

Lesson Plan

This lesson was developed in partnership with a team of Wisconsin educators, the Department of Public Instruction, and the Wisconsin Historical Society.

GENERAL INFORMATION		
Grade Level(s) 9-12	Course US History	Length of Lesson 90 minutes
Unit Title The Civil War	Lesson Title Exploring Wisconsinites Diversity and Identity During the American Civil War	Sequence: Where does this lesson fit within the unit? Anytime during a unit on the Civil War after basic historical context has been established

LESSON OVERVIEW
<p>The main purpose of this lesson is to help students develop a better understanding of the diversity, unique experiences, and perspectives of the types of people in Wisconsin who contributed to the Civil War. Additionally, students will develop their primary source analysis and writing skills. Students will analyze a series of primary sources (photographs and documents) that pertain to how race, gender, social class, and ethnicity impacted a person's experience of the Civil War. Students will then use the sources to construct an argumentative paragraph analyzing how a person's identity impacted their experience of the Civil War.</p>

LESSON STANDARDS
<p>Wisconsin content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice</p> <p>SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>SS.Inq3.a.h: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p> <p>SS.Inq3.c.h: Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.</p> <p>Evaluate how different groups and individuals contributed to the event or cause.</p> <p>SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.</p>

LESSON TARGET(S) and SUCCESS CRITERIA

Students will analyze a primary source for its point of view
 Students will connect the historical context of the civil war to a unique perspective shown in a primary source
 Students will make a claim based on the analysis of primary sources
 Students will support a claim by citing multiple pieces of evidence
 Students will explain how different facets of personal identity caused unique experiences during the Civil War

ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?
 In what ways did a person's identity impact their experience during the Civil War?
 How do we ensure diverse points of view of historical events?

ASSESSMENTS

Formative - Document comprehension questions in the packet
 Formative - Teacher/whole group discussion - Check for understanding after document analysis
 Summative - Argumentative paragraph

LESSON CONCEPTS AND ACADEMIC VOCABULARY

What general academic and domain-specific words deepen student understanding?
 Personal identity
 Socio-economic class
 Ethnicity
 Race
 Gender

PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS

Students need to have a basic understanding of the causes of the Civil War and the logistics of the Civil War (Union/North vs Confederacy/South)

Students might have a misconception that only white men were able to contribute to the Wisconsin Civil War effort

Students will have to have a clear understanding of the academic vocabulary listed in the previous section

LESSON PROCEDURE

As you plan, consider the following:
Steps/Lesson Procedures

Lesson Plan	Resources, Materials, and Technology
<p>Lesson Opening:</p> <ul style="list-style-type: none"> Whole group discussion: Ask students to describe what a typical civil war soldier looked like (based on the background knowledge). Make a list of traits. Display Essential question on the board and ask kids to come up with a definition for "Identity" From <i>psychologytoday.com</i> "Identity includes the many relationships people cultivate, such as their identity as a child, friend, partner, and parent. It involves external characteristics over which a person has little or no control, such as height, race, or socioeconomic class. Identity also encompasses political opinions, moral attitudes, and religious beliefs, all of which guide the choices one makes on a daily basis." As a class or in small groups, brainstorm what different identities or identity groups people can belong to. Make a list on the board Emphasize Race, Gender, Social Class, and Ethnicity and assess student understanding of each term <p>Main Lesson:</p> <ul style="list-style-type: none"> Hand out document packet Go over the instructions as a class Have students individually read and analyze/answer the questions for each document <ul style="list-style-type: none"> For Scaffolding/Differentiation: Model the first document and have students complete the rest of the documents with a partner Check for understanding: Once students are done with document analysis (Answering the questions that follow each source in the packet), have a whole class discussion going over their answers for each document . Checking to see if students understand each source's unique point of view of the Civil War <p>Closing/Assessment</p> <ul style="list-style-type: none"> Students will now construct their argumentative paragraph, answering the essential questions while citing multiple sources from the packet. <ul style="list-style-type: none"> Differentiation/Modification: Students can construct a thesis statement based on the EQ and then list the relevant documents they would use to 	<p>Civil War Identity Lesson Plan Images https://wisconsinhistory.org/Records/Image/IM36009 CordeliaHarvey: Carte-de-visite portrait of Cordelia Harvey wearing a hooded cape.</p> <p>https://wisconsinhistory.org/Records/Image/IM71927 Offer of Receiver of Commutation Money: A receipt made out to Abraham Gilman for the \$300 he paid to avoid serving his draft duty in the Civil War.</p> <p>https://wisconsinhistory.org/Records/Image/IM49792 Recruitment Poster in German: Civil War recruiting poster for the 5th Wisconsin Regiment written in German.</p> <p>https://wisconsinhistory.org/Records/Image/IM3399 Peter D. Thomas: Seated portrait of Peter D. Thomas</p>

support their claim. For a higher degree of differentiation, students may construct a six-panel comic strip that illustrates the diverse perspectives seen in the documents. Students may also draw a political cartoon that makes a statement about the value of diverse points of view in history based on the people in the documents

(1847-1925) of Racine. Thomas was an escaped slave who joined the 15th Wisconsin Regiment during its service in Tennessee. Thomas served Lt. Charles B. Nelson of Co. G at Chickamauga and other battles, then enlisted in a USCT regiment. Later he followed Wisconsin troops back to Beloit and attended school there. In time he made his home in Racine and was elected Racine County coroner.

<https://wisconsinhistory.org/Records/Image/IM1909>
Swearing-In Native American Civil War Recruits: Thomas Bigford (in cap, on left) and another official swearing-in two Native American Civil War recruits. Thomas Bigford (1815-1890) of Taycheedah, Wisconsin, was a farmer who served as a local recruiting officer during the war. According to Bigford, the recruit on right may be Adam Scherf of Stockbridge, who was said to have served in the same regiment with Thomas Bigford's son Royal. Royal Bigford was a private in the 1st Battery, Light Artillery, but Scherf is not listed.

