

Teacher: Jerri Ann Stover	
Title: Cultural Issues during the Civil War	Subject: Civil War – Unit with 4 lesson plans (Economic, Political, Social, & Cultural)
Topics: Cultural Issues during the Civil War	Grade: 11 th
Lesson Duration: 1 Period, but be flexible enough to add more periods if needed	School: Manzanola Junior/Senior 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>	This lesson is on the cultural issues during the Civil War which will address values, family, equality, behavior, participation, independence, and wants & needs of diverse social groups that were immediately affected by the war. Students will be addressing three essential questions that will pertain to the Northern Industrial worker versus the Southern Agrarian worker, how various social groups cope with hardships (Native Americans, Women, and Slaves), and finally how the media (example – newspapers) had influenced the lasting effects of the Civil War. Students will tie this subject matter with modern media articles on war, and because there is differentiation provided, the students in the class will be able to really focus on comprehending the subject matter in different ways. There is an extension activity where student will do a reflective paper where they empowered to reflect upon the subject matter, and are allowed to give feedback. The lesson does conclude with traditional, authentic, and student self-assessments covering all that the instructor will cover during the lesson.
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
Standard(s): <i>State, Local or National</i>	<p>Colorado History Standard: 2:2.2, 2.3 STANDARD 2: Students know how to use the processes and resources of historical inquiry. 2.2 Students know how to interpret and evaluate primary and secondary sources of historical information. 2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</p> <p>3:3.1,3.2, STANDARD 3: Students understand that societies are diverse and have changed over time. 3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples. 3.2 Students understand the history of social organization* in various societies.</p> <p>Colorado Reading & Writing Standards: 1,2,3,4,5,6</p>

	<p>STANDARD 1: Students read and understand a variety of materials.</p> <p>STANDARD 2: Students write and speak for a variety of purposes and audiences.</p> <p>STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</p> <p>STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</p> <p>STANDARD 6: Students read and recognize literature as a record of human experience.</p>		
Themes/Concept:	<p>CULTURAL: Values, Family, Equality, Behavior, Participation, Independence, & Wants & Needs.</p> <p>This lesson will focus on the essential contributions and diversity of societal culture during the period of the Civil War.</p>		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> How does the Northern Industrial culture vary/differ from the Southern Agrarian (Agricultural) culture? Note that this question should be viewed from the worker's stand point. In times of strife, like those during the Civil War how do various groups within a nation cope? Note that I want you to focus on the following groups – Native Americans, Women, and Slaves. How did the lasting effects of the Civil War vary from one group to another within the nation? Think media when answering this question. 		
Elements <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> To understand & be able to explain orally and written how Northern Industrial labor (culture of the Northern society), and Southern Agricultural labor (culture of the Southern society) had different issues to deal with during this time period. . To understand & discuss hardships that groups of people will encounter, and how they will cope with issues and what the results will be. To realize that the media a.k.a major newspapers influences people when a crisis is present. 		
Launch Activity (Hook)	<p>Prep prior to class – must assign this activity from the day before so that the students may have what is required (following).</p> <p>Have students bring in current newspaper articles from any newspaper that the student believes influences the reader about a current crisis issue.</p> <p>Have the students break up into groups of three (it does not matter what learning level & let the students pick their groups) and share their article with the group, and for each student to share what is significant about the crisis story. The students should also discuss the biases that maybe present in the article.</p>		
Skills	<ul style="list-style-type: none"> - Interpret what is read by drawing inferences. - Detect cause-and-effect relationships -Assume the perspective of the other person - Read a variety of purposes -Interpret various forms of printed and visual materials - Evaluate sources of information - Predict likely outcomes based on factual information. - Identify instances in which more than one interpretation of factual materials is valid. - Extract significant ideas 	<ul style="list-style-type: none"> -Prepare summaries, Position papers, and other Written materials. - Identify bias in printed and visual materials - Group data in categories According to appropriate criteria - State relationships between categories of information. - Recognize the values implicit in issues and the possible courses of action that flow around them. - Listen carefully for 	

