



**American Civil War Strategy Game
Part 2: Events and Themes**

Simulation Phase

- In this second phase of the strategy game, you will be presented a series of decision points. For each one, both teams must decide how they think their President reacted in real life.
- Each team can play for up to three Army Strength points per round. The teacher will then reveal what really happened. Correct guesses gain the points; incorrect guesses mean those points are deducted.
- After each decision point (or after every two or three, depending upon time available) the armies can move to new positions using the same rules as in the earlier game.

Written Outcomes

- All students will need to complete the appropriate cells of the table below. This can be done in one of two ways: (a) Students complete the appropriate cells at the end of each decision point; (b) The teacher may prefer to speed things up by arranging to provide the students with the full list of decision points and results once the simulation is finished.

| Why did the Unionists win the American Civil War? | | | |
|--|-----------|----------|----------|
| | Political | Economic | Military |
|  Lincoln (Union) Strengths / Good Decisions | | | |
| | | | |
| | | | |
|  Davis (Confederate) Weaknesses / Bad Decisions | | | |
| | | | |
| | | | |

Task 2: Consolidation and Reflection

- a. Compare your completed table with a partner. Make sure you are confident that you have put your points in the correct cells and that you have written them all in **full sentences** and in the **past tense**.
- b. Working with a partner, decide upon the greatest strength/successes of the Union and the greatest weakness/mistake of the Confederates. Highlight these in **bold**.
- c. The teacher will now ask different groups of students for their ideas about the Union's greatest strength/success. The teacher will record these in his/her own version of the grid displayed on a screen after the class decides whether they are economic, military, or political points.
- d. When several cells are completed in this way, each person in the class will consider:
 - (i) What is the evidence that Lincoln was personally responsible for victory?
 - (ii) What is the evidence that other people were responsible?
 - (iii) What is the evidence that luck was responsible?
- e. The same process should now take place in relation to President Davis.

Task 3: Written answers

- a. What was more important in deciding the outcome of the war: Lincoln's leadership, or Davis's mistakes?
- b. Does your answer to question [b] change if you look at the theme of each column (political, military, economic) in isolation?
- c. Are there any connections between the political, military and economic developments shown here?
- d. Discuss with a partner, then as a class, how you would structure an answer to the question "Why did the Union win the Civil War?".