

Lesson Plan

Develop a standards-based lesson plan by aligning your resources with Wisconsin’s education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of lesson design—standards, high quality instruction, and a balanced assessment system. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

*GENERAL INFORMATION		
Grade Level(s) 3-5	Course <i>Social Studies - Using Wisconsin Primary Source Documents from the Civil War</i> Wisconsin History/Us History	Length of Lesson 1-3 Social Studies Lessons The amount of time is flexible, lesson length should be age-appropriate. This lesson uses primary source documents portraying statues, lithographs and monuments related to Wisconsin from the Civil War. The questioning technique can be used with each primary source alone or combined with others as a group.

Unit Title - Using Primary Source Documents to Build Inquiry Thinking About The Past		Sequence: Where does this lesson fit within the unit?
Lesson Title Statues and Monuments from the Civil War in Wisconsin - How do we remember history?		<p>This lesson uses primary source documents to build knowledge and practice with historical thinking. It could also be used with other lessons on:</p> <ul style="list-style-type: none"> • U.S. History - Civil War with WI connections • History of Madison, WI • Equity work - understanding history through a culturally responsive lens (see note at bottom of lesson plan)

	* LESSON OVERVIEW	
<p>Using primary source documents helps young learners to construct meaningful questions and think like a historian. This lesson enables students to think about how and why we remember events of the past using documents, monuments and statues which can still be seen today. Using a topic which is generally familiar to young learners (buildings and statues) provides an opportunity to initiate or prompt further research. The primary source documents from the Civil War era are a lithograph of Camp Randall, a statue of Colonel Heg at the Madison Capital, and the Iron Brigade Monument.</p>		

	*LESSON STANDARDS	
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Which standards (i.e., [Wisconsin Standards for Social Studies](#), [Wisconsin Standards for Literacy in All Subjects](#)) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and behavioral demands of the standards.

SS.Inq1.a.i - Develop a list of open-ended and closed-ended questions on a topic or issue.

SS.Inq1.b.i - Develop a list of questions that support the research through discussion and investigation to guide inquiry.

SS.Hist4.a.i - Describe the historical context(situation) of a primary or secondary source.

SS.Hist4.b.i - Describe the intended audience of a primary or secondary source.

SS.Hist4.c.i - Describe the intended purpose of a specific primary or secondary source.

SS.Hist4.d.i - Describe the impact the POV of the author has on a primary or secondary source.

Language Arts

SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas, and expressing their own clearly and persuasively.

SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

R7: Integrate and evaluate content presented in diverse media and formats.

W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

	*LESSON TARGET(S) and SUCCESS CRITERIA	
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What is/are your learning target/s? What does proficiency look like? How will you communicate that to students?

Students will...

- Work collaboratively with large and small groups to ask and investigate questions.
- Discuss and identify the historical context, intended audience, and intended purpose of a primary source document



- Determine questions that would be needed for researching this topic further.
- Demonstrate critical thinking necessary to understand the point of view of a historical source through an equity lens by writing/drawing/discussing further questions.

Proficiency will be measured by:

Teacher observation, formative notetaking of student discussion of ideas, and the response task. A separate rubric could be used for the writing task.

Rubric:

Student Name	Works collaboratively	Can describe the historical context of a primary source artifact.	Can describe the intended audience of a primary source artifact.	Can describe the intended purpose of a primary source document.	Able to write, draw, or discuss a question they have for further research.

This will be communicated to students by sharing the rubric and expectations at the beginning of the lesson.

	ESSENTIAL QUESTIONS	
<p>What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?</p> <p>How can primary source documents be used to discover their historical context?</p> <p>How do intended audiences and the purpose influence the interpretation of the past?</p>		

	*ASSESSMENTS	
<ul style="list-style-type: none"> • How will you use formative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning and inform instruction? • How will you use the results of your formative assessments to differentiate instruction? • How will you communicate student learning? • How do students provide feedback about their learning? • In what ways do students have multiple options to demonstrate their learning? • How will your assessments be culturally responsive? 		