	from supporting, illustrative details - Form opinions based on critical examination of relevant information	information																																	
<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>Vocabulary</p> <p>Women of the Civil War Era Agrarian labor Slavery Slaves Tenant Farming Sharecropping Harriet Beecher Stowe Harriet Tubman</p> <p>Native Americans below:</p> <ul style="list-style-type: none"> • Catawba • Cherokee • Chickasaw • Choctaw • Creek • Delaware • Huron • Iroquois • Kickapoo • Lumbee • Odawa • Ojibwa • Osage • Pamunkey • Pequot • Potawatomi • Powhatan • Shawnee • Seminole • Seneca 		<p>Skills</p> <table border="1" data-bbox="1101 401 1308 657"> <tr> <th colspan="2">Political Organizations</th> </tr> <tr> <td>Anti-Slavery Society</td> <td>Free-Soil Party</td> </tr> <tr> <td>Liberty Party</td> <td>Republican Party</td> </tr> </table> <table border="1" data-bbox="1092 688 1317 1497"> <tr> <th colspan="2">The Slave System</th> </tr> <tr> <td>African Slave Trade</td> <td>Slave Ships</td> </tr> <tr> <td>Plantation System</td> <td>Tobacco Plantation</td> </tr> <tr> <td>Cotton Plantations</td> <td>Rice Plantations</td> </tr> <tr> <td>Sugar Plantations</td> <td>Slave Markets</td> </tr> <tr> <td>Overseers</td> <td>Slave Branding</td> </tr> <tr> <td>Slave Ownerships</td> <td>Mulattoes</td> </tr> <tr> <td>Underground Railroad</td> <td>Runaways</td> </tr> <tr> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="1101 1528 1308 1873"> <tr> <th colspan="2">Events and Issues</th> </tr> <tr> <td>Nat Turner Rebellion</td> <td>Amistad Mutiny</td> </tr> <tr> <td>Fugitive Slave Law</td> <td>Kansas - Nebraska Act</td> </tr> <tr> <td>Harner's</td> <td>Undera</td> </tr> </table>	Political Organizations		Anti-Slavery Society	Free-Soil Party	Liberty Party	Republican Party	The Slave System		African Slave Trade	Slave Ships	Plantation System	Tobacco Plantation	Cotton Plantations	Rice Plantations	Sugar Plantations	Slave Markets	Overseers	Slave Branding	Slave Ownerships	Mulattoes	Underground Railroad	Runaways			Events and Issues		Nat Turner Rebellion	Amistad Mutiny	Fugitive Slave Law	Kansas - Nebraska Act	Harner's	Undera
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			Ferry	round Railroad
			Canada and Slavery	Radical Republicans
			Anti-Slavery Newspapers	Emancipation Proclamation
			The Civil War	Liberia Settlement
			13th Amendment	14th Amendment
			Civil Rights (1866)	Civil Rights (1875)
			Reconstruction Plans	Black Codes
			Wade-Davis Act	Ku Klux Klan
			Howard University	Fisk University
			Reconstruction Acts	Freeman's Bureau

Lesson Methodology (*How will you conduct the lesson; activities...?*)

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (Quizzes, Test, Selected Responses)

Quiz: This assessment will be student created. Groups of 4 (diverse level of learners in each group) will create 4 questions per group – either multiple choice, short answer, open ended, opinion based, etc. Once each group submits their quiz questions the teacher will compile the questions and review if the questions follow the essential questions that are part of the lesson. Then the class will take the quiz to check for understanding and to gauge the students as to whether a re-teaching exercise will be reinforced at the end of the lesson.

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Individual White Board Exercise/Authentic Assessment: Have students answer the essential questions by orally asking students the questions, and then they must answer the questions on their white boards and hold them up for you to view their answers. After each question take time to address each students answers, and then prior to them erasing their answers have them show or exchange their board with a neighbor. This provides for individual and group involvement!

Student Self-Assessment

Students will:
Retake the quiz again that they took earlier which they created IF they needed to retake for a better score – Teacher should add at least 2 to 3 more questions to definitely check that the students grasped what they should have comprehended during the lesson.

