

## Unit 8: Civil War

### 7<sup>th</sup> Grade Lesson Plan: What's the story?

(90 - 120 minutes)

<b>Objective</b>	<p>In this two-day lesson, students will examine six readings presenting significant events that took place during the Civil War and identify their significance to Texas history.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine a chronology of the significant events that took place during the Civil War and identify their significance to Texas history.</li> <li>2. <b><u>I will</u></b> read short passages about each event, identify key information, explain cause and effect relationships, and determine how the event is significant to Texas history</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Sectional divisions between the North and the South over the issue of slavery had been developing since before the founding of the United States due to regional differences which affected the economies of each region.</li> <li>• Southern states began to secede after the election of a Northern anti-slavery president named Abraham Lincoln.</li> <li>• Texas seceded from the Union on the 25<sup>th</sup> anniversary of its declaration of independence from Mexico – March 2, 1861.</li> <li>• The majority of Civil War battles took place in the Eastern Theater, with fewer battles taking place in the Western and Trans-Mississippi Theaters. Most Texans fought in the West and Trans-Mississippi, though some Texans like Hood's Brigade fought in the East.</li> <li>• Texas' distance from the majority of the battles allowed the Texas economy to continue largely undisturbed, with Texas supplying the Confederacy with cotton and corn.</li> <li>• Texas was able to avoid the Union blockade by moving Texan goods through Mexico.</li> <li>• Texas was a safe haven for Southerners escaping the violence and destruction of other Southern states.</li> <li>• One major significant effect of the war after the surrender of the South was the official emancipation of the enslaved people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context and significance information.</li> <li>• Identifying and paraphrasing or summarizing main ideas and supporting evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying and explaining the significance of historical events.</li> <li>Explaining cause-and-effect relationships between significant historical events</li> </ul>
<b>Essential Question</b>	What are the defining characteristics and most significant events of the Civil War era and how did they effect Texas?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read an excerpt from “Official Records of the Union and Confederate Navies in the War of the Rebellion” commending the Texas officers and Rangers for their part in the Battle of Galveston. Students are asked to consider what they can learn about the era based on the text.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read six short passages that present the most significant events of the Civil War era in chronological order including the election of Abraham Lincoln, the secession of the South, the formation of the Confederate States of America, the Civil War, and the Emancipation Proclamation.</li> <li>Students use the readings to complete a note-taking timeline of the Civil War on their worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students put five events from the Civil War in chronological order based on the readings.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>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>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>

<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork and readings at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Key information in the readings presented in bold lettering.</li> <li>5. Note-taking support including options to choose from to complete the note-taking charts.</li> <li>6. Reduction in the amount of writing required</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the 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.</li> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1861, the Civil War begins.</li> <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>7.16(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> </ul>