	LESSON CONCEPTS AND ACADEMIC VOCABULARY	
<p>What general academic and domain-specific words deepen student understanding?</p> <p><i>(See also note about teaching “hard history” at the end of the lesson.)</i></p> <p>Notes to teachers in parentheses after definitions. These terms are not meant to be “pre-taught” - they are defined for reference as students ask questions about these concepts and to promote discussion after doing the “inquiry question building” activity. This list is background information for the teacher using the primary source documents and artifacts.</p> <p>Research: The process of asking questions, observing, discussing, finding facts, and solving problems in an organized way. Researchers add to what they already know (if anything) and think about what they learn to share with others.</p>		

Primary source document: Documents, artifacts, or records created at the time of an event.

Historian: People who study or write about the past.

Historical Thinking - When a historian asks questions about the source, context, and claims about the past. This type of thinking requires research with multiple documents to interpret the past with awareness about which sources provide the best evidence and are/are not culturally responsive.

Civil War - A war between two groups of people in the same country.

Divided - During 1861 - 1865, the American Civil War divided the United States. In 1861, there were 34 states - they divided into the North -(Union States) and the South - (Confederate States).

Union - The United States of America

Confederacy - The government of the 11 Southern states who fought the Northern states.

Enslaved person - A human being who is made to be a slave, property of another and forced to obey and work for them for no nothing.

Abraham Lincoln - The 16th president, from 1861-1865

(Note to teacher: The ownership of others existed in all of the 13 original colonies and our first Presidents also kept enslaved persons. Even though our country was created with the idea that “all men are created equal”, slavery was part of the economy of our country from the beginning. Please see further current research and secondary sources. See notes at the end of this lesson for further resources.)

Lithograph - A method of printing with oil and water. The artist was able to draw on a stone, usually limestone, instead of carving into a surface with a grease pencil or crayon. Water was applied to the stone and it seeped in on surfaces without pencil. Then an oil-based ink was used. Where the stone was wet the ink didn't stick. Where it was written on the ink stayed. A press was then used to transfer the ink to paper. Thousands of prints could be made from one stone, whereas a carved block print would wear out.

Camp Randall, Madison, WI. - Very few volunteer soldiers had any experience with fighting prior to the Civil War. More than 70,000 troops were trained and got ready to fight at Camp Randall. The camp was organized by the state. Other training grounds were in Fond du Lac, Milwaukee and Racine. The railroad track pictured in the document followed the route of current day University Avenue. The camp had barracks, a prison yard, a guard house, officer's quarters, a stables, and a hospital. The guard house, a canon, and an archway can still be seen today at Camp Randall. The name of the University of Wisconsin

Football Stadium is called "Camp Randall" today. Governor Alexander Randall was in office from 1858 until 1861. He organized the first WI volunteer troops to fight in the war.

Civil War Soldier - Many men volunteered or were drafted to fight in the American Civil War. Men ages 18-40 could serve. Men from many communities in Wisconsin enlisted. At first, only white men were allowed to join. Later, the federal government agreed to enlist African American and First Nation men from Wisconsin.

Segregated - To be separated or kept apart from the other groups. African American soldiers served in The United States Colored Troops (USCT).

Barracks - A group of buildings used to house soldiers.

Companies - A group of soldiers. 10 companies of 100 men in a regiment.

