOURCES:</b> Ability to read and comprehend primary sources.	<b>CLOSE READING OF PRIMARY SOURCES</b> Primary sources are great resources to learn about the people who lived through a historical event,	Students will create a list of questions to consider as they read primary sources.	Ask students to work with a partner to create a list of questions to consider as they read primary sources.  If needed, prompt them to think about the following questions from the Stanford History Education Group: <ul style="list-style-type: none"> <li>When and where was the document created?</li> </ul>






		<p>but you must read these a little differently than other informational texts. With a partner brainstorm a list of the questions you must consider when reading primary source documents. As they class shares, add any questions you hear that you and your partner did not list.</p> <p>In your reading packets you will find some primary sources; remember these questions as you read those documents.</p>		<ul style="list-style-type: none"> <li>• What was different then? What was the same?</li> <li>• How might the circumstances in which the document was created affect its content?</li> </ul> <p>NOTE: If your students need further instruction, there are lessons on the Stanford site to learn to read and think like a historian. The link is provided in teacher resources.</p>
	<p>Additional Attachments:</p> <p> <b>Stanford History Education Group</b></p>			
50 mins	<p><b>ESSENTIAL VOCABULARY:</b></p> <p>Ability to identify words and phrases that identify key concepts and facts or information to develop an understanding of text(s).</p>	<p><b>ESSENTIAL VOCABULARY</b></p> <p>As you read your texts, list words and phrases essential to understanding those texts. Add definitions so you can use them in your essay. You will need to list a minimum of 10.</p>	<p>Students list at least 10 words and/or phrases with definitions.</p>	<p>Use a paragraph from one of the articles to model the types of words and/or phrases students need to identify. Model writing a definition that is relevant to the article and time period.</p> <p>Remind students they will need a minimum of 10.</p> <p>Remind students they can work with others who are working on the same articles to understand the vocabulary words and phrases.</p>
1 hr and 30 mins	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>NOTE-TAKING</b></p> <p>Over the next five days, you will read the articles and primary sources for the three people groups you have chosen to research, annotating and taking notes. You are required to read a minimum of three sources to gather information for your essay, but it is recommended that you use six. If you locate additional articles, check with me so we can discuss whether or not they are reliable.</p> <ul style="list-style-type: none"> <li>• For each article/primary source you read, highlight important information and key vocabulary words and/or phrases.</li> <li>• For each article/primary source you read, complete a</li> </ul>	<p>Student reads a minimum of three articles and/or primary sources. Articles have evidence of annotations for important information and key vocabulary words and/or phrases.</p> <p>Student completes one note-taking guide for a minimum of three articles and/or primary sources.</p>	<p>Review the anchor chart created to analyze the task and rubric. Remind students they are gathering information to write an essay for this task.</p> <p>Using one of the articles, remind students of the expectations for reading and annotating their articles. They are to highlight important information and key vocabulary words and/or phrases. (NOTE: This is a skill students have used all year.) Remind students they are to make a list of a minimum of 10 key vocabulary words and/or phrases and write definitions.</p> <p>Using the same article, model the three note-taking options: 3-2-1, It Says/I Say, and R.E.A.D. (NOTE: These are strategies students have used several times this year.) Students are to complete one for each article they read. Students must use a minimum of three articles and/or primary sources; however, it is recommended that they use six. If students choose to use additional sources (outside of those in the packets, they must discuss with me so we can verify whether or not the source is reliable.</p> <p>PACING NOTE: The reading/note-taking generally takes about five days.</p>

		note-taking guide. You may use one of the following: 3-2-1, It Says/I Say, or R.E.A.D.		
Additional Attachments:				
<a href="#">women resources.pdf</a>				
<a href="#">soldiers resources.pdf</a>				
<a href="#">medical resources.pdf</a>				
<a href="#">leaders resources.pdf</a>				
<a href="#">children resources.pdf</a>				
<a href="#">african american resources.pdf</a>				
<a href="#">It Says/I Say</a>				
<a href="#">Civil War R E A D.pdf</a>				
<a href="#">Civil War it says I say.pdf</a>				
<a href="#">Civil War 3 2 1.pdf</a>				
<a href="#">3-2-1</a>				
Transition to Writing				
50 mins	<b>PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.	<b>SMALL GROUP DISCUSSION</b> Work in groups with people who researched the same groups (women, African-Americans, soldiers, medical staff, children, leaders) to compare notes.  Discuss specific details and key vocabulary that you found to be important. Add to your notes.  After you have met in small groups for all three of the groups you have researched, answer the following question on our Edmodo class site: How were _____ (insert one of the chosen groups) lives affected during the Civil War?	Students respond to the question using Edmodo.	Give directions for the small group discussions. Students should use their notes to discuss specific details and key vocabulary, adding any information they do not have. Remind them to ask for the specific source for new information they add during the discussions.  Rotate the groups so students can discuss all three groups they have chosen.  After the three rotations, direct students to reflect on one of the discussions by answering the question on the class Edmodo website.  NOTE: Edmodo is a great resource. I have set up class pages and post documents, assignments, class polls, etc., and students can post documents that I can read and score without printing. <a href="http://www.edmodo.com">www.edmodo.com</a>
Writing Process				
30 mins	<b>ESTABLISHING THE CONTROLLING IDEA:</b> Ability to establish a controlling idea/thesis and consolidate information relevant to task.	<b>CONTROLLING IDEA/THESIS</b> The thesis is a statement to be discussed and proved throughout the whole piece of writing. Sometimes teachers call this the controlling idea. It should be a clear, strong	Student will write a thesis statement for their essay.	Review the information about writing a thesis. Share examples from previous students' essays.  After students write their thesis and discuss with a partner, ask them to turn in so they can be checked. Conference with individual students who need to rewrite the thesis.

