

LESSON PLAN 3 by Corbin Smith

Lesson: The Beginning of the Civil War Length 45 min. Age or Grade Intended High School

Academic Standard(s): U.S.H. 1.4- Describe causes and lasting effects of the Civil War and Reconstruction as well as political controversies surrounding this time. (Government, Economics)

Comment [BS1]: Corbin, are there other standards related to the Civil War? This standard doesn't seem to match what you are teaching.

Performance Objectives:

1. The high school students will learn about the daily life of a Civil War soldier during a power point lecture.
2. The high school students will learn about the experiences of an African American Civil War soldier during a read-aloud activity.
3. The high school students will write an investigative article about the daily life of a Civil War soldier, the challenges they faced, and their role in the military that will be worth 25 points.

Comment [BS2]: Yes, they will learn, but what is the performance? What do you expect them to be able to do with this information? You are also missing a degree.

Comment [BS3]: You do not need to put this here, but you need to indicate to what level you will find their learning acceptable.

Assessment:

Students will be assigned to write an investigative article about the daily life of a Civil War soldier. Each student will be given the handout "The Civil War Soldier" as a reference for the writing assignment, which will be due in two days. The writing assignment will be worth 25 points and will be evaluated for content, clarity, and grammar.

Comment [BS4]: You really need a rubric; make sure you are explicit about what you want them to do. Teaching them how to write is important.

Advanced Preparation by Teacher:

Materials:

1. All students should have pencils and text with them when they arrive to class.
2. The projector will be used for a 20 minute lecture on the daily life of a Civil War soldier following the introduction of the lesson.
3. A copy of "The Civil War Soldier" will be given to each student to use as a reference for their investigative article assignment.

Presentation:

1. Students will take their assigned seats at the beginning of class for opening thought questions and then will be called up to look at Civil War artifacts on the table in the front of the class.
2. Students will return to their seats for the power point lecture and the read-aloud session on the experiences of an African American soldier.

Procedure:

Introduction/Motivation: Civil War soldiers lived harsh, difficult lives that differed greatly from the world we live in during the 21st century. Ask the students how these soldiers lives were. What did they eat while in the army? What did they do to occupy themselves when they were not in the heart of battle? After asking these questions, give the class a few moments to look at Civil War artifacts, including a Union army jacket and rifle artillery that advanced during the Civil War. (Gardner's- Bodily-Kinesthetic)

Step-by-Step Plan:

1. Students will respond to the introductory thought questions listed above and then look at Civil War artifacts in the opening 5-10 minutes of class.
2. The teacher will present a 20 minute discussion-centered lecture on "Life at War," which covers the daily life of Civil War soldiers and examines why they fought, what they ate, the clothing that they wore, and how they communicated. The lecture will also look at the technological breakthroughs in weaponry during the war and examine the impact of deadly diseases on troops for both the Union and Confederate army. (Gardner's- Visual/Spatial)
3. Following the lecture, the class will take part in a read-aloud activity. The teacher will read excerpts about "The 54th Massachusetts Infantry," the first ever black regiment to be raised in the Northern states. Students will have a chance to ask the teacher questions following the read-

Comment [BS5]: This is great – I love how you get students engaged in the ideas. Make sure you connect to the previous two lessons, though. Be explicit. ☺

Comment [BS6]: Where is the power point? You have the outline of notes, but consider creating the power point.

Comment [BS7]: Good!

- aloud session for class discussion. (Gardner's: Interpersonal)
4. Following the read-aloud session, students will be given their investigative article writing assignment. (Gardner's: Intrapersonal) The assignment requirements are as follows:
- i. You are a reporter for a local newspaper during the Civil War that has been sent to write an article about the daily life and experiences of a Union army soldier.
 - ii. The article should include information about the soldier's daily life, the meals that he eats, the clothes and equipment he uses, and what he does while at camp.
 - iii. Article should have accurate information pertaining to the typical Union soldier and should be written as an editorial. This means that you as the author have the responsibility to inform the people of your town on the soldier's daily life and experiences.
 - iv. Each student should give their opinion on whether or not the soldier is being treated well, fed well, and what people from your home town can do to help the soldier.
 - v. Article should be four to five paragraphs, which would include an introduction paragraph, two to three paragraphs discussing aspects of the soldier's daily life, and the conclusion paragraph.
 - vi. Each student should reference their "Union Soldier" handout to help as an aid in writing this assignment.