Colonel - An officer in the military, just below a general

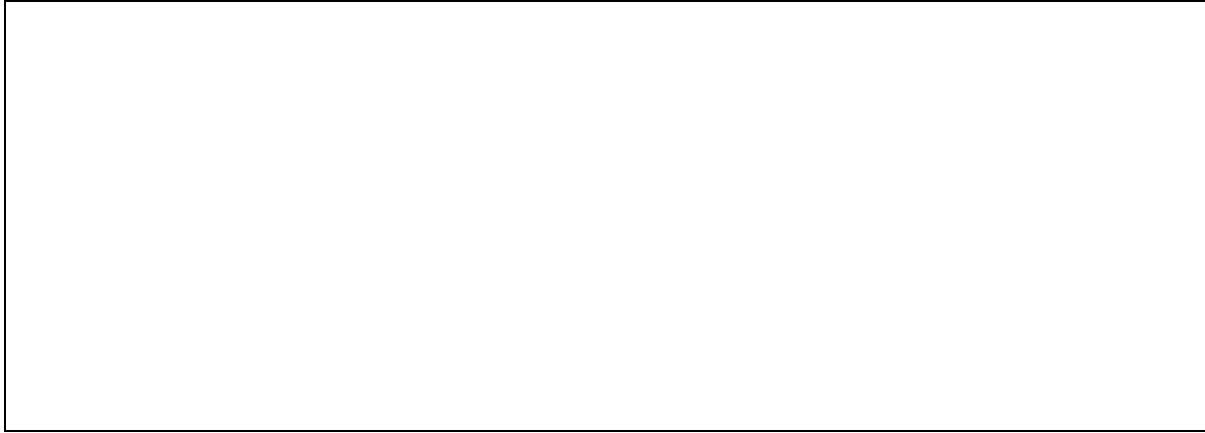
Scandinavian - Someone born in one of these European Countries: Sweden, Norway, Denmark or Finland.

Colonel Heg - [Link to information about Colonel Heg](#) - He led the 15th regiment and trained for 16 days at Camp Randall before going to battles in Missouri, Kentucky, Tennessee, Mississippi, Alabama and Georgia. Many members of the 15th were killed by war and disease. Colonel Heg died in the Battle of Chickamauga in Georgia. He is buried in the Norway Lutheran Church Cemetery in Racine County.

Battle of Chickamauga - This battle took place on September 18-20th, 1863 in Georgia. It is considered the second bloodiest battle of the war, after the Battle at Gettysburg. There were 34,000 casualties total from both sides. Thick woods and swampy terrain made it a difficult place to fight. The battle was considered a Confederate victory.

Monuments and Memorials - Monuments are objects or buildings that have been created to honor an important person or a historic event that happened. A monument can be a statue, fountain, building, or a stone.

Iron Brigade Monument - Monument to the 7th Wisconsin Infantry Regiment at Gettysburg gettysburg.stonesentinels.com A to the 7th Wisconsin Volunteer Infantry Regiment



	*PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS	
<ul style="list-style-type: none">• What is it that students need to know and be able to do prior to this? This lesson can be taught with students that have little or no prior knowledge with primary documents. Adjust, teach or review as necessary. Knowledge of the background of the American Civil War and issues surrounding this part of US history would be helpful.• What are your students' strengths, weaknesses, preferences, and interests? Determine necessary scaffolding for academic levels, cultural understanding and needs of English Language Learners. Assess interest, knowledge, assumptions, inaccuracies of previous learning, and stereotypes through observation of reading habits and discussion throughout all lessons.• How will you determine what students know and can do and their preferences and interests in preparation for this lesson?		

Evaluate and observe student background knowledge about the American Civil War. See notes at the end of the lesson regarding teaching “hard history” and use of children’s literature when teaching about the past.

Do you know what a primary source document is?

Why should we learn about the past?

- **What conceptions and misconceptions or misunderstandings might students have related to this lesson?**

Students may have assumptions or varying opinions/levels of knowledge about the Civil War prior to doing this lesson.

How will this information be used to plan instruction?

Adjust lessons as necessary based on information known or learned about your class.

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	*LESSON PROCEDURE	
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As you plan, consider the following:

Steps/Lesson Procedures

1. How will you communicate and revisit the learning target/s at both the beginning and end of daily instruction?
2. How will you use instructional practices and strategies within an instructional framework that aligns to Wisconsin's Guiding Principles for Teaching and Learning to ensure meaningful engagement for all learners? Consider
 - What role does students' prior knowledge play in the lesson?
 - How can you activate or supply background knowledge?
 - How is proficiency for the learning targets defined? How will you communicate this to students?
 - Which routines will be taught or revisited in order for students to be successful in this lesson?
 - Which culturally responsive research-/evidence-based instructional practices and strategies will you use?
 - How will you purposefully group students to facilitate learning?
 - How will you make intra- and/or interdisciplinary connections?
 - How will a range of assessments be used to monitor and/or measure student learning and inform instruction?
 - How will you use the results of your formative assessments to plan interventions and/or additional challenges for students?
 - How will you represent key information in multiple ways, e.g., visual, auditory, and kinesthetic?
 - How will you engage students with information in multiple ways, e.g., visual, auditory, and kinesthetic?
 - How will you minimize distractions?
 - What technology and media will you use to deepen learning?
 - How will you optimize access to technology and media?

