

## Unit 8: Civil War

### 7<sup>th</sup> Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

<b>Objective</b>	<p>In this one day, primary-source based lesson, students will use a set of primary source materials to examine significant events, topics, and points of view related to Texas history during the Civil War era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine various topics and different points of view related to significant issues and events of the Civil War era by analyzing a variety of primary source materials.</li> <li>2. <b><u>I will</u></b> summarize the main idea of each primary source material and explain what the material can tell me about the Civil War era of Texas history.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Historians and people of today can learn from the past by examining a variety of primary source materials.</li> <li>• Most Texans supported secession, however some, like Governor Sam Houston, were strong Unionists. Several instances of Confederate violence against Texan Unionists broke out during the war.</li> <li>• The Southern states seceded, and the Civil War was fought over the issue of slavery in the United States.</li> <li>• Life for soldiers in the army was full of challenges including shortages of food, water, and supplies.</li> <li>• Some American Indian tribes in the present-day state of Oklahoma were allies to the Confederacy and played a significant role in the Civil War.</li> <li>• Trade between Mexico and Texas continued without much disruption during the Civil War.</li> <li>• Women played a vital role in the war effort by making clothes and sending supplies to the troops.</li> <li>• Refugees from Southern states devastated by the Civil War flooded into Texas in search of shelter.</li> <li>• Some enslaved African Americans played a role in the war when their enslavers brought them into the army with them.</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>Analyzing primary source materials for main idea, supporting evidence, authors point of view, and bias.</li> <li>Summarizing a text</li> <li>Using context clues to determine the meaning of words and phrases</li> <li>Making inferences about a historical era based on information provided in a primary source excerpt.</li> </ul>
<b>Essential Question</b>	What were the different points of view on significant events of the Civil War era, and how were those events represented and discussed in a variety of primary source excerpts from the era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read an excerpt from an article in the “State Gazette.” (Austin, Tex.), Saturday, April 20, 1861, which discusses the preparations Texans are making in the event that the North and South go to war.</li> <li>Students explain what kind of information we can learn about the time period based on the excerpt.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a brief introductory passage reviewing the basic information of the causes of sectionalism and the secession of the Southern states. The passage concludes with a list of questions to consider about the Civil War.</li> <li>Students predict the types of materials and information they expect to see in the day’s lesson.</li> <li>Students next examine a set of ten primary source excerpts from newspaper articles, speeches, interviews, memoirs, and military reports. Using these materials, students analyze a certain number of materials to summarize the main idea and make inferences about the period based on the information provided.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students identify four out of six statements that accurately represent different points of view on various topics related to the Civil War that covered in the day’s lesson.</li> </ul>

<b>Materials</b>	<ol style="list-style-type: none"> <li>1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>2. Primary Sources (<i>Suggested printing: 1 set per group of 4 – 6 students.</i>)</li> <li>3. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>4. Assignment (<i>Suggested printing 1 per student</i>)               <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Vocabulary assistance in primary source materials</li> <li>5. Reduction in writing</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.</li> <li>• <b>7.05(B)</b> Identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.</li> <li>• <b>7.05(C)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</li> <li>• <b>7.16(A)</b> Identify different points of view of political parties and interest groups on important Texas issues, past and present.</li> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> </ul>

## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students read an excerpt from an article in the “State Gazette.” (Austin, Tex.), Saturday, April 20, 1861, which discusses the preparations Texans are making in the event that the North and South go to war.</li> <li>• Students explain what kind of information we can learn about the time period based on the excerpt.</li> <li>• Slides 2 and 3 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><b><u>Primary Sources</u></b></p> <ul style="list-style-type: none"> <li>• This material provides a set of 10 primary source materials including newspaper articles, speeches, interviews, memoirs, and military reports. Each materials discusses different topics related to the Civil War including the role of soldiers, women, African Americans, and American Indians, the causes of the war, the experiences of people on the home front and in the battles, and different points of view about secession.</li> </ul> <p><b>Student Work</b></p> <ul style="list-style-type: none"> <li>• The worksheet begins with a brief reading reintroducing slavery as the basic cause of sectional division that led to the secession of the Southern states during the Civil War.</li> <li>• Students predict what kinds of materials and information they are likely to see in the day’s lesson.</li> <li>• Slide 6 provides an image of a map of the sectional division between the Union and the Confederacy in 1861.</li> <li>• Students then analyze a designated number of the primary source materials to provide a summary of each material and make inferences about the Civil War era based on the information provided in each material.</li> <li>• Slide 7 provides a photocopy image of one of the newspaper articles from the lesson discussing Sam Houston’s thoughts on secession.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Advanced</u>: Students choose 8 of the 10 available primary source materials to analyze, summarizing the main idea and making inferences about the era based on the information provided in each excerpt.</li> <li>• <u>Grade Level</u>: Students choose 6 of the 10 available primary source materials to analyze, summarizing the main idea and making inferences about the era based on the information provided in each excerpt.</li> <li>• <u>Foundations</u>: Students choose 4 of the 10 available primary source materials to analyze, summarizing the main idea and making inferences about the era based on the information provided in each excerpt, using sentence stems to guide their inferences.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students use a graphic organizer of six statements to determine the four statements that most accurately describe several of the points of view presented in the materials from the day's lesson. This question is based on the 8<sup>th</sup> grade STAAR item type called Hot Spot.</li> <li>• Slides 8 and 9 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> </ul>

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