Comment [BS8]: Good details. You should consider creating a handout so that students have it!

Comment [BS9]: Consider modeling what you mean on an overhead.

Closure: After being given the investigative article writing assignment, the teacher will close out the class session with these four questions:

1. What role did the average soldier play during the Civil War? (Bloom's: Comprehension)
2. Do you think soldiers were thought of as individuals? (Bloom's: Evaluation)
3. What were a few of the many common challenges soldiers faced on a daily basis? (Bloom's: Knowledge)
4. Do you believe that technology affected a Civil War soldier's experience? (Bloom's: Evaluation)

Comment [BS10]: Don't forget to give them something to look forward to in the next lesson.... Tomorrow, we will....

Adaptations/Enrichment:

Adaptations for students with ADD: Several different activities have been provided to help a student with ADD stay concentrated on tasks. The class will be seeing artifacts, listening to a discussion based lecture, taking part in a read-aloud sessions, and beginning to work on their investigative writing assignments, which will provide the student with several different activities that are broken up into shorter segments to improve student attention on content.

Comment [BS11]: How are you changing things for students with ADD? These are things all students will do. Look carefully at ideas in your textbook.

Self-Reflection: I believe understanding the daily life of a Civil War soldier helps the students when the class starts to investigate particular battles that happened throughout the war. Students traditionally love to see historical artifacts, so I will open up the class period by showing off a rifle bullet that my father was given as a young man and a Union army jacket to show the class exactly what the soldiers wore when they went to battle in the 1860's. My hope is that students will be able to comprehend the daily hardships that soldiers encountered by putting themselves into their own shoes while writing an investigative article for a newspaper.

Power Point Outline

- Life at War
- The Average Soldier
They were old and young, but mostly young...
- Why They Fought
- What They Carried
- What They Wore
- What They Ate
 - Salt pork, bacon, or beef
 - Soft bread, flour, cornmeal, or hardtack
 - Beans or peas
 - Rice or hominy
 - Coffee
 - Tea
 - Sugar
 - Vinegar
 - Molasses
- Where They Slept
- How they Communicated
Soldiers received news from multiple sources. Rumors were rampant and often magnified as soldiers wrote those rumors home. Newspapers were a great trade item, being passed across enemies picket lines and traded back and forth. Soldiers were always eager for news North or South.
- When They Weren't Fighting
"first thing in the morning is drill, then drill, then drill again. Then drill, drill, a little more drill. Then drill and lastly drill. Between drills, we drill..."
– Union Soldier
- Life and Death
Disease and Hygiene
 - Everyone and everything smelled during the Civil War.
 - Diarrhea was the greatest killer during the Civil War.
 - Of the more than 620,000 soldiers who died in the war, more than 400,000 died of sickness and disease.
- Weapons technology – The rifled musket killed more soldiers than anything else, except disease. It's effects also created wounds that were difficult to treat
- Life and Death
When a battle took place, every structure, house, barn, yard and field, could become a hospital....
- Life and Death
"You have given your boys to die for their country. Now you can give your girls to nurse them."
-Nurse Mary Stinebaugh
- Life and Death

About 2.75 million soldiers fought in the Civil War.

More than 620,000 men died in the war, with disease killing twice as many as those lost in battle.

- Memories of the War
For those who survived, memories of the war were a part of their everyday life.
- Where Battles Happen
- Six Reasons Why Battles Happened in Certain Places
 1. Road Networks
 2. Railroad Networks
 3. Importance of the Area
 - Example: The area between Richmond, VA and Washington, DC
 4. Waterways
 5. Topography or Lay of the Land
 6. Reliable Intelligence

Emergence of the African American Soldier and the 54th Massachusetts Infantry

Black soldiers had fought in the Revolutionary War and—unofficially—in the War of 1812, but state militias had excluded African Americans since 1792. The U.S. Army had never accepted black soldiers. The U.S. Navy, on the other hand, was more progressive: There, African-Americans had been serving as shipboard firemen, stewards, coal heavers and even boat pilots since 1861.

After the Civil War broke out, abolitionists such as Frederick Douglass argued that the enlistment of black soldiers would help the North win the war and would be a huge step in the fight for equal rights: “Once let the black man get upon his person the brass letters, U.S.; let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket,” Douglass said, “and there is no power on earth which can deny that he has earned the right to citizenship.” However, this is just what President Lincoln was afraid of: He worried that arming African Americans, particularly former or escaped slaves, would push the loyal border states to secede. This, in turn, would make it almost impossible for the Union to win the war.