<ul style="list-style-type: none"> – What assistive technologies will individual students require to access learning? – What resources and materials will you use to deepen learning? – How will you use disciplinary literacy to engage students in authentic tasks? – How will you provide students with opportunities for application of skills, student directed inquiry, analysis, evaluation, and/or reflection? – How will you provide students with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader? 	
<p>Lesson Plan</p>	<p>Resources, Materials, and Technology</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can collaborate with others to develop questions about a topic. ● I can discuss and identify the historical context, the intended audience and the purpose of a primary source document. ● I can write, draw or discuss further questions if I need to do more research. <p>Anchor Chart:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>What is History?</i></p> <ul style="list-style-type: none"> ● <i>History is the study of the past.</i> ● <i>We rely on evidence to construct stories of the past.</i> ● <i>Stories differ depending on one's perspective</i> ● <i>We need to question the reliability of each piece of evidence.</i> ● <i>Any single piece of evidence is not enough to build an account of the past.</i> </div> <p>Introduce the lesson by reading the learning targets aloud and have students discuss their understanding of what is expected. Show a copy of the rubric or post in the room so</p>	<p>Access to a United States Map, digital map sources of the past and the present</p> <p>Anchor Charts for Primary Source Documents</p> <p>Anchor Chart for QFTs</p> <p>Anchor Charts for What is History? Evaluating Sources</p> <p>Primary source documents: Image: 1838 Lithograph of Camp Randall in 1864</p> <p>Image 11270 1912 Dedication of the Camp Randall Arch with veterans</p> <p>Image Id: 121255 - Guard House today at Camp Randall</p> <p>Image 70325 Charge of the 15th Wisconsin at Chickamauga, oil painting</p>

students understand the expectations for the lesson. Refer to “What is History” Anchor Chart to guide inquiry if helpful. (see above)

Prior to this lesson, teach or review:

Evaluate and observe student knowledge about using primary source documents as a source for asking questions about the past.

Remind and reteach as necessary. Use chart paper or digital anchor chart:

Possible Anchor Chart for Classroom -
Primary & Secondary Sources:

Primary Sources	Secondary Sources
Newspapers, books originally published <u>at the time</u>	Newspapers, books published <u>after the event</u>
Diary, journal, personal letters	Textbook
Autobiography, memoir	Biography
Interviews, speeches, oral history	Articles from after the event has occurred.
Photograph	Reference books
Original artwork	History Books
Coins, clothing, furniture, other artifacts from the time	Atlases, dictionaries,

Describe the strategy:

Pair with a photograph of the Statue of Colonel Heg at the Madison Capital

Image ID3900
Iron Brigade Monument at Gettysburg, Pennsylvania

Say, "When I want to ask questions and find answers to learn about the past, I can use primary source documents. Those are things like a photograph, a painting, a monument, or a building that really came from or represents something from the time I am interested in learning about. I use historical thinking to try to figure out the historical context, the audience the document was intended for and the purpose for making it. This helps me think closely and better understand the past.

Show the Lithograph of Camp Randall in 1864

Begin the Q.F.T. (Question Formulation Technique) procedure [Right Question. Org](http://RightQuestion.Org)

Which is:

1. Ask as many questions as you can.
2. Do not stop to judge, discuss, or answer any questions.
3. Write down every question as stated.
4. Change any statement into a question.

Anchor Chart for QFT:

Rules for Producing Questions

- Ask as many questions as you can.
- Do not stop to discuss, judge or answer any question.
- Write down every question EXACTLY as it is stated.
- Change any statement into a question.

Say: Let's take a look at this lithograph from a long time ago - the year was 1864- that is over 150 years ago. We're going to look at this picture and ask as many questions as we can without stopping to answer any questions.

Use chart paper or a digital source with a large group screen to record student questions about the document.

With older students, the teacher could pass out sticky notes and have small groups of students discuss and write their own questions to be gathered and discussed in a large group after a few minutes.

