

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) K-2	Course <i>Social Studies - Using Wisconsin Primary Source Documents from the Civil War</i>	Length of Lesson 1-3 Social Studies Lessons The amount of time is flexible, lesson length should be age-appropriate. This lesson uses one primary source document of 3 portraying the use of transportation during 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? This lesson uses three primary source documents to build knowledge and practice with historical thinking. It could also be used with other lessons on: <ul style="list-style-type: none"> • Continuity and Change • History/Timelines • Inventions • Equity work - understanding history through a culturally responsive lens (see note at bottom of lesson plan)
Lesson Title Transportation in the 1860s - What things have changed? What has stayed the same?		

	* LESSON OVERVIEW	
<p>Using primary source documents from the past helps young learners learn to construct meaningful questions and think like a historian. This lesson enables students to compare the past to the present using the topic of transportation, which is generally familiar to young learners. It also provides an opportunity to initiate or prompt further research. The three primary source documents from the Civil War era show locomotives, ships, horses, and carriages encouraging student engagement and interest in the past.</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.e - Explain why or how a teacher or text (in this case the primary source documents are the text) provided question is important to a topic or issue.

SS.Inq1.b.e - When provided with a question, determine what other questions are needed to support the research, what more do we need to know?

SS.Inq.2.b.e - Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.

SS.Hist2.a.e - Identify patterns of what stayed the same to self, family, and community over time.

SS.Hist2.b.e - Identify patterns of change to self, family, and community over time.

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 to investigate a question.
- Identify the purpose of using a primary source document
- Identify how a document shows life in the past.

- Compare the past to the present and demonstrate knowledge of how things have changed over time.
- Determine questions that would be needed for researching this topic further

Proficiency will be measured by:

Teacher observation and formative notetaking of student discussion of ideas and exit tickets.

Rubric:

Student Name	Works collaboratively	Uses a primary source document to identify the use of transportation in the 1860s	Compares the past to the present, able to discuss the idea of things changing or staying the same	Able to say, draw or write a question they have for further research

The teacher could use a verbal or written exit ticket to document student ideas for further discussion.

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 do these photographs and the painting from the past help us understand how transportation was used in the 1860s? What has changed over time? What has stayed the same?</p>		

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	*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 a background for the teacher using the primary source documents.</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.

Primary source document: An original account of an event in the past. It could be a diary, letter, photograph, or object that came from the time that is being researched.

Historian: Someone who studies history and the past. They use primary source documents to learn, write, and talk about what happened in the past.

Transportation: Moving people and things from one place to another.

Vehicle: A machine to move people or goods.

Infrastructure: The infrastructure is the network of railroads, roads, and waterways where vehicles carry people and goods.

Cincinnati, Ohio - During the **Civil War**, the Ohio River port city of **Cincinnati, Ohio**, played a key role as a source of supplies and troops for the Union Army.

Ironclad ship: A ship with thick metal plates. (Ironclad ships replaced wooden ships. The iron ships had thick metal plates. These ships changed the way the sides fought with each other. An ironclad ship could block entry to a river for example.)

Horse and Buggy: A carriage pulled by one or two horses. (A carriage worked better on a graded road, whereas a horse could go almost anywhere.)

Steamboat: Large wooden boats powered by steam created in coal-fired engines. Some had a paddle wheel that was powered by steam. (Because of this power, steamboats could easily carry people and goods upriver.)

Pontoon Bridge: Also called a floating bridge, uses shallow boats to support a deck for travel across a river. (Can be put up and taken down to move large groups of people during wartime.)

Locomotive: An engine used to push or pull railroad cars on a railroad. (At the start of the Civil War, the North had many more miles of railroad than the South, enabling them to move its army.)

Train Station: A place where trains regularly stop so passengers can get on or off the train.

Icehouse: A building used to store ice throughout the year, prior to the use of refrigeration. (There is an icehouse in the photograph with the locomotives.)

Photograph: a picture taken by a photographer, not like cameras in our phones today

Note for the teacher about photography: For the first time, many events of the Civil War were captured by a camera. Many photographers were near battlefields. Taking a picture during the Civil War was complicated, took a long time and the pictures had to be developed in the dark. Specific chemicals were mixed and poured onto a glass plate. The chemicals made the glass sensitive to light. Then, the glass plate was put in a holder and inserted into the camera. The camera was large and bulky and had to be put on a tripod - the person getting their picture taken had to stand very still for up to 30 seconds in order for the picture to not be blurry. Then the exposed picture had to be developed right away. Some photographers had a darkroom in a covered wagon. The exposed plate was made into a negative with special chemicals. Then, the negative was placed on special paper and put into the sunlight to make the picture. The paper had to be washed and dried to make the finished photograph.

Watercolor painting: a method of painting where the colors (paints made of pigments) are mixed with water

	*PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS	
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- **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.

- **What are your students' strengths, weaknesses, preferences, and interests?**

Determine necessary scaffolding for academic levels, cultural understanding and needs of English Language Learner. Assess interest in various kinds of transportation through observation of reading habits and discussion during other parts of the day.

- **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 with questions such as:

Can you name the types of transportation we use now? Why do we need these things?

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 previous knowledge about transportation from various time periods.

