Gone with the Wind: The Experiences of the Civil War through the Eyes of Hollywood

Teacher: Daniel Dawson

Lesson Title: Gone with the Wind: The Experiences of the Civil War through the Eyes of Hollywood

Grade Level: 8th

Lesson Time Length: Week to a week and a half

Big Idea

Students will be able to understand in a different light the struggles that the Civil War caused especially in the South through the eyes of Hollywood.

Lesson Abstract:

This lesson is designed to give students an overview of the Civil War from the point of the movie Gone with the Wind. Using this movie allows the students the opportunity to see the three stages of the Civil War (pre-war, War time, and Reconstruction). This allows for student to visualize the event and see how life changed for the South and how women in the south were a vital part of keeping the South somewhat intact during the war. Students will use a variety of primary documents as well as supplemental resources in order to increase knowledge during the learning process.

Lesson Background and Context:

As we look back over the Civil War we see that both the Northern and Southern societies were very different. By watching Gone with the Wind students get to see a version of what life might have been in the South through Hollywood’s eyes.

Standards Alignment:

History Standards--Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.
4. (A) explains the issues that led to the Civil War (e.g., slavery, Economics, and state’s rights).

5. ▲ (K) describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to The Sea).

6. (A) compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Robert E. Lee vs. Ulysses S. Grant, Abraham Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chestnut).

7. (A) compares and contrasts different plans for Reconstruction (e.g., Plans advocated by President Lincoln, congressional leaders, President Johnson).

**Objectives**

**Know**

Background behind the different societies of the North and South
The struggles that each society went through during the Pre and Post Civil War
The Ideas of Reconstruction

**Do**

Analyze different Primary sources
Create a comparison contrast chart of the differences of the 2 societies

**Teaching Materials:**

Movie – Gone With The Wind
Primary Sources—Make sure that they give the perspectives from the different societies (can be used with this activity not needed)

**Vocabulary:**

Plantations, Carpet Baggers, Shanty Towns, Treason

**Lesson Implementation and Procedures:**
1. Make sure that you have come to the end of your unit on the Civil War or are just starting Reconstruction.

2. Watch the Movie Gone With The Wind (this may take 3-5 days depending on your class schedule)

3. During the Movie take the time to talk about certain parts that you feel are important or that you have talked about during your unit

4. After the watching of the movie present your students with possible questions that you have derived from the movie and have your students write their response and then have them share them.

**Technology Integration:**

DVD Player or VCR

**Evaluation and Assessment** (what evidence will students provide to prove they have learned what you want them to learn?):

Students will be assessed through a writing assignment. The assignment will be if that the students can incorporate what they have learned from the movie as well as prior Knowledge.

**Extension and Enrichment:**

Students could create comparison and contrast charts of the different societies.

Could map Sherman’s march to the sea and do research on what affect that had on the cities that were destroyed and how those societies rebounded under Reconstruction.

Develop your idea of reconstruction what is important to you as a person of the South.