Students quickly formulate questions - the only comments are to be questions - if a student comments in the form of an observation - like "I see lots of people." The teacher or another student helps to restate the comment into question form.

Students may ask things like:

Why did the artist think this was important to paint?

Is it reliable?

What does this caption show about Madison in 1864?

What was happening during the war at this time?

Who are the people? Why are they marching?

Where is this? Is this the Camp Randall that I know about?

What are the buildings used for?

What is the train used for?

What do we know about this place today?

Show and discuss the Essential Question for today's lesson:

How can we use primary source documents to identify the historical *context*, the intended *audience* and the *purpose* (of a document) in order to better understand what influences perspective and interpretation of history?

Compare and Think About:

Ask students to think about the questions that were generated and the essential question for today. Which questions will help them to answer the essential question?

Put a star next to those questions.

Working together, choose the best 3-4 questions that the class determines will help them to identify the context, the audience and purpose of the document.

Say: Now that we have some questions to think about, let's talk about what we know about this picture and figure out how it tells us about the past. You can record your thinking in your notebook/digital notepad etc.

Introduce Thinking Chart:

The task can be adjusted to be age appropriate - use drawing, writing, or discussion.

The teacher can use the formative assessment rubric during discussion to note student comments and understanding of the concepts of recognizing transportation from the past and how it is different from today. Adjust the lesson as necessary to reflect student interest and questioning.

We can make a chart like this:

Historical Context	Audience	Purpose	Questions For Further Research

Thinking about Our Questions and Apply Them to the Essential Question:

I Do - Teacher Modeling:

Think Aloud by saying: Let’s take your question about the caption. The caption says, “ Camp Randall, Taken From State University”. I am wondering about this place, because it seems like a place I’ve heard of before. But this is not what it looks like today. I am wondering who made this painting and how they are portraying the people in it. I’m thinking that the people are soldiers because I know our country was in a war in 1864.

We Do - Small Group:

Turn and Talk - Part 1 - Historical Context: Say: You asked, “ Who are those people and why are they marching? Try to figure out the historical context, or during what point in time is this picture showing? Discuss with your group and add it to your chart.

Give time for small groups and monitor/observe groups to add to teacher formative assessment.

Share Out: Gather a few turn and talk responses from groups.

Reflect: How does this historical context help us determine who the intended audience might be?

Turn and Talk - Part 2 - Audience: Say: You asked about why this picture shows some buildings - the buildings in this picture actually are a part of the Camp Randall training grounds. The camp had barracks, a prison yard, a guard house, officer's quarters, a stables, and a hospital.

Who do you suppose the artist made this painting for? Who is the intended audience? What reaction are they supposed to have when viewing this painting?

Discuss with your group and write your responses on the chart.

Share Out: Gather a few turn and talk responses from groups. Discuss.

Reflect: Say, "So, it seems that this primary source document is showing us of the training grounds at Camp Randall, in Madison, WI. Ask students to gather up their ideas and see where their opinions may be the same or different.

You Do or Collaborative Partner Task: Purpose and Point of View

Say: Think about the purpose of this painting and the point of view of the artist who drew it. What is it intended to show? How does this influence your perspective of what it was like to train as a volunteer soldier preparing to travel south to fight in the Civil War?

Think about it and fill in that part of your chart.

Questions for Further Research and Equity Discussion:

Evaluate Sources Anchor Chart:

Evaluate Sources Thinking Chart:

- *Are all historical sources equally trustworthy?*
- *How is the reliability affected by the circumstances of the time?*

- *What sources provide the best evidence?*
- *What other sources do we need?*
- *Who is telling this piece of history?*
- *Whose story is it?*
- *What story is not being told?*

Say: When studying a primary source, it is important to think critically and reflect on what you might do next. One of our learning targets is to think about further questions. Have students draw/discuss/write a response.

Show image of Guard House today in Madison:

Image ID: 121255 - Camp Randall Guard House

The preserved guardhouse on the site of Camp Randall under a protective awning. The guardhouse is made of wood and has metal screening in the small window openings. Trees are in the background.