It may be helpful to review a general definition of the purpose of transportation before doing the 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? 	
Lesson Plan	Resources, Materials, and Technology
<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can listen and talk with others while I think about a question. • I can use primary source documents to think about the past and compare it to today. • I can say, draw or write a question I have for more thinking. <p>Introduce the lesson by reading the learning targets aloud and having students repeat them - call and response. Show a copy of the rubric or post in the room so students understand the expectations for the lesson.</p> <p>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:</p>	<p>Access to a United States Map if needed</p> <p>Anchor Charts for Primary Source Documents</p> <p>Anchor Chart for QFTs</p> <p>Three primary source documents:</p> <p>Image: 24962 The 22nd Regiment Wisconsin Crossing the pontoon bridge at Cincinnati</p> <p>Image 70818 Locomotives operated by the US military during the Civil War</p> <p>Image 33596 Watercolor painting by John Gaddis of the 12th Wisconsin</p>

Volunteers, Humboldt,
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**Possible Anchor Chart for Classroom -
Primary & Secondary Sources:**

Primary Sources	Secondary Sources
Newspaper from the past	Newspaper from today
Diary, letters, interviews	Textbooks
Autobiography	Biography
Photographs, artwork made in the past	History Books
Clothes, furniture from the past	

Describe the strategy:

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 or a picture that really came from the time I am interested in learning about."

Show the Photograph of the 22nd WI Regiment Crossing the pontoon bridge at Cinninnati

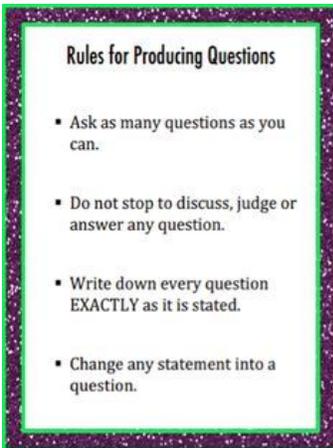
Begin the Q.F.T. (Question Formulation Technique) procedure

[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:



Say: Let's take a look at this picture from a long time ago - the year was 1862 - 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 write their own questions.

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 restates the comment into question form.

Students may ask things like:

Who are all those people?

Where are they going?

What is that bridge?

Why are they riding horses?

Why is there smoke on the boats?

What are the buildings?

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

How does this picture from the past help us understand how transportation was used in the 1860s?

What has changed over time? What has stayed the same?

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 discover the differences between transportation use in the past compared to today.

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 our thinking in your notebook.

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 concept 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 t- chart like this:

Transportation in the past:	Transportation today:

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 bridge. You asked, "What is that bridge?" And we wrote that question down.

Have you seen bridges like this today? Do you think this is something from the past that we don't use today? If I talked with my small group, I would say I'm thinking that it is a special bridge, because I see boats under the bridge and I know I've never seen one like that today. It must be from the past.

If you did more research in secondary sources, (which are books for sources someone wrote about the topic) you would find out that this is called a pontoon bridge and it was used during the Civil War. The year on the document says 1862 and I know that was during the War. This bridge was not permanent, it was built for these people to go across a river.

We Do - Small Group:

Turn and Talk to your group: You asked, “ Who are those people on the horses?” Turn and talk about who you think they might be. Discuss what students think about the people, the horses, how the bridge works.

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

Reflect: Say, “Yes, those people are Wisconsin soldiers and they put up the bridge to move a large group across the river in a short period of time. The caption on the document gives us more information about where they are. They didn’t want to wait to build a bridge. We know that boats float, so the bridge is floating on top of those boats. Refer to information about pontoon bridges above.

Turn and Talk to your group: You wondered about the boats with smoke coming out of them. I wonder what they could tell us about the past? Talk with your group about these boats whether you’ve seen these today.

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

Reflect: Say, “So, it seems that this primary source document is showing us that in the past, the ships were powered by a steam engine which moved the big paddle wheel. They were used to move people and goods and could even go up river, against the current of the river. You noticed the buildings - so it seems like Cincinnati, Ohio (can show on US map) was a large city at this time. There were people living there who lived and worked there. Do you think they used the rivers as a “water highway” to get things they wanted and needed? (If students move toward discussion of the states and the Civil War, see information in the academic vocabulary chart.)

You Do or Collaborative Task:

Let's work together (or have students work in small groups or independently) to fill in our chart.

Possible answers/ filled in chart:

Primary Source Document - The 22nd Regiment Wisconsin Volunteers under the command of Colonel William L. Utley, crossing the pontoon bridge at Cincinnati.

Transportation in the past	Transportation today
Soldiers rode horses to travel long distance and move quickly.	We have horses for farms, pets, entertainment, not for traveling
Steamships moved goods and people on rivers.	Ships use other engines, not steam power.
Boats built a temporary bridge for soldiers.	Bridges are built from steel and are not temporary.

Final Reflection for this document and further discussion questions.

Discuss student generated questions or further comments to prepare for the exit ticket.

Say: Why do you think someone took this picture? Why do you think it was important for other people to see?

What do you notice about the past compared to today?

What has stayed the same?

How do large groups of people move or go to a new place today?

Why didn't they use a bus or an airplane in 1862?

Why didn't they build a steel bridge for the horses and soldiers?

What does this picture show us about this time period?

Exit Ticket: 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 to this:

I see _____ transportation from the past in the document. I wonder about _____.

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 the 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 two transportation 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 transportation, 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](#)

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](#)

Lesson Concepts if needed for your class's discussion - not meant to be pre-taught.

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

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

Slave - a person who is the legal property of another and is forced to obey them

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 owned slaves. 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.