New Hampshire in the Civil War Lesson Plan

Civil War Perspectives


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)
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:
Benton, Charles Edward. As Seen from the Ranks: A Boy in the Civil War. New York: G. P. Putnam’s Sons, 1902. 973.78 B4782
Commager, Henry Steele. The Blue and the Gray: The Story of the Civil War as Told by Participants. New York: Bobbs Merrill, 1950. 973.7 C728


**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
ADDITIONAL RESOURCES

Secondary Sources:

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

Read Pages 10, 42-43, 52-55

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_photos.htm

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

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=PLJFc6F5la9eBpfhBH03au5Nakxy0yTZO9

https://www.youtube.com/watch?v=DOyO75HJygI&list=PLJFc6F5la9eBpfhBH03au5Nakxy0yTZ09

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

https://www.youtube.com/watch?v=FxnDnxUwl4Y
https://www.youtube.com/watch?v=mt2M8n_oV2I

https://www.youtube.com/watch?v=PJA7PV3wAoE

https://www.youtube.com/watch?v=t1K-LmfX_Wo

https://www.youtube.com/watch?v=KpRZ7OkrbNU

https://www.youtube.com/watch?v=IDYWP2fz4-E