Show Wisconsin Historical Society Image 11270

Veterans, their families and onlookers gather at the dedication of the Camp Randall Memorial Arch in 1912. The arch is now part of a park neighboring its namesake football stadium and includes cannons, a guard house and a new memorial that will be dedicated on Saturday.



Use these prompts to help you:

Why was it decided to keep a guard house from the original Camp Randall?

Why was there a special celebration in 1912 with Veterans from the Civil War to dedicate the arch? What soldiers are missing?

After thinking about this painting of Camp Randall, what questions do you still have? What are you wondering about?

What do you notice about the past compared to today?

What has stayed the same?

Do we still value this place today?

Do people know the history of this place?

What does this picture show us about this time period?

How do people remember the past?

Why are some things(monuments, buildings, statues) kept and valued while others are not?

Why are some monuments and statues from the Civil War removed or taken down?

What issues come with deciding which monuments/buildings/statues remain and which ones should be removed?

In the spring/summer of 2020, during the protesting in support of Black Lives Matter, statues were being taken down legally, by government entities, and illegally by protestors. Think about the perspective of these groups. Who might consider this morally right? Who might consider this wrong?

Discussion and Sharing:

After students have time to work, allow time for discussion and further reflection. Make a plan to find further information/do research/be actively engaged in local history/change making.

Final thoughts:

Exit Ticket: Say: Draw or write another question you have or something we would need to research to find out more.

Collect and share now or at another time.

Scaffolds for Exit Ticket:

A question I have about the past is _____.

Draw a picture of your question here:

Other language frames:

I wonder about _____

Today we have _____ in the past did they have _____?

ELL learners/students not yet independently writing or drawing can dictate to someone else their response.

Assess and Plan for Next Lesson:

Note students who seem to meet the tasks in the rubric and assess how to adjust the lesson for next time to create entry points for students who did not meet the expectations.

Plan to use this chart again to review and connect with the other related primary source documents.

Note to Teacher: Many teachers of young elementary students feel a high level of discomfort when teaching “hard history”. Topics such as enslavement and war can be difficult. Not facing the reality of the factual historical context teaches students that these topics are unimportant.

While this lesson’s focus is on monuments and historic statues, it may be necessary to embed the learning within the factual historical context of the time in a sensitive and age appropriate way. It is important to be knowledgeable about your students and their ability to understand and comprehend “hard” topics. Through discussion, asking questions, and honest conversation at an age appropriate level, inaccurate assumptions are avoided. Historical context and teaching about race should be interwoven into lessons throughout the year and not just a mention during a single lesson, special event, or time of the year.

Many elementary teachers incorporate children’s literature when teaching about history. Be aware of books that are not

culturally relevant, portray inaccuracies or contain troubling illustrations. For examples of good literature for use with Social Studies lessons see:

[National Council for the Social Studies Recommendations - 2018](#)

[NCSS Notable Social Studies Trade Books for Young People - 2019](#)

[National Council for the Social Studies Recommendations - 2020](#)

Here are resources to guide instruction around controversial or difficult issues:

[Teaching Tolerance - A Framework for Teaching American Slavery](#)

[Morningside Center - Teaching About Controversial or Difficult Issues](#)

[The Children's Community School - Social Justice Resources](#)

Anti-Racism Education Resources:

- [Smithsonian Museum of African American History and Culture: Talking About Race](#)
- [EmbraceRace](#)
- [Teaching Tolerance](#)
- [The Conscious Kid](#)
- [Center for Racial Justice in Education](#)

Information about the Civil War:

Davis, who is the author of *IN THE SHADOW OF LIBERTY* and *DON'T KNOW MUCH ABOUT® THE CIVIL WAR*, wrote this article: [March/April 2020 Social Education](#). In the article, he talks about the following

five points as the beginning of a new framework for teaching slavery:

- Enslaved people were in America before the Mayflower Pilgrims
- Thomas Jefferson condemned slavery in drafting the Declaration of Independence but other Founders scrubbed the language from the nation's "birth certificate"
- Slavery was "baked in" to the U.S. Constitution
- Slavery made the Civil War inevitable
- The abolition of slavery after the Civil War did not end the stark divisions that plague the United States