### Teaching with Primary Sources - Lesson Plan

**Lesson Title:** The Battle of Antietam  
**Teacher:** Alexa Sobek  
**Subject and Grade Level:** Social Studies: Fifth Grade  
**Duration:** Two Class Periods

### PART 1 – Desired Results - what are your goals for student learning?

**Goals for Learning** *(what should students know and be able to do?)*

1. Students will be able to identify the generals of both the Union and Confederate Armies.  
2. Students will be able to tell when and where the battle took place.  
3. Students will be able to explain the outcome of this battle.  
4. Students will be able to determine what information is being conveyed from an Antietam map and photograph.

**Enduring Understandings:**  
*Students will understand that…*

Students will understand that the Battle of Antietam was a Civil War Battle, and it was the bloodiest single-day battle in American history, with about 23,000 casualties. It occurred on September 17, 1862 near Sharpsburg, Maryland. This battle is also known as the Battle of Sharpsburg. Robert E. Lee was the general for the Confederate Army and George B. McClellan was the general for the Union Army. Although the result of the battle was inconclusive, the North won with a strategic advantage. The Battle of Antietam forced the Confederate Army to retreat back across the Potomac River. President Lincoln saw the significance of this and issued the famous Emancipation Proclamation on September 22, 1862.

### Investigative Question:  
*A broad question that addresses your lesson topic*

What was the battle of Antietam?

### Essential Questions:  
*Questions that provoke inquiry based on your goals for learning*

1. Who were the generals for the Union and Confederate armies?  
2. Where and when did this battle take place?  
3. What was the outcome of the battle? Duration? Casualties?

### PART 2 – Assessment Evidence - how will you know if your students have achieved the desired results?

**Performance Task & Rubric:**  
*Is the task authentic enough to demonstrate understanding?  
By what criteria will students be evaluated?*

Journal Entry – Students will write a one page journal entry as if they were a surviving soldier of the Union Army. In this entry, they will describe what happened before, during, and after the battle.  
Rubric - attached

**Other Evidence:**  
*Journals, graphic organizers, homework, quizzes, tests, observations, etc.*

Analysis worksheets responses to direct questioning

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TPS/Alumni Workshop_2011  
Lesson Plan Template
PART 3 – Learning Plan (Inquiry-based)

Stripling Model

Connect – describe how you will help students CONNECT current subject matter to their prior knowledge?

The teacher will have students complete the K & W parts of a KWL chart. The teacher will then distribute the two primary sources, which includes a photograph of the Battle of Antietam and a map. Students will analyze the photo and map in groups of three. (The teacher will pick the groups.) To assist students in analyzing the photograph and map, students will be given a Photo and Map Analysis Worksheet. After students have had a sufficient amount of time to analyze the photo and map, the teacher will lead a class discussion. The teacher will then provide additional background information as needed to enhance student learning of the topic. The teacher will incorporate secondary sources, such as the class textbook, as needed.

Wonder – describe how you will entice your students to WONDER about the subject matter you are teaching.

The teacher will ask a variety of questions to help students think more deeply about the subject matter. The teacher will introduce students to the Journal Entry Performance Task. Students will complete this task individually. It must be one page in length and be written from the perspective of a Union soldier who fought and survived the Battle of Antietam. The entry will include events that happened before, during, and after the battle.

Investigate – describe how you will facilitate student research and INVESTIGATION into the subject matter.

The teacher will provide time and resources so that students can research information for their journal entry. The teacher will review student progress and provide feedback based on the criteria listed on the rubric.

Construct – describe what kinds of task-oriented products your students’ will CONSTRUCT that will let you know that learning has occurred.

Students will write their journal entry for their performance task and will demonstrate learning based on predetermined criteria set forth in the rubric for this assignment.

Express – describe how you will give students an opportunity to EXPRESS their learning (presentations, multimedia projects, etc.).

The teacher will provide each student with the opportunity to read their entry to the class.

Reflect – describe how you will assist students as they REFLECT on their learning.

Students will reflect on their learning by completing an Exit Ticket. On the exit ticket, students will write two sentences that describe what they learned from completing this performance task.
### PART 4 – Academic Standards – Common Core Standards

**Lessons for Grades K – 5** – use the [PA Academic Standards](http://lccn.loc.gov/99446422) from at least two different domains (e.g. History and RWSL or Science and History).

1.4.5.B. - Write multi-paragraph informational pieces

1.5.5.B. - Develop content appropriate for the topic.

8.3.5.B. - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

### References:


Exit Ticket

Name: _________________________________________________

Write in complete sentences two facts or pieces of information that you learned from completing the Journal Entry Performance Task.

1. ___________________________________________________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________.

2. ___________________________________________________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________.
# Antietam Journal Entry Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Worksheets</td>
<td>Student has successfully completed the analysis worksheets.</td>
<td>Student has completed most of the analysis worksheets.</td>
<td>Student has completed some of the analysis worksheets.</td>
<td>Student has completed none of the analysis worksheets.</td>
</tr>
<tr>
<td>Facts Included</td>
<td>Student has successfully included facts about what happened before, during, and after the Battle of Antietam.</td>
<td>Student has included facts about what happened before, during, and/or after the Battle of Antietam, but not all three time periods.</td>
<td>Student has included facts about what happened only before, during, or after the Battle of Antietam.</td>
<td>Student has included zero facts about what happened before, during, and after the Battle of Antietam.</td>
</tr>
<tr>
<td>Point of View</td>
<td>Student has written the journal entry from a surviving Union soldier’s perspective. This point of view was consistent throughout the entire entry.</td>
<td>Student has written the journal entry from a surviving Union soldier’s perspective, but the point of view was not consistent throughout the entire entry.</td>
<td>Student began the journal entry from a surviving Union soldier’s perspective, but the rest of the entry was not related to that point of view.</td>
<td>Student did not write the journal entry from a surviving Union soldier’s perspective.</td>
</tr>
<tr>
<td>Entry Length</td>
<td>The entry is one page (hand-written) or more in length.</td>
<td>The entry is ¾ of a page in length.</td>
<td>The entry is ½ a page in length.</td>
<td>The entry is less than half a page in length.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Student read his/her entry to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your score: _____ / 15
**Title of Lesson:** The Battle of Antietam  
**Grade Level and Subject:** Fifth; Social Studies

**Teacher's Name:** Alexa Sobek

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Primary Source Title</th>
<th>LOC URL</th>
<th>Plans for use in your lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>The Battle of Antietam, fought September 17, 1862</td>
<td><a href="http://hdl.loc.gov/loc.pnp/cph.3b45351">http://hdl.loc.gov/loc.pnp/cph.3b45351</a></td>
<td>This will be used along with the map in the “Connect” phase of the lesson. Ask students what appears to be happening in the different quadrants of the photo. Have enough copies so that students can discuss in groups of 3. Give students the Photo Analysis Worksheet to help them analyze it.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Battle of the Antietam fought September 16 &amp; 17, 1862 Map</td>
<td><a href="http://lcn.loc.gov/99446422">http://lcn.loc.gov/99446422</a></td>
<td>Use this map after the photo in the “Connect” phase of the lesson. Have students discuss how difficult it must have been to fight this battle; logistics, where did the Union army come from; Confederate army, etc. Give students the Map Analysis Worksheet to help them analyze it.</td>
</tr>
</tbody>
</table>