

Teacher: Diana Garcia-Rincon		
Title: Civil War		Subject: History
Topics: Cultural Music		Grade: 9-12 (ESS/ESL)
Lesson Duration: 2 Weeks		School: Pueblo County High School
Education Designs Lesson/ Unit Plan		
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Students will learn how did the musical dynamics change after the war? Describe the possible experiences of a slave, plantation owner, and a war general through a look at the songs of the period. Students will explain two hidden meanings in the songs then compare songs of the Civil War era to a song of today, and explain how the words reflect the culture	
National Standards for History Era: Link	Era 4 Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period Era 5 Standard 2: The course and character of the Civil War and its effects on the American people	
Standard(s): <i>State, Local or National</i>	1.2 – Gathering information from multiple sources, including electronic databases, to understand events from multiple resources. 2.3 – Apply knowledge to the past to analyze present day issues and events from a multiple, historically objective perspectives. What students know and are able to do.	
Themes/Concept:	Culture	
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	1. How did the family dynamics change after the war? 2. How was the music affected?	
Elements <i>(What you want the students to understand)</i>	Students will: 1. Describe the possible experiences of a slave, plantation owner, and a war general through a look at the songs of the period. 2. Explain two hidden meanings in the songs. 3. Will compare songs of the Civil War era to a song of today, and explain how the words reflect the culture.	
Launch Activity (Hook)	Students will choose an appropriate, popular song of today and write a few of the lyrics on the board. Students will then explain how the lyrics reflect culture and events of today.	
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> Bull Run Fort Sumter John Wilkes Booth shot Abraham Lincoln South Carolina Jefferson Davis Emancipation Proclamation Confederate States of America Chancellorsville, Virginia Appomattox Court House Vicksburg and	Battles Confederate Union Uniforms Victory General Lee General Grant
		<u>Skills</u> Interpersonal skills Working with a partner

Gettysburg
Lesson Methodology (<i>How will you conduct the lesson; activities...?</i>)
<p>Students will work in small groups</p> <p>Students may work in pairs to read the primary source</p> <p>Students will discuss</p>
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>
Traditional Assessment (Quizzes, Test, Selected Responses)
Pre/ Post questionnaire, Civil War word search , Civil War diary
Portfolio Assessment
<p>Create a web or a list of characteristics of a slave, a plantation owner, and a Union Soldier.</p> <p>Read documents of a slave, a plantation owner, and a war general.</p> <p>Upon reading these documents, students will summarize the basic feelings of this particular slave, plantation owner, and war general. Student will then compare the words of these three people to the opinion list they have formed. Do the two documents match or are there some differences?</p> <p>Discuss differences they have found in their perceptions of slave life, plantation life, and soldier life and those espoused by the examples.</p>
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
<p>While songs are often an expression of the lifestyle of a people during a certain time and place, some songs truly have hidden messages. Songs of the slaves were often sung to communicate certain messages to one another. The song "Follow the Drinking Gourd" was often sung by slaves who worked on the Underground Railroad. Students will read the lyrics of the song, and see if they can identify what the possible hidden message are in the words.</p> <p>(Pass out a copy of the song "Follow the Drinking Gourd.")</p>
Student Self-Assessment
<p>Peer Review</p> <p>Self Assessment</p> <p>Vocabulary Quiz</p>
Differentiation Associated with this unit
<p>Challenge students to write their own song with hidden meanings and share it with the class.</p> <p>Students will work with a partner.</p> <p>Offer Work bank for fill in the blank (worksheets)</p> <p>Use highlighters for word search</p>
Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>)
<p>The Internet has a wealth of materials on the Civil War. Here are just a few additional resources that you might want to explore with your students.</p> <ul style="list-style-type: none"> • The Civil War Home Page • Great American History • The Central Virginia Battlefields Trust • www.CivilWar.com • Young Heroes of History - Historical Fiction for Children • American Civil War

- [Poems and Songs of the American Civil War](#)
- [Civil War in Miniature](#)
- [Gettysburg - Historical Information](#)
- [Cyndi's List: U.S. - Civil War / War for Southern Independence](#)
- [Civil War Potpourri Page](#)
- [The Underground Railroad](#)
- [Ulysses S. Grant Home Page](#)
- [Abraham Lincoln Research Site](#)
- [Civil War Battle Summaries by State](#)
- [Civil War Album](#)
- [The New Georgia Encyclopedia: Women During the Civil War](#)
- [Encyclopaedia of USA History: American Civil War](#)
- [History Channel: The Secession Crisis - Civil War](#)