		<p>statement. The rest of your essay should support this thesis.</p> <p>Using the "Civil War Planning" document, write your thesis (Steps 1 and 2). Share with a partner and give each other feedback.</p>		
	<p>Additional Attachments:</p> <p> Civil war planning.pdf</p>			
30 mins	<p><b>PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational task.</p>	<p><b>PLANNING</b></p> <p>Use the "Civil War Planning" document to plan your essay (Steps 4 and 6). Refer to your notes as you select supporting ideas to inform your readers and list your sources. Be sure to include evidence from your texts.</p>	<p>Students plan a minimum of one supporting detail with textual evidence for each group they researched. All details and evidence should be relevant to the controlling idea.</p>	<p>Students should plan the supporting ideas for their thesis using the "Civil War Planning" document (Steps 4 and 6). Remind students to use their notes and include evidence from their texts.</p>
	<p>Additional Attachments:</p> <p> Civil war planning.pdf</p>			
30 mins	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to write an introduction.</p>	<p><b>INTRODUCTION</b></p> <p>The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be an anecdote (a very short story), a fact, a quote, or rhetorical question (a question to which you don't expect an answer).</p> <p>Using the "Civil War Planning" document (Step 3), plan your introduction. It should include a hook, your thesis/controlling idea, and a transition to the first paragraph of the body. HINT: Review your notes and your articles for ideas for the hook.</p>	<p>Introduction includes:</p> <ul style="list-style-type: none"> <li>hook</li> <li>thesis/controlling idea</li> <li>transition to the first paragraph of the body.</li> </ul>	<p>Review the information in the "Civil War Planning" document (Step 3) about the hook. Share examples from previous students' essays.</p> <p>Monitor as students write their introduction.</p> <p>NOTE: You may want to check with your ELA teachers for information about transitional words/phrases.</p>
	<p>Additional Attachments:</p> <p> Civil war planning.pdf</p>			







## The Human Side of the Civil War

1 hr and 30 mins	<p><b>DRAFTING BODY PARAGRAPHS AND A CONCLUSION:</b> Ability to write an initial draft and conclusion.</p>	<p><b>BODY PARAGRAPHS AND CONCLUSION</b></p> <p>Review "Writing Your Essay" document and Step 5 of the "Civil War Planning" to think about writing your body paragraphs and conclusion. Be sure to use your notes and articles.</p>	<p>Body paragraphs include at least one supporting detail and textual evidence for three of the groups of people.</p> <p>Conclusion effectively ends and is relevant to the controlling idea/thesis.</p>	<p>Review the "Writing Your Essay" document about the body paragraphs, conclusion, and organizing the essay. Remind students they can find additional information about the conclusion in Step 5 of the "Civil War Planning" document.</p> <p>Share models of conclusions using previous students' essays.</p> <p>Review how to write internal citations using the "Apps for Citing Evidence" document.</p> <p>Remind students to use their notes and articles.</p> <p>NOTE: Writing may take more than two days. Monitor student progress.</p>
	<p>Additional Attachments:</p> <p> <b>apps for citing evidence.pdf</b></p> <p> <b>Civil war planning.pdf</b></p> <p> <b>Civil War writing your essay chart.pdf</b></p>			
50 mins	<p><b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>PEER REVISION</b></p> <p>Work with a partner to offer constructive feedback. Share at least one specific positive and note questions/concerns about the draft. Do not make changes on your partner's draft; offer specific, constructive feedback.</p> <p>Use your partner's feedback to revise your draft. Remember to review your planning and the anchor chart created by the class that analyzed the task and the criteria needed to "meet expectations" on the rubric.</p>	<p>Students must write at least one specific positive and questions/concerns about their partner's draft.</p>	<p>Using a previous student's essay, model how to give specific positives and questions/concerns as feedback.</p> <p>Remind students they are not to make changes on their partner's draft; only write specific, constructive feedback.</p> <p>Monitor students as they conference.</p>
30 mins	<p><b>EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>EDITING</b></p> <ul style="list-style-type: none"> <li>Review your draft for errors. Look at spelling, capitalization, punctuation, and grammar.</li> <li>Be sure your sentences are correct, and you have used varied lengths and types of sentences.</li> <li>Make sure your word choice is clear. Use the vocabulary words and/or phrases from</li> </ul>	<p>Draft is free from distracting errors, incorrect sentences, and poor word choice.</p>	<p>Remind students that their drafts need to be free from incorrect sentences, poor word choice, and distracting errors so their readers understand the information in the essay.</p> <p>NOTE: You may want to check with your ELA teachers to see what editing checklist they have been using.</p>

