

New Hampshire in the Civil War Lesson Plan

Civil War Perspectives

Created by: New Hampshire in the Civil War workshop participant Susan Pomasko and the New Hampshire Historical Society, 2014-15

Topic: Civil War Perspectives and Solutions

Level: Middle School

ABSTRACT / SUMMARY

Students will use primary and secondary source documents and artifacts to gain an understanding of the contributions made by various groups of people during the Civil War. They will use primary source analysis sheets to assist them in gathering relevant information to use in their development of skits and solutions.

QUESTIONS / TASKS

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the main ideas of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.
3. Integrate graphical information (e.g., pictures, videos, maps, time lines) with other information in a print or digital text.
4. Analyze the relationship between a primary and secondary source on the same topic.
5. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
6. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and Clear pronunciation.
7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

EXPECTED OUTCOMES

- Learn to use primary and secondary sources to answer research questions
- Understand the impact of the Civil War on various groups of people

SEQUENCE OF ACTIVITIES

1. Introduce the differences between primary and secondary sources. Have students define a primary and secondary source. Provide examples they have used in their lives.
2. View a local primary source: Civil War cemetery head stone – analyze the source and make inferences about the stone.
3. Connect the use of primary and secondary sources to the importance of Historical Research and learning from the past.
4. Brainstorm prior knowledge about the four groups of people involved in the Civil War: Africans, Women, Soldiers, and Doctors.
5. Review the requirements for the investigation and problem solving of the performance task. Explain students will be visiting four stations, (Africans, Women, Soldiers, and Doctors)

reading a secondary source document, watching a short video and completing the analysis sheets for the primary sources.

6. Group students to visit each station, read background information about each of the groups of people, watch the video, and complete analysis worksheets to gather information on groups involved in the Civil War.

Station 1 Andersonville Prison Camp

Illustration of soldiers at camps.

Letters from Soldiers during the war

Use Photo Analysis and Written Analysis Worksheet

Station 2 African Americans at War

Illustrations of African Americans during the war

Posters Recruiting African Americans

Artifacts used by African Americans

Use Photo Analysis, Poster Analysis, Artifact Worksheets

Station 3 Caring for the Wounded

Illustrations of Tent Hospitals

Illustrations of Doctor Instruments and Written Documents

Use Photo Analysis and Written Analysis Worksheets

Station 4 Women in the War

Illustrations of Women in the War

Use Photo and Written Analysis Worksheets

7. After completing the Analysis Sheets assign a Civil War perspective group to each group of students to write a skit that answers the following questions:
 - What was the perspective about the war?
 - How can we end the war and unite the country?

SKIT REQUIREMENTS

General

- Your dramatic presentation must demonstrate the perspective of various people about the Civil War.

Specific requirements

- A typed script with each character's lines clearly delineated
- Actions included in parentheses in the script
- Simple props and costumes to help the audience identify characters
- Use of primary sources from station
- Lines memorized and delivered with fluency, expression, and appropriate volume
- Actions carried out according to the script

Differentiated Instruction

- Modified Primary Source Analysis Sheets
- Video(s) on Roles during the War
- Read aloud on background information

ASSESSMENTS

See Rubric for Analysis of Primary Sources, Rubric for Persuasive Argument, and Rubric for Skit Presentation

PROJECT DURATION

In-Class Time (estimated): 3-4 Class Periods (45 minutes each)

Out-of-Class Time (estimated): 6 hours (homework assignment to gather props & complete skit)

CO TEACHING MODEL GOAL

- Teachers/tutors will supervise and guide the station work, skit development and presentation.
- Tutor will assist students in need of reading comprehension and written expression.
- Students will integrate Social Studies and Language Arts
- Students will be provided differentiated instruction to meet individual needs.

