

CIVIL WAR TAG

Purpose: Students will identify differences between northern and southern states and their role in the Civil war.

Suggested Grade Level: 4

History & Social Science SOL: Virginia Studies VS.7

Equipment/Materials Needed : Cones to designate boundary lines and a mid line

Advance Preparation: Set out cones to identify end lines (safe zones) and a mid line (beginning line)

Directions:

1. Divide the class in half.
2. Assign one side as the North and one side as the South.
3. Line students up facing each other in the middle of the playing field with about 5 feet between the two lines.
4. Tell them they will be attempting to walk (or any other physical activity that you designate) to their end line (you can call this the “safe zone”) without being tagged. The safe zone is behind them. They will not be walking through the other team.
5. Call out a fact/issue/person directly related to the civil war in the South or the North.
6. If the fact is from the North, the students who are labeled North try to make it to their end line without being tagged by a member of the South group. If the fact called out is in reference to the South, the South group runs to their end line trying not to be tagged by someone from the North.
7. If a student is tagged, he/she becomes a prisoner of war and goes to the sidelines and sits out for the next fact. That student may rejoin after sitting out for one fact.
8. If a student goes the wrong direction, he/she is out for one fact reading as well. They have retreated from their army and have to be disciplined.
9. Continue until all facts are read.

Teaching suggestions:

1. Make the playing area fairly large, if the locomotor skill is not walking.
2. Identify a locomotor skill – running can be dangerous if someone goes the wrong way (which will happen).
3. Use flags, or scarves to prevent the “I tagged you/no you didn’t” controversy, but remind them they are not to “flag hold”, swat away others hands etc.
4. Remind students they may not go until the entire sentence or fact is read.

Modifications/Variations:

1. Make the teams even and when they start across from each other, assign them a specific partner to tag. If they tag that partner, that partner is out for one round. They may then choose to help a fellow teammate on the next fact. After that round, the partner will return and they must go back to only tagging their partner.
2. Have the entire class line up side by side – NO TAGGING – and call out facts that are associated with either the North or the South. Make one end line the North and the other the South. Students will run to the end line of the correct answer and come back to the middle for the fact.

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