		your articles.		
15 mins	<b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL DRAFT</b> Students need to turn in research packet, planning document, and final draft.	Final draft fits the "meets expectations" indicators on the rubric.	Remind students their names must be on all documents.  Take up the research packet, planning document, and the final draft.

## Instructional Resources

### Student Handout

-  Civil War 3 2 1.pdf
-  Civil War it says I say.pdf
-  Civil war planning.pdf
-  Civil War R E A D.pdf
-  Civil War writing your essay chart.pdf
-  The Civil War preparing for the task.docx

### Teacher Resource

-  People of the Civil War.pptx

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Not Yet***

 [civil war not yet.pdf](#)

#### ***Approaches Expectations***

 [Civil War approaches.pdf](#)

 [Civil War approaches 2.pdf](#)

#### ***Meets Expectations***

 [Civil War meets.pdf](#)

 [Civil War meets 2.pdf](#)

#### ***Advanced***




















 [Civil War Advanced.pdf](#)

 [Civil War advanced 2.pdf](#)

### ***Teacher Reflection***

Not provided

## ***All Attachments***

-  african american resources.pdf : <https://s ldc.org/u/9hfnbx8def75laeub0kpolsz9>
-  women resources.pdf : <https://s ldc.org/u/ez8pnykbpwjdnzrw2p44l00a>
-  soldiers resources.pdf : <https://s ldc.org/u/1egmizeg8murhd8haluaqtalo>
-  medical resources.pdf : <https://s ldc.org/u/6w3oxtqrmzfzl77b1p3pem8nn>
-  leaders resources.pdf : <https://s ldc.org/u/npcsvlws93b4sgn6nkphumvs>
-  children resources.pdf : <https://s ldc.org/u/36un2bf01ajrl309ivvvb5z2j>
-  civil war not yet.pdf : <https://s ldc.org/u/5gctodo4l9ssgttsv28jl2f9w>
-  Civil War approaches.pdf : <https://s ldc.org/u/mhtfcam6e7gtckgy37q78m5f>
-  Civil War approaches 2.pdf : <https://s ldc.org/u/c037ewzgvycaa5g83211w4guj>
-  Civil War meets.pdf : <https://s ldc.org/u/1nlwzxi8uyrxm93x0mhptaxs3>
-  Civil War meets 2.pdf : <https://s ldc.org/u/dl2wku4pkoth0pzbmc12zqbb9>
-  Civil War Advanced.pdf : <https://s ldc.org/u/4fpkaos5s4snr8jj4237gtkv4>
-  Civil War advanced 2.pdf : <https://s ldc.org/u/7qmjl7cwef18kjuaptqp2z0q4>
-  Civil War 3 2 1.pdf : <https://s ldc.org/u/h8nkcvm5dodcqio8qq1mkwp4>
-  Civil War it says I say.pdf : <https://s ldc.org/u/4ldmwe5b7n56v7yqplm4sk2gq>
-  Civil war planning.pdf : <https://s ldc.org/u/f41lk82rksk2sys8ratrxr7qb>
-  Civil War R E A D.pdf : <https://s ldc.org/u/6j2ik9fgmse0xep1c8z32d70u>
-  Civil War writing your essay chart.pdf : <https://s ldc.org/u/cqtppe29kscavepluzs8cvvb8>
-  The Civil War preparing for the task.docx : <https://s ldc.org/u/5qg367dkfu4liurob7bn6n6f4>
-  People of the Civil War.pptx : <https://s ldc.org/u/3p9ovhkcr3xiad0rn8y1ctmtb>