

Unit 8: Civil War

7th Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

Objective	<p>At the conclusion of this one-day lesson, students will be able to identify and explain the key events, major themes, and defining characteristics of the Civil War era of Texas history.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify the main ideas, themes, key events, and defining characteristics of the Civil War era of Texas history. 2. <u>I will</u> analyze a primary source image, then use a reading passage to identify major themes and significant information related to this era. I will answer comprehension questions about the passage.
Key Concepts	<ul style="list-style-type: none"> • Sectional division between the North and the South over the issue of slavery led to the Civil War, which was the bloodiest war in American history. • Texas' economy was based on plantation agriculture using slave labor, and the majority of Texans had come from other Southern states. These factors created close connections between Texas and the rest of the slave-holding South. • Texas' distance from the majority of the major battles of the Civil War allowed Texas to continue taking part in agriculture to help supply the war effort. • Texas' shared border with Mexico allowed Texans to get around the Union blockade by moving Texas goods through Mexican ports. • Texas served as a safe haven for Southerners fleeing the violence in other Southern states, as well as providing slaveholders a place to hide their slaves to prevent enslaved people from seeking refuge with the Union army. • At the end of the Civil War, slavery was abolished, and the country had to find a way to move forward together.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Summarizing and paraphrasing key ideas in a text. • Making observations, inferences, and predictions about a primary source image.

	<ul style="list-style-type: none"> Identifying the main idea and supporting evidence from a primary source text. Identifying and explaining the cause-and-effect relationship between significant events of the era.
Essential Question	What are the key events, major themes, and defining characteristics of the Civil War era of Texas history?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Using an answer bank of nine response options, students circle or highlight any and all items that they believe are true about Texas during the Civil War era. Students use prior knowledge from the previous unit to accomplish this task. <p>Lesson</p> <ul style="list-style-type: none"> Part I: Analyze an image – Students view an image of the Battle of Galveston from Harper’s Weekly, January 31, 1863. Students will use the image to make observations, inferences, and predictions about the unit. Part II: Essential Ideas Reading Passage – Students read a passage introducing key themes, events, and topics from the unit. Major themes include Texas’ close connection with the rest of the slave-holding Southern states, as well as Texas’ unique role in the Civil War as a result of its distance from the majority of the major battles, allowing the Texas economy to continue mostly uninterrupted. Part III: Students answer comprehension questions identifying the key characteristics of the Union and the Confederacy during the war and explaining ways in which Texas was significant to the war effort. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students answer a Multi-Select question identifying three statements that demonstrate the significance of Texas during the Civil War.

Materials	<ol style="list-style-type: none"> 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>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork and readings at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Reduction in amount of work 5. Literacy supports for the reading including key information presented in bold 6. Response options provided for short, constructed response questions
TEKS	<ul style="list-style-type: none"> • 7.01(A) Identify major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War. • 7.01(B) Explain the significance of the following dates: 1861, the Civil War begins. • 7.05(A) Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War. • 7.05(C) Explain the political, economic, and social effects of the Civil War in Texas. • 7.20(A) Differentiate between, locate, and use valid primary sources such as media, 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. • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: The Big Picture

Warm-up	<ul style="list-style-type: none"> Students read nine items from a graphic organizer and circle or highlight any and all items that they believe were true for Texas and the United States during the Civil War unit. They will base their responses on their prior knowledge from the Early Statehood unit. Slides 2 and 3 restate the directions and provide a sentence stem 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 unit.
Lesson	<p><u>Part I: Analyze an Image</u></p> <ul style="list-style-type: none"> Students view artwork depicting the Battle of Galveston to make observations, inferences, and predictions about the unit. Slide 6 provides a larger view of the image from this portion of the work. <p><u>Part II: Essential Ideas Reading Passage</u></p> <ul style="list-style-type: none"> Students read the passage about the major themes, topics, and events of the Civil War. Slides 8 – 12 provide images to accompany the reading. Each paragraph has one slide with an image that accompanies the primary theme or topic of that paragraph. The teacher can encourage students to try to determine the connection between each image and the paragraph it accompanies. <p><u>Part III: Comprehension Questions</u></p> <ul style="list-style-type: none"> Students answer comprehension questions about major themes from the reading, including identifying and categorizing the defining characteristics of the Union and the Confederacy, and identifying Texas’ role in the war effort during the Civil War.

	<ul style="list-style-type: none"> • <u>Advanced</u>: Presents the reading at an advanced Lexile level. After the reading, students answer Short Constructed Response questions to explain the defining characteristics of the North and the South during the Civil War, explain Texas' unique role in the war, and explain the significance of the outcome of the Civil War on both Texas and the United States. • <u>Grade Level</u>: Presents the reading at a grade-level appropriate Lexile Level. After the reading, the students answer comprehension questions to demonstrate their understanding of the defining characteristics of the North and the South, and the unique role Texas played in the Civil War. Questions are based on the 8th grade STAAR item types including Match Table Grid, Multi-Select, and Short Constructed Response. • <u>Foundations</u>: Presents the reading at a grade-level appropriate Lexile Level with key information presented in bold font. After the reading, the students answer comprehension questions to demonstrate their understanding of the defining characteristics of the North and the South, and the unique role Texas played in the Civil War. Questions are based on the 8th grade STAAR item types including Match Table Grid, Multi-Select, and Short Constructed Response. Multiple-choice questions have one answer option eliminated, the Match Table Grid has 2 answer options provided, and the Short Constructed Response provides sentence stems to guide student responses.
Exit Ticket	<ul style="list-style-type: none"> • Students answer a Multi-Select question to identify three statements that accurately explain the unique role Texas played during the Civil War and present Texas' significance to the war effort. • Slides 14 and 15 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Prints & Photographs # 1965/36-7 Harper's Weekly, January 31, 1863, "Attack of the Rebels Upon Our Gun Boat Flotilla at Galveston, TX, January 1, 1863. Texas State Library and Archives Commission. [American Civil War in Texas: The Texas Coast | Texas State Library](#)
- Berry, Kelley & Chadwick. *In the domain of King Cotton, near Dallas, Texas.* 1907. Photograph. The Library of Congress. <https://www.loc.gov/item/00652640/>
- Carpenter, F. B. Engraved print of Abraham Lincoln, artwork, 1864; (<https://texashistory.unt.edu/ark:/67531/metapth31111/>; accessed August 15, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Gibson, James F, photographer. Savage Station, Va. Field hospital after the battle of June 27. United States Virginia Savage Station, 1862. Photograph. <https://www.loc.gov/item/2018666198/>
- Gardner, Alexander, Copyright Claimant, Gardner, Alexander, photographer. Completely silenced! Dead Confederate artillery men, as they lay around their battery after the Battle of Antietam / Brady's Album Gallery. Maryland United States Antietam, 1862. [Washington, D.C.: Brady's National Photographic Portrait Galleries] Photograph. <https://www.loc.gov/item/2021644156/>
- "Disabling and Capture of the Federal Gunboats 'Sachem' and 'Clifton' in the Attack on Sabine Pass, Texas, September 8th, 1863." The Portal to Texas History, January 18, 2008. <https://texashistory.unt.edu/ark:/67531/metapth32903/>
- Stephenson, Mrs. Charles (Grace Murray). [Emancipation Day Celebration band, June 19, 1900], photograph, June 19, 1900; (<https://texashistory.unt.edu/ark:/67531/metapth124054/> : accessed January 10, 2023), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.