

Unit 8: Civil War

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

Objective	<p>In this one-day lesson, students will analyze Abraham Lincoln’s Second Inaugural Address to make observations and inferences about Lincoln’s goals for the country as the Civil War came to a close.</p> <ol style="list-style-type: none"> 1. <u>We will</u> analyze Abraham Lincoln’s Second Inaugural Address to determine his approach to dealing with the end of the Civil War. 2. <u>I will</u> read excerpts from Abraham Lincoln’s Second Inaugural Address to make observations and inferences about his goals for the country after the Civil War.
Key Concepts	<ul style="list-style-type: none"> • Abraham Lincoln was reelected by the states that had remained in the Union in 1864. • Lincoln’s Second Inaugural Address included his hopes for how the country could mend its wounds and move forward in unity. • Lincoln addressed the primary cause of the Civil war being the divisions over slavery.
Skills	<ul style="list-style-type: none"> • Primary Source analysis. • Using context to determine the meaning of words and the intentions of the author. • Making a claim based on a primary source text and supporting the claim with evidence from the text. • Considering multiple points of view of a historical event
Essential Question	How did Abraham Lincoln plan to deal with the end of the war and the Southern states who had rebelled?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students consider how they would approach the end of the war and dealing with the Southern states who had rebelled if they were president in 1865. Students are given questions to consider including: Would you allow the South to come back into the country? Would there be requirements for them to return? Would there be a punishment for the people who rebelled, or would they be

	<p>welcomed back into the country? What should happen for the for the newly freed people?</p> <p>Lesson</p> <ul style="list-style-type: none"> Students use excerpts from Abraham Lincoln’s Second Inaugural Address to determine Lincoln’s point-of-view on the war, the cause of the war, and options for how the country can move forward. The lesson highlights Lincoln’s focus on reunification, forgiveness, and caring for people affected by the war. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students consider how a Southern Confederate and/or a newly freed Black Texan would view the end of the war, and what their potential hopes might be for the country moving forward.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Vocabulary assistance for primary source materials Sentence Stems Reduction in answer choices and amount of writing
TEKS	<ul style="list-style-type: none"> 7.05(A) Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War. 7.20(A) 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.

- **7.20(B):** Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.
- **7.20(D)** Identify bias and points of view from the historical context surrounding an event that influenced the participants.

Teacher Guide: Looking Forward

Warm-up	<ul style="list-style-type: none"> Students are asked to consider how they would approach the end of the Civil War if they were the president in 1865 as the war was coming to an end. Students are given the following questions to consider: <ul style="list-style-type: none"> Would you allow the South to come back into the country? Would there be requirements for them to return? Would there be a punishment for the people who rebelled, or would they be welcomed back into the country? What should happen for the for the newly freed people? Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> Students read a brief introduction discussing Abraham Lincoln’s reelection in 1864 and the major questions he sought to answer in his Second Inaugural Address. Students analyze excerpts of Lincoln’s Second Inaugural Address to identify the cause of the Civil, how the North and South approached the war, and Lincoln’s hopes for the country as the war came to an end. Slide 6 presents a photograph of Lincoln’s Second Inaugural Address on the steps of the Capitol. Slide 7 presents an image of a note written by Lincoln which includes part of his Second Inaugural Address. <u>Advanced</u>: Students answer short, constructed response questions analyzing the primary source excerpts, identifying main ideas and providing supporting evidence from the text. <u>Grade Level</u>: Students answer multiple-choice, multi-select, a paper-adapted version of hot spot, and short, constructed response questions with sentence stems to guide responses. <u>Foundations</u>: Students answer multiple-choice and multi-select questions with one answer option eliminated, a paper-adapted version of a hot spot question, and short,

	constructed response questions with sentence stems to guide student responses.
Exit Ticket	<ul style="list-style-type: none"> Students consider what Southerners might have wanted to happen at the end of the Civil War. Students may choose to respond from one or both of the following points of view: a Southern Confederate, or a newly freed Black Texan. Questions students are encouraged to consider include: How do you hope the U.S. government deals with the South after the war? What do you hope happens for the South and Southerners in the states that rebelled? Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Gardner, Alexander. *President Abraham Lincoln, head-and-shoulders portrait, facing front*. 1863. Photograph. <https://www.loc.gov/item/2013649738/>
- Gardner, Alexander, photographer. *Lincoln's Second Inaugural*. Washington D.C, None. [Between 1910 and 1920, from a photograph taken in 1865] Photograph. <https://www.loc.gov/item/00650938/>
- With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition, Healing the Nation's Wounds. The Library of Congress. Accessed September 2, 2025. <https://www.loc.gov/exhibits/lincoln/healing-the-nations-wounds.html>