Early in February 1863, the abolitionist Governor John A. Andrew of Massachusetts issued the Civil War’s first official call for black soldiers. More than 1,000 men responded. They formed the 54th Massachusetts Infantry Regiment, the first black regiment to be raised in the North. Many of the 54th soldiers did not even come from Massachusetts: one-quarter came from slave states, and some came from as far away as Canada and the Caribbean. To lead the 54th Massachusetts, Governor Andrew chose a young white officer named Robert Gould Shaw.

On July 18, 1863, the 54th Massachusetts stormed Fort Wagner, which guarded the Port of Charleston, in South Carolina. It was the first time in the Civil War that black troops led an infantry attack. Unfortunately, the 600 men of the 54th were outgunned and outnumbered: 1,700 Confederate soldiers waited inside the fort, ready for battle. Almost half of the charging Union soldiers, including Colonel Shaw, were killed.

Union Soldiers

The Union soldier was typically a man in his early 20s, in most cases, he was a farmer who had either enlisted to fight a war which he thought wouldn't last more than a few months, or near the peak of the Civil War, someone who had been drafted. Those who were called to serve against their own will were often poor, since anyone who could pay the sum of \$300.00 would be exempt from fighting. Still, many of the Union soldiers had ideals to uphold, and all of them were more than well equipped to do so, as opposed to their southern enemies. As the war progressed, even women joined the fight, dressing up as, and pretending to be men so that they could join the army.

Union soldiers' uniforms were dark blue and made of thick wool. Their only relief from the hot and uncomfortable outfit was most often a cotton shirt sent to them by their families, as their army issued shirts were also made of wool. Why all that wool? The reason was that wool would not take in water, or remain wet like cotton in the event of rain, and it was also more durable. Union soldiers also wore woolen caps which had leather visors to provide shade when aiming in the blazing sun. Union soldiers not only had better uniforms, they also had better weapons, British made Enfield rifles were the norm, and they were the most accurate weapons on the battlefield.

In addition to heavy clothes, Union soldiers carried a heavy knapsack, a blanket, and a small protective cover called "dog tent". Like the Confederates, Union soldiers carried a haversack filled with the usual set of eating implements, the canteen and frying pan being the most important. Unlike the southern Rebels, the Federals were required to groom themselves, and maintain a proper appearance, therefore their kit also included a comb, a razor, and other personal hygiene products.

Union Infantrymen wore belts on which there were cartridge boxes to carry multiple rounds of ammunition, a pouch to carry "percussion caps"; a 17th Century equivalent of the hand grenade, and a scabbard which held their bayonets. Union Cavalrymen had similar accoutrements, but their belts included a pistol holster, and a special straps to hold their sabers.

While the Union troops were well fed, many died from ptomaine poisoning, the result of eating poorly canned meat and other tainted food items. Morale was generally high amongst the Federal troops, but desertion was a serious issue since many soldiers which had left their homes in the hopes of fighting a short war, would eventually feel the need to return to their families and farms. Since many of them had been drafted, they did not want to be where they were in the first place. Those who deserted for cowardice were mostly drummed out of camp with a sign around their neck that read "coward", while others hung or executed by firing squad for more serious offences such as treason. Other, less draconian methods of discipline included tying a soldier to a large wheel for hours on end, and imprisonment.

Manchester College Lesson Plan Rubric

#3

Name Corbin Smith Score 40/44 Percentage 91% Converted score 9/10

Required	1	2	3	4	score
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	2
(A1)Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel	3 Rubric ?
(C1)Intro/ Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	3
(C1) Supporting Materials	No supporting materials are included	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson	Supporting materials and student handouts are clear and complete. Materials enhance lesson	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly	4
(C1) Procedures/ Instructional Activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6)Bloom's	Bloom's levels are not indicated	A few (2) levels of Bloom's questions are used	Some (3) different levels of Bloom's questions are used	A variety (4 different levels) of Bloom's questions are used	4
(E1)Gardner's	Gardner's MI are not indicated	A few (2) examples of Gardner's are identified	Some (3) examples of Gardner's are identified	A variety (4) examples of Gardner's are identified	4
(E1) Adaptations/ Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	4

(R6) (E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and spelling	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors	The lesson plan contains few (2) spelling and grammar errors	Spelling and grammar in lesson plan are flawless (1 or no errors)	4