**Wilmington: The Last Port City Lesson Plan**

*Central Historical Questions: How did the natural environment and geography shape the region’s economic and military developments? Why was Fort Fisher so important in the Civil War?*

Recommended grade level: 4th Grade

Time required: 35-40 minutes

Setting: Classroom

**Materials:**

* Slideshow
* Student worksheet

**Notes:**

* The slideshow notes section includes information you can provide with each slide. If you prefer a printout of those notes, it is available on the Google Drive for the Last Port City lesson plan. You should read the notes beforehand to be familiar with the lesson flow and material.
* Students should have foundational knowledge of the Civil War before completing this lesson.
* By default, the slides have animations that automatically bring up the next bullet point or photograph. You will have to click to move to the next slide.
* Prepare the slideshow and student worksheets prior to class.

**Procedures:**

1. Introduce Fort Fisher to the class and announce the upcoming field trip (if applicable).
   1. *Guiding questions:* 
      1. *We’ve talked before about the Civil War. Do you know about any major Civil War forts or battles in North Carolina?*
      2. *Have any of you heard of/been to Fort Fisher before?*
2. Pass out the worksheet and pull up the presentation.
3. Utilize the notes in the slideshow (also available on the Google Drive) to teach through the presentation.
   1. In **bold** are answers to the questions on the student’s worksheet.
   2. Inform the students that they should use the worksheet to guide them along and prepare for the field trip. Further, students may utilize the answers and information in the post-field trip assignment (if applicable).
4. Closure:
   1. Ask the students if they are missing any answers and allow their classmates to help them recover that information.
   2. As a class, discuss why Fort Fisher (and Wilmington) was important in the Civil War.
      1. *Guiding questions:* 
         1. *How is Wilmington different than [your city]?*
         2. *Why was Wilmington a great port city for the Confederacy?*
         3. *Why did it become a target for the United States military?*
   3. Ask the students what questions they have about Fort Fisher. You/they can write them on the board or tack them on the board with sticky notes.
      1. Assign someone to be the scribe and write down any questions that come up. Students may learn the answers on other pre-visit lessons (if applicable). If they don’t, please bring the list of questions to the field trip (and remind students of their questions just before the trip)!
      2. *Guiding questions:* 
         1. *We didn’t learn about life in the Civil War, weapons, the battle at Fort Fisher, or food (etc). What would you like to learn more about?*
         2. *What questions are bouncing in your mind?*

**Additional Resources:** If you need to fill more time in your lesson or simply want more materials like this, please see our “[Additional Resources](https://drive.google.com/drive/folders/12ZcX34H_S5CmG2EafC8U3cy_2hKdFN7J?usp=sharing)” subfolder for other lessons on our Google Drive. Additional lesson plans uploaded regularly.

* *Rubber Ducky – Blockade Runner:* This educational activity utilizes a logic puzzle to challenge students to fill the cargo space on their blockade runner to maximize profit. The catch? By law, the blockade runner must carry 50% military supplies in its cargo hold. This Tetris-style game requires students to cut out shapes before play. Time required: 15-20+ minutes.
* *Cipher Disks and Encryption*: This mini-lesson exposes students to methods of passing along secret, encrypted messages during the Civil War. Students create their own cipher disks and code and decode messages. Time required: 15-20+ minutes.

**North Carolina Standard Course of Study:** This lesson meets the following standards for fourth grade.

| Standard Met | | Explanation |
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| 4.G.1.2 | Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools. | Students explore maps of NC and Southern railroad lines and port cities. |
| 4.H.1.4 | Summarize the role NC has played in major conflict and events throughout the history of America. | Students review a timeline of when other Southern port cities were captured or closed during the Civil War – making Wilmington, NC the last port for the Confederacy. Emphasizes importance of Wilmington in Civil War history. |
| EX.4.G.1.5 | Use maps to locate places in the classroom. | Students read maps with Confederate defenses and supply lines. |