RESOURCES AVAILABLE AT THE NEW HAMPSHIRE HISTORICAL SOCIETY

Archives and Special Collections:

Adeline Chadburne Papers, 1862-1863	1961.012 (m)
Asa W. Bartlett Diaries, 1862-1865	1928.006
Eliza B. Shepard Correspondence, 1864	1994.044 (m)
Free & Slave State Comparison, broadside	S 1996.574.041
Harriet Patience Dame Papers, 1866-1897	1995.002 (m)
Henry P. Moore Civil War Photograph Collection, 1862-1863	1992.502
J. W. Kingman Correspondence to N.S. Berry, 1862-1863	1994.078 (m)
People, Cattle, Slaves by M. Weare, broadside	S 1996.585.55
Sarah Low Papers, 1844-1965	1965.010
The Slaves Lament, the Hail Storm, broadside	S 1996.602.35
White Family Papers, 1777-1981	2014.059

Library Collection:

United States War Department. <i>U.S. Infantry Tactics for the Instruction, Exercise, and Manoeuvres of the United States Infantry</i> . Philadelphia: J. B. Lippincott & Co., 1862.	2014.010.10
Benton, Charles Edward. <i>As Seen from the Ranks: A Boy in the Civil War</i> . New York: G. P. Putnam's Sons, 1902.	973.78 B4782
Bolster, W. Jeffrey. <i>Soldiers, Sailors, Slaves, and Ships: The Civil War Photographs of Henry P. Moore</i> . Concord: New Hampshire Historical Society, 1999.	973.7 B687
Chandonnet, Ann Fox and Roberta Gibson Pevear, ed. <i>Write Quick: War and a Women's Life in Letters, 1835-1867</i> . Wilmington: Winoca Press, 2010.	973.78 W955
Commager, Henry Steele. <i>The Blue and the Gray: The Story of the Civil War as Told by Participants</i> . New York: Bobbs Merrill, 1950.	973.7 C728
Gerrish, Thomas. <i>Army Life: A Private's Reminiscences of the Civil War</i> . Portland: Hoyt, Fogg & Donham, 1882.	973.78 G378
Heald, Bruce D. <i>New Hampshire in the Civil War</i> . Charleston: Arcadia, 2001.	973.73 H434

- Leslie, Frank. *Frank Leslie's Illustrations: The American Soldier in the Civil War*. New York: Bryan, Taylor, and Co., 1895. 973.7 L634a
- Long, Richard R. *Dearest Carrie: The Civil War Romance of a Myerstown Girl and a New Hampshire Boy*. Morgantown: Masthof Press, 2004. 920 L1543
- Pierce, Sally. *Citizens in Conflict: Prints and Photographs of the American Civil War*. Boston: Boston Athenaeum, 1981. 973.79 P618c
- Schwartz, Gerald. *A Woman Doctor's Civil War: Easter Hill Hawk's Diary*. Columbia: University of South Carolina Press, 1984. 973.775 H395w
- Shaffer, Duane E. *Men of Granite: New Hampshire's Soldiers in the Civil War*. Columbia: University of South Carolina Press, 2008. 973.7478 S525
- Silber, Nina and Mary Beth Sievens. *Yankee Correspondence: Civil War Letters between New England Soldiers and the Home Front*. Charlottesville: University Press of Virginia, 1996. 973.781 Y23
- Taylor, Thomas E. *Running the Blockade: A Personal Narrative of Adventures, Risks, and Escapes during the American Civil War*. London: John Murray, 1896. 973.758 T246a
- Warren, Stanley, Mary Cogswell, and Rebecca Courser, ed. *The Effects of War: Letters of Joseph S Rogers, Civil War Soldier, Warner, New Hampshire*. Warner: Warner Historical Society, 2008. 973.7478 R728

Museum Collection:

