

Unit 8: Civil War

7th Grade Lesson Plan: Texas & the Civil War

(45 – 90 minutes)

Objective	<p>In this one to two day lesson students will examine various aspects of Texas role in the Confederacy during the Civil War including the significant battles that took place in Texas, the Texas economy, Prisoner-of-War camps, Texas Unionists, Texan soldiers in the war, and Southern refugees to Texas.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine Texas’ experience during the war by focusing on the significant battles fought in Texas, life on the home front, and the Texas economy. 2. <u>I will</u> use information presented at different stations to identify the key information and significance of each topic and record my responses on my worksheet. <p>To complete the lesson in one class period and only focus on material specifically listed in the TEKS, limit the lesson to Station 1: Civil War Battles in Texas.</p> <p>When completed as a stations activity, the lesson could take one to two days depending on the academic level of the class and how the material is presented.</p>
Key Concepts	<ul style="list-style-type: none"> • Texas’ role in the Civil War was unique because most of the fighting of the war took place far from Texas. This allowed Texas to avoid much of the destruction and economic disruption other states experienced. • As a result of Texas’ distance from the war, Texas agriculture continued largely uninterrupted, allowing Texas to supply corn and cotton to the Confederate war effort. • Texas provided a safe haven to Southerners escaping the devastation of the war in other Southern states and allowed slave owners a place to “refugee” or hide their slaves. • Texas was able to continue to avoid the Union blockade and take part in sea trade by moving goods through Mexican ports. • Confederate violence against Texas Unionists caused dozens of deaths of Germans in the Hill Country and North Texans.

	<ul style="list-style-type: none"> Texans played a key role in many battles of the war including units like Terry's Texas Rangers and Hood's Texas Brigade.
Skills	<ul style="list-style-type: none"> Identifying and summarizing main ideas, supporting evidence, and the significance of key historic events and information.
Essential Question	In what ways was Texas' experience in the Civil War different from other Southern states, and how did this unique role affect Texas and Texans during the war?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students examine a map depicting the location of the battles of the Civil War across the three different theaters of the war. Based on their observations of the map, students make inferences about how the Civil War likely affected Texas. <p>Lesson</p> <ul style="list-style-type: none"> Students use materials at four stations to learn about various aspects of Texas' role in the Civil War. Stations include information on the major battles fought in Texas, the Texas economy, Texans on the home front, and Texans who served in the war. Based on the information provided at these four stations, students complete a worksheet with questions and graphic organizers to take notes on the key information and identify and summarize the significance of each topic. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students complete three sentence stems to create a response to a writing prompt asking about Texas' unique role in the Civil War.
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>) Stations (<i>Suggested printing 1 per student group, or several copies of each station to be hung or placed around the classroom.</i>)

	<p>4. Assignment (<i>Suggested printing 1 per student</i>)</p> <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 Sentence Stems and response options for short constructed response questions. Note-taking assistance including information options to choose from in the graphic organizer. Reduction in answer choices and amount of writing.
TEKS	<ul style="list-style-type: none"> 7.05(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. 7.05(C) Explain the political, economic , and social effects of the Civil War and Reconstruction in Texas. 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(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

Teacher Guide: Texas & the Civil War

Warm-up	<ul style="list-style-type: none"> • Students examine a map depicting the location of significant battles during the Civil War and the theater of the war they occurred in. • Based on their observations, students make inferences and conclusions about how the war affected Texas. (Answers may include information about how most of the fighting took place outside of Texas and therefore the war may have had less of a negative or disruptive effect on Texas.) • Slide 2 provides a larger view of the map on the student warm-up. • Slide 3 provides 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	<p><u>Stations:</u></p> <ul style="list-style-type: none"> • This material provides four stations for students to use to complete their work. <ul style="list-style-type: none"> - <u>Station 1:</u> Civil War Battles in Texas including the Battle of Galveston, Sabine Pass, and Palmito Ranch. This information is the only information in the lesson directly required in the TEKS. To shorten this lesson, it can be carried out not as a stations lesson, rather only focusing on this reading and the first page of the student worksheet. - <u>Slide 6:</u> Provides a larger image of the Battle of Palmito Ranch from student readings. - <u>Station 2:</u> Texans on the Home Front. This station includes information about the POW camp, Camp Ford; Southern refugees fleeing to Texas; and violence against Texas Unionists during the Nueces Massacre and the Great Hanging at Gainesville.” - <u>Slide 7:</u> Provides a larger view of the POW Camp Ford from student readings. - <u>Station 3:</u> Texas’ Economic Advantages During the War. This station focuses on Texans’ ability to continue

	<p>economic activity like agriculture with little disruption and Texans' ability to move goods through Mexico to get around the Union blockade.</p> <ul style="list-style-type: none"> - <u>Slide 8</u>: Provides a larger image of the map of Civil War battle fields. - <u>Station 4</u>: Texans at War focuses on the activities of Terry's Texas Rangers and Hood's Texas Brigade. - <u>Slide 9</u>: Provides a larger image of Hood's Brigade fighting at the Devil's Den, the Battle of Gettysburg. <p><u>Student Worksheets:</u></p> <ul style="list-style-type: none"> • Students use the information at each station to complete their work. Work includes short constructed response questions and note-taking graphic organizers where students will record specific information about each topic. • <u>Advanced</u>: Advanced work includes short, constructed response questions and graphic organizers to record key information from each station. • <u>Grade Level</u>: Grade level work includes graphic organizers with some note-taking options provided for students to choose from, as well as short, constructed response questions with sentence stems to guide student responses. • <u>Foundations</u>: Foundations work includes graphic organizers with note-taking options provided in most spaces for students to choose from, as well as short, constructed response questions with sentence stems and response options to guide student responses.
Exit Ticket	<ul style="list-style-type: none"> • Students respond to the following writing prompt: How was Texas' role in the Confederacy unique during the Civil War? Give two examples of this unique role. • Students use a graphic organizer to record their responses. Each part of the graphic organizer provides a sentence stem to guide student responses as they address each part of the prompt. • Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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