

Unit 8: Civil War

7th Grade Lesson Plan: Who's Who of the Civil War

(45 – 60 minutes: Reduced Lesson)
(135 - 180 minutes: Full Lesson)
(90 – 120 minutes: Additional Extension Activities)

Objective	<p>In this one or multi-day optional extension lesson, students will read passages about key people of the Civil War to identify and summarize each person's significance to the era.</p> <p>This lesson includes multiple ways to interact with the materials including biographical fact sheets, a dinner party activity, "I have / Who has" and student worksheets.</p> <ol style="list-style-type: none"> 1. <u>We will</u> study key people of the Civil War, identifying important information about their lives and their significance to the era. 2. <u>I will</u> use the reading or readings provided to record significant information about people from the Civil War era. <p>Note: There are no people listed in the TEKS specific to the Civil War unit. This lesson can be considered an extension, and is not necessary to the required material for the unit.</p>
Key Concepts	<ul style="list-style-type: none"> • There were many people from different backgrounds who played a significant role during the Civil War including Sam Houston, Ben McCulloch, Albert Sidney Johnston, Stand Watie, James Throckmorton, John "Rip" Ford, Mollie Arlene Kirkland Bailey, Benjamin Franklin Terry, and Santos Benavides. • The people in this lesson played significant roles in various aspects of Texas history, including the period of time before the Civil War in events like the U.S.-Mexico War, and in events during the war including battles, politics, and the economy of the state. • There were many different experiences and points of view about the Civil War in Texas.
Skills	<ul style="list-style-type: none"> • Reading for context, main ideas, and key information. • Summarizing and paraphrasing significant information from a passage

	<ul style="list-style-type: none"> Identifying and making inferences about different points of view based on historical evidence.
Essential Question	Who were some of the key people of the Civil War, and why were they significant to the era?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students choose one point of view from options provided, or create their own, and write a journal entry from their chosen point of view about what life was like for them during the Civil War. Points of view include a German or Texan Unionist who opposed secession, a Tejano living in south Texas along the Rio Grande, a woman or child living at home on their farm, an enslaved person forced to work on a plantation, a Texan who joined the Confederate Army, an American Indian living in Texas or Oklahoma. <p>Lesson</p> <ul style="list-style-type: none"> Students read passages about key people of the Civil War and take notes on important information about each person on their worksheet at the advanced, grade level, or foundations level of work. Additional extension activities to enhance learning are available at one level of academic ability. These assignments include: <u>Dinner Party</u>: Students choose four people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be on topics significant to the era, and who might agree or disagree. <u>I have / Who has?</u>: A class activity presenting clues about each person from the lesson. <u>Biographical Fact Sheet</u>: A one-page worksheet for students to record significant information about only one person from the readings. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose two people from the day's lesson and determine if they would have been allies or opponents during the era of the Civil War. Students justify their claim based on information from the readings.

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 4. Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.</i>) <ol style="list-style-type: none"> a. Advanced Readings b. Grade Level Readings c. Foundations Readings 5. Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions of various topics, and answer questions from each of the guest's points of view. It is appropriate for all levels and can be shortened if necessary. 6. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is. It is appropriate for all levels. 7. Biographical Fact Sheet: This is a one-page worksheet that students can use to examine one specific person from the Who's Who readings. It is appropriate for all levels.
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability (for student worksheets only) 2. Visual representations of directions 3. Reduction in answer choices and amount of work
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1861, the Civil War begins. • 7.05(A) Identify the role the expansion of slavery played in the involvement of Texas in the Civil War. • 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.

- **7.16(A)** Identify different points of view of political parties and interest groups on important Texas issues past and present.
- **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.

Teacher Guide: Who's Who of the Civil War

Warm-up	<ul style="list-style-type: none"> Students choose one point of view out of six provided in a graphic organizer and write a short journal entry of “a day in the life” of a person from their chosen point of view. Note: Remind students that even within one group, people often had different opinions, points of view, and experiences, so there is not just one correct point of view for each group. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 present the essential question and the “We will / I will” statements for the unit. If this lesson takes more than one class period, this warm-up can be used again, with students choosing a new point of view to consider.
Lesson	<p>Readings</p> <ul style="list-style-type: none"> There are readings passages at 3 levels of academic ability for 11 people from the Civil War. Suggestions for use: <ul style="list-style-type: none"> Teacher can choose 2 – 4 readings to complete together as a class for one lesson Teachers can assign each student one person to read and record their information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity. This can be an ongoing lesson. Teachers can choose one person to accompany a related lesson and continue doing this throughout the course of the unit. Slides 6 – 16 provide images that accompany each reading. <p>Worksheets</p> <ul style="list-style-type: none"> <u>Advanced</u>: Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in the Civil War, and 3 significant facts or achievements.

- Grade Level: Students use the readings to record important information about each person including where they were from, their role in the Civil War, and one to three significant facts or achievements
- Foundations: Students use the readings to record important information about each person including their role in Civil War and one or two significant facts or achievements.

Additional Extension Activities

- I have / Who has:
 - Teacher prints, cuts out, and hands out all the clue cards except the first one.
 - The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clue is referring to.
 - One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.
 - There are only 11 clue cards plus one teacher clue card. To include all students in large classes, you can print multiples of some of the cards or partner students up and have those students work together.
- Dinner Party
 - Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.
 - Your Guests: Students explain why they chose each guest.
 - Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.
 - Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.
 - Eavesdropping: Students will "overhear" a part of their guest's conversation and create a graphic using word bubbles to show what is said.

- Teachers can assign one or more of the above activities for the dinner party assignment in order to decrease the amount of work and shorten the amount of time needed.

- Biographical Fact Sheet:
 - This is a one-page worksheet in which students can record information about ONE significant person from the Who's Who readings. The student worksheets provided in the lesson allow students to research and record information about multiple people, while this worksheet allows students to focus on only one person. It is appropriate for all levels as students can write as much or as little as they are capable of.

Notes:

The TEKS combines the Civil War with Reconstruction. There is only one person required in this combined unit and his role in Reconstruction (Sul Ross.) As such, none of the people in this lesson are required by the TEKS and this lesson can be omitted in full or in part in the interest of time without missing any state requirements.

Suggestions for when to incorporate various people from this lesson into the overall unit:

The Texas & the Civil War Lesson Stations

- Civil War Battles in Texas
 - John "Rip" Ford – the Battle of Palmito Ranch
- Texans on the Home Front
 - James Throckmorton – Defending the frontier
 - Stand Watie – Defending northeast Texas
 - Sam Houston – A Texan Unionist
- Texas Economic Advantages during the War
 - Santos Benavides – Protecting trade at the border
- Texans at War
 - Ben McCulloch – the Battle of Pea Ridge
 - John Bell Hood – Hood's Texas Brigade
 - Albert Sidney Johnston – the Battle of Shiloh
 - Stand Watie – the Western Theater
 - James Throckmorton – the Western Theater
 - John "Rip" Ford – the Battle of Palmito Ranch
 - Mollie Arlene Kirkland Bailey – Women helping the army

	<ul style="list-style-type: none"> - Harriet Glass Barrett – Enslaved women forced to help the army. - Benjamin Franklin Terry – Terry’s Texas Rangers - Santos Benavides – Protecting the southern border.
Exit Ticket	<ul style="list-style-type: none"> • Students choose TWO significant people they learned about in the day’s lesson. They determine if their chosen people would have been allies or opponents and provide justification to support their claim. • Slides 17 and 18 restate the directions and provide sentence stems to guide student responses when sharing with the class.

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