## Teacher Guide: What's the story?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students read a primary source excerpt taken from the “Official Records of the Union and Confederate Navies in the War of the Rebellion.” In this excerpt, the Confederate government is commending the actions of generals in Texas and the Texas Rangers for their role in the Battle of Galveston.</li> <li>Students are asked to make observations or inferences about the era based on the information provided in the text.</li> <li>Slides 2 and 3 restate the directions and provide sentence stems 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><u>Reading Cards:</u></p> <ul style="list-style-type: none"> <li>Students read six short chronological passages for key events and information about the Civil War era.</li> <li>There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings are written at a higher Lexile level with more challenging terms and phrasing.</li> <li>These readings can be printed as a set for each student, for groups, tables, or stations, or hung around the room as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. They can be cut out (there are 2 short readings per page) or left as one full set.</li> <li>Slides 6 – 11 provide images that accompany each reading passage.</li> </ul> <p><u>Student Worksheets:</u></p> <ul style="list-style-type: none"> <li>Students will record the required information including the title of each event, the date/dates, key details from the event, and the significance of each event on their worksheets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Slides 6 - 11: Provide the title of each reading along with images that accompany and enhance the readings.</li> <li>• <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline by recording the date/dates or timeframe, key details, and significance of the events described in each reading.</li> <li>• <u>Grade Level:</u> Students create their own short, constructed responses to record the date/dates or timeframe, and key information from the readings. They choose from two options provided for the most accurate description of the significance of each topic.</li> <li>• <u>Foundations:</u> Students complete their chart by choosing from two options provided for the most accurate description of the significance of each topic. Students choose 2 correct pieces of information related to each event out of 3 possible answers.</li> </ul> <p><u>Note:</u> This assignment can be carried out by dividing students into 6 groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes. It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs. This lesson will take an average of one to two days to complete.</p> <p>This lesson is designed to take one or two days, depending on the material is presented and the academic level of each class.</p>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students read a list of 5 key events from the era. The events are NOT in chronological order.</li> <li>• Students put the events in chronological order by writing the number of each event in the blank provided.</li> <li>• Answer order: 3, 1, 4, 5, 2</li> <li>• Slides 12 and 13 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Department., United States. War. "Official Records of the Union and Confederate Navies in the War of the Rebellion. Series 2, Volume 3." pp. 143. The Portal to Texas History. United States. Government Printing Office., November 19, 2011.  
<https://texashistory.unt.edu/ark:/67531/metaph192865/>
- The Weekly Telegraph (Houston, Tex.), Vol. 26, No. 52, Ed. 1 Tuesday, March 12, 1861, newspaper, March 12, 1861; Houston, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metaph236136/>: accessed August 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- The Confederate evacuation of Brownsville. From Harper's Pictorial History of the Civil War. Prints and Photographs Collection, 1980/10-11. Accessed August 21, 2025. [https://www.tsl.texas.gov/exhibits/civilwar/1863\\_1.html](https://www.tsl.texas.gov/exhibits/civilwar/1863_1.html)
- Bombardment of Fort Sumter. United States Fort Sumter Charleston South Carolina, ca. 1894. Photograph. Accessed August 21, 2025.  
<https://www.loc.gov/item/97516939/>
- Kelly, Thomas, Active , Publisher. The battle of Gettysburg. Pennsylvania United States Gettysburg, ca. 1867. N.Y.: Published by Thomas Kelly, 264 Third Avenue, between 22nd & 23rd St. Photograph. Accessed August 21, 2025.  
<https://www.loc.gov/item/2006681070/>
- Image Citation: [Terry's Texas Rangers, c. 1863], photograph, 1863;  
(<https://texashistory.unt.edu/ark:/67531/metaph799/m1/1/?q=Civil%20War> : accessed November 3, 2023), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Fort Bend Museum
- 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. Accessed August 21, 2025.  
<https://www.tsl.texas.gov/lobbyexhibits/civil-war-coast>
- Prints & Photographs #1992/75-1-1 Harper's Weekly – A Journal of Civilization, January 20, 1866 Funeral of the German Patriots at Comfort, Texas, August 20, 1865. Accessed August 21, 2025. [https://www.tsl.texas.gov/highlights/2012\\_10/lobby-exhibits-3c.html](https://www.tsl.texas.gov/highlights/2012_10/lobby-exhibits-3c.html)
- "The Semi-Weekly News. (San Antonio, Tex.), Vol. 2, No. 114, Ed. 1 Monday, December 22, 1862." The Portal to Texas History. R. Finck, August 26, 2011.  
<https://texashistory.unt.edu/ark:/67531/metaph179762/m1/1/>
- "Emancipation Day in South Carolina" - the Color-Sergeant of the 1st South Carolina Colored Volunteers addressing the regiment, after having been presented with the Stars and Stripes, at Smith's plantation, Port Royal Island, January 1 / From a sketch

by our special artist. 1863. Wood engraving. Library of Congress Prints and Photographs. Accessed August 21, 2025. <https://www.loc.gov/item/99614128/>