- Bandages, 1861-1865 1983.002.39
- Bayonet 1966.545.341
- Biscuit / Hardtack, 1865 1969.040
- Boots, 1861-1864 2014.010.16
- "The Brave at Home," poem, circa 1862 2014.005
- Bugle, circa 1860 2012.031.05
- Bullets, 1861-1865 2012.031.08
- Bullet, 1864 1963.062.01
- Canteen, 1858-1864 1938.015
- Carbine Gun, circa 1863 2014.010.01
- Cartridge Box, 1863 1966.545.122
- Document Box, circa 1861 1946.037.13
- Drum, 1863 1966.544.02
- Flag, 1864 2005.500
- Flute, circa 1850 1957.020.01
- Grenade, 1861-1865 1968.505.05.1
- Lottery / Draft Box, 1863-1864 1945.014
- Military Coat, 1861-1864 2005.002.01
- Nancy Herbert, drawing 1993.587
- Nurses' Station at Armory Square Hospital, 1864 2013.012.02
- Portable Writing Desk, 1864 2013.012.01
- Powder Flask, circa 1860 1995.529.08
- Saddlebag, 1860-1865 1966.545.289
- Slave Collar 1994.511.34
- Sword Belt, 1861-1864 2005.002.04
- Uniform, circa 1862 1967.027.94

Utensils, 1861
Writing Box, circa 1860

1952.029
1948.003.03

ADDITIONAL RESOURCES

Secondary Sources:

“Document Analysis Worksheets,” National Archives, n.d.

<http://www.archives.gov/education/lessons/worksheets/>

Hands-on History Hits: Slave’s Bag, Colonial Williamsburg, n.d.

http://www.history.org/History/teaching/hands_on_history.cfm?showSite=mobile

Bolster, W. Jeffrey. *Soldiers, Sailors, Slaves, and Ships: The Civil War Photographs of Henry P. Moore*. Concord: New Hampshire Historical Society, 1999.

Read Pages 10, 42-43, 52-55

Heald, Bruce D. *New Hampshire in the Civil War*. Charleston: Arcadia, 2001.

Read Pages 94, 52

“Civil War Military Surgery Sets or Medical Kits,” American Civil War Medicine & Surgical Antiques, 2015.

http://www.medicalantiques.com/civilwar/Surgical_Set_Displays/Surgical_amputation_set_photos5.htm

“Teaching Documents, The First for Equal Rights: Black Soldiers in the Civil War,” National Archives, n.d.

<http://www.archives.gov/education/lessons/blacks-civil-war/>

McPherson, James M. *Fields of Fury*. New York: Atheneum Books for Young Readers, 2002.

Read Pages 46, 58, 60, 82

YouTube Videos

“Female Heroines of the Civil War” S. Palmer, 2011.

<https://www.youtube.com/watch?v=f0RLojCEj7o&index=2&list=PLJFc6F51a9eBpfbBHo3au5Nakxy0yTZO9>

“The Civil War in Four Minutes: Black Soldiers” Civil War Trust, 2013.

<https://www.youtube.com/watch?v=DOyO75HJygl&list=PLJFc6F51a9eBpfbBHo3au5Nakxy0yTZO9>

“The Civil War in Four Minutes: Women” Civil War Trust, 2014.

<https://www.youtube.com/watch?v=ufdcQVVFkbc>

“The Civil War in Four Minutes: Soldier Life,” Civil War Trust, 2014.

<https://www.youtube.com/watch?v=FxnDnxUw14Y>

“The Civil War in Four Minutes: Confederate Leaders,” Civil War Trust, 2013.
https://www.youtube.com/watch?v=mt2M8n_oV2I

“The Civil War in Four Minutes: Union Leaders,” Civil War Trust, 2013.
<https://www.youtube.com/watch?v=PJA7PV3wAoE>

“Spies and Scouts,” Civil War Trust, 2013.
https://www.youtube.com/watch?v=t1K-Lmfx_Wo

“The Civil War in Four Minutes: Prisoners,” Civil War Trust, 2015.
<https://www.youtube.com/watch?v=KpRZ7OkrbNU>

“The Civil War in Four Minutes: Civil War Medicine,” Civil War Trust, 2014.
<https://www.youtube.com/watch?v=IDYWP2fz4-E>