Differentiation Associated with this unit

Gifted/Talented Students: Have students research one ethnic/cultural group during this time period, and they are to focus on creating a cultural timeline listing facts, people, events, causes, and outcomes/results of the group they have

chosen. The timeline could be without dates, so this exercise could be a LISTING exercise in an organized manner. Allow students to do a power point version, poster version, or a tri-fold version to present to the class/teacher. Note that this may take more than a week to accomplish.

Lower Level Writer: Have these students do note cards/index cards as they “travel” through this lesson. Instruct them to categorize their cards by color which is tied to the essential questions and objectives. This should help enforcing the simple, but significant importance that writing is essential to their learning.

Lower Level Reader: Have these students read small excerpts from samples of Civil War articles that are related to this lesson. To check for understanding have these students give a brief oral report about the article so that you may gauge the students reading ability when they give you the information.

ESL Student: Have ESL students do word key flashcards and then have them give you their flashcards and check for accuracy of their information. Then quiz them on the words, and engage the student in using the word(s) in sentences that make sense. If you have a definite visual ESL learner let them create flashcards with pictures. Remember you are to facilitate English speech as they are being reviewed with.

Dyslexic Student: Allow for these students to have more time to finish assignments. Also remember that you may need to have auditory resources available for these students if they are having a hard time reading and writing what they need as the lesson progresses.

Extension Exercise: Please note that due to time constraints your will assign most likely only one of these extension activities.

Reflective Papers:

Have students write their personal reflections about this subject. Have them write the positive and negative points they believe were important to them individually with regards to the topic of the lesson. Have them write feedback about the lesson plan.

View websites below to do extension activities:

<http://americanhistory.mrdonn.org/civilwar.html>

<http://memory.loc.gov/ammem/cwphhtml/cwphome.html>

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

Teacher Materials:

Teacher’s text book
Index cards
Poster paper
Tri-fold display boards
Markers
Glue
Computer lab/internet access
Student laptops
Access to the school library

Student Materials:

Notebook
Highlighters

Internet Sites:

<http://www.spartacus.schoolnet.co.uk/USAslaverv.htm>

<http://teacherlink.ed.usu.edu/tlresources/units/Gallagher2003Fall/JDespain/index.html>

http://www.mce.k12tn.net/civil_war/civil_war.htm

<http://www.americancivilwar.com/women/women.html>

Miscellaneous Internet Sites on the Civil War:

<http://americanhistory.mrdonn.org/civilwar.html>

<http://memory.loc.gov/ammem/cwphhtml/cwphome.html>

<http://civilwarwomen.blogspot.com/>

<http://www.african-nativeamerican.com/14-freedcw.htm>

<http://www.african-nativeamerican.com/battles.htm>

Books to read – including websites that have literature selections:

<http://www.sdcoe.k12.ca.us/score/civwnov/civwnovtg.htm>

<http://www.americancivilwar.com/civilwar/spproduct/c001/1565121864.htm>

<http://www.americancivilwar.com/civilwar/spproduct/c001/0809016222.htm>

Web quest sites:

<http://brebru.com/webquests/civilwar/civilwarnewspaper/civilwarcrier.html>

Media Websites:

<http://www.usgennet.org/usa/nh/topic/civilwar/newspapernh.htm>

http://americancivilwar.com/kids_zone/civil_war_news_reporting.html

<http://etext.lib.virginia.edu/civilwar/>

Picture Websites:

<http://memory.loc.gov/ammem/cwphhtml/cwphome.html>

Native American Civil War Sites:

<http://www.civilwarhome.com/nativeamericans.htm>

http://en.wikipedia.org/wiki/Native_Americans_in_the_American_Civil_War

http://www.amtour.net/downloadable/The_5_Civilized_Tribes_in_the_Civil_War_a_Biographical_Essay.pdf

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(Resources continued on next page)

<http://www.civilwarhome.com/unionconfedindians.htm>

<http://www.african-nativeamerican.com/14-freedcw.htm>

<http://www.african-nativeamerican.com/battles.htm>

<http://www.historycentral.com/civilwar/people/Native.html>

Industrial and Agricultural websites of the Civil War:

<http://www.bookrags.com/research/civil-war-and-industrial-and-techno-aaw-02/>

<http://www.civilwarhome.com/civilwarindustry.htm>

<http://www.teacheroz.com/civilwar.htm#labor>