University of Mary Division of Education

Lesson Plan Format

Unit Civil War Lesson 6 (2 days: Day 2) Culture and Context of the Civil War

**Grade Level: 8th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* *Civil War* Curriculum online guide
* Civil War Handouts-Student “Home Front Sheet” and “Situational Experience” sheet (multiple copies of each state)
* Home Front PowerPoint
* Copies of PowerPoint for students
* Computer with PowerPoint installed
* Projector and screen/whiteboard

**Standards:**

Standard 2: Students understand important historical events.

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions **of key individuals**, key battles, The Emancipation Proclamation).
* 8.1.2 Use various primary and secondary resources (e.g., historical maps, **diaries**, speeches, **pictures**, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and

interpret information.

**Objectives:**

**Students will be able to:**

* list examples of how and discuss why the war affected every citizen’s day-to-day life.
* discuss the impact of the Civil War on families and describe the challenges faced by those on the home front during the Civil War.
* address questions concerning what actions an individual might take in a typical war time scenario.

**Learning Activities:**

* Greeting-Fist-2-5
* Students grab handouts upon entering the room.
* Review the concepts of yesterday. Start with a very brief recap of the importance of context. “We talked about context yesterday. What were some of the reasons we decided it was important.” (3 minutes)
* Recap on the involvement of African Americans in the war. Ask 3 students to share an answer to one of the questions from their critical thinking question sheet. (each student answers a different question) (5 minutes)
* Handout “Home Front Student Sheet.” (Have some with examples for students who may not completely understand the directions) (adaptation/modification). Pair the students in groups of 2 based on opposite gender with the same hair color (heterogenous grouping-mixed perceptions of life on the home front). Remind them that they are a civilian being affected by war. Have them discuss how the war is affecting them with their group partner. Write down three reasons on the sheet (5 minutes).
* Go through the Home Front PowerPoint (10 slides) as a group. Notes on what to say are on each slide. Ask discussion questions throughout the PowerPoint. Have slides printed for students (print some slides with the notes page for students who cannot follow discussion well just aurally-adaptation/modification). (20 minutes). Watch the video link before Tillie Pearce page-https://www.youtube.com/watch?v=ufdcQVVFkbc-Video on how women served during the Civil War.
* Have the students write down some key points of the discussion on home life during the PowerPoint discussion questions (Intrapersonal). They will want to use the PowerPoint and their responses for the next activity.
* Handout directions for the Activity.
* For the remaining part of the hour, there is an activity (Situational Experience Activity-images and descriptions are on the activity sheet.). Number off in groups of 4 for this activity. (Interpersonal) (number them off and try to group heterogeneously). Hand out four different states sheets to each group. The students will be given instruction to note the state they are given and to read the situation present on the sheet. They are to respond to each question relating to their given situation. After responding, the each student in the group shares out loud with the other group members their situation and response. (Give students cues as to when they should be sharing with group members based on the time left in class. Have a timer running on the board.) After sharing, if students struggled with any particular part of their “Experience” the group is to provide guidance and critical thinking questions to help them develop an accurate response. The activity is based on notes from the slide show. It can be used as a form of notes for the students as well as assessment.

**Assessment:**

* **Home Front Student Sheet**
* **Situational Experience Activity-completed sheet and share with group**
* [**file:///E:/Senior%20Year/Instructional%20Strategies/Civil%20War%20Unit/Unit%20Civil%20War%20Lesson%206%20Handouts.pdf**](file:///E:/Senior%20Year/Instructional%20Strategies/Civil%20War%20Unit/Unit%20Civil%20War%20Lesson%206%20Handouts.pdf) **-Handouts**

Resources:

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/the-home-front/>

<http://telegraph.civilwar.org/education/curriculum/Middle/5%20Home%20Front/The%20Home%20Front%20Lesson%20Package_Middle.pdf> Handouts and Materials

\* I will not be using everything from this pdf. Most of what I will be using can be found on the final pages regarding home life in different states. I will also use the format for the “Home Front Student Sheet” for the students to fill in.

Information and ideas for response have been presented in the Home Front PowerPoint.

**Reflection:**

**HANDOUTS:**

**Directions for “Situational Experience Activity.”**

Each of the following pages contains a state and a situation to which each group member will respond.

1. Students are placed in groups of 3–4.
2. Use state page to write notes in response to your given situation.
3. You will share your responses to the questions with your group members.
4. Share your scenario with your group. Share your responses.
5. Ask for feedback from group members. Do they agree with your answers? Would they change anything?