# Teaching with Primary Sources - Lesson Plan Template

**Lesson Title:** The Civil War: The States That Participated

**Subject and Grade Level:** Social Studies- Grade 6  
**Duration:** 1-2 days

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

**Goals for Learning** *(what should students know and be able to do?)*
- Identify the Union and Confederate states by labeling a map.
- Summarize major industrial jobs in the Union and Confederate locations by creating a poster.
- Analyze different Union and Confederate points of view by compare/contrast journal entries.

**Enduring Understandings:**
*Students will understand that...* citizens have resolved conflicts in society and government that has impacted the history and development of the United States of America.

**Investigative Question:**
*A broad question that addresses your lesson topic*
Who has made a decision today?

**Essential Questions:**
*Questions that provoke inquiry based on your goals for learning*
1. What could be some reasons for most of these states appearing on one side of the map than the other?
2. What could a mechanical reaper be used for?
3. What would be the most abundant type of agriculture?

## 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?*
1. Complete a blank diagram of the U.S.A. filling in the states that are Union and Confederate with 80% accuracy.
2. Use a rubric identifying if the students:
   a. accurately displayed industrial jobs under the correct Union or Confederate location
   b. demonstrated knowledge of where the industrial products were used.
   c. Use of 3 or more outside sources of reference
3. Use a rubric to identify:

**Other Evidence:**
*Journals, graphic organizers, homework, quizzes, tests, observations, etc.*
1. map completion
2. classroom activities
3. journal entries
a. accurate historical accounts of 2 historical figures.
b. accurate historical accounts of 6 states’ reasoning for seceding the Union.
c. Usage/mechanics/grammar.

<table>
<thead>
<tr>
<th>PART 3 – Learning Plan (Inquiry-based)</th>
</tr>
</thead>
</table>

**Stripling Model**

**Connect** – *describe how you will help students CONNECT current subject matter to their prior knowledge?*
We will have a class discussion about making decisions and people’s different points of view. We will show how this relates to people from the 1860’s making decisions and their points of view. The students will learn how to compare/contrast today and in the 1860’s.

**Wonder** – *describe how you will entice your students to WONDER about the subject matter you are teaching.*
As the instructor, I will ask the students, “Who has made a decision today?” “Did you decide what to wear to school today?” I will use rubber boots and rain bonnets as an introduction. If it is raining outside and your family member asks you to wear these items to school, what would your response be? What if you were forced by someone thinking they had more authority? What if you wanted to go to the mall the entire day, but your family member says only one hour, but you talk about it and come to a compromise?

**Investigate** – *describe how you will facilitate student research and INVESTIGATION into the subject matter.*
The students will be provided large maps of the United States of America. Then they will be introduced to the pictures of industrial and manufacturing jobs of this time era.

**Construct** – *describe what kinds of task-oriented products your students’ will CONSTRUCT that will let you know that learning has occurred.*
The students will create a map containing the Union and Confederate states. The students will also prepare a timeline of events that lead up to the Civil War.

**Express** - *describe how you will give students an opportunity to EXPRESS their learning (presentations, multimedia projects, etc.).*
The students will be given the opportunity to discuss their research findings with their groups about the states involved in the Civil War. Next, the students will work as a team to identify their reasons for the locations of industrial and manufacturing jobs and express these to the class. Lastly, the class will be divided into five groups to work cooperatively to research one of the following questions.

1. Why were iron, coal, and copper important during the Civil War?
2. What could a mechanical reaper be used for?
3. What was the most abundant agriculture produced during the Civil War?
4. What were the major cash crops produced in the South?
5. What does the following statement mean: January 29, 1861, Kansas is admitted to the Union as a “free state”?
Reflect - describe how you will assist students as they REFLECT on their learning.
Promote a class discussion with the following questions of the events that lead up to the Civil War.
1. How does seceding states, industrialized jobs, agricultural jobs, and slavery relate to one another?
2. Can we make connections to why people were not willing to “compromise” and what the results were?
As the teacher, describe how future lessons will begin with the important people for the Northern states and the important people for the Southern states. It will be important to understand who these people are when we begin our battle projects.

PART 4 – Academic Standards – Common Core Standards

Lessons for Grades K – 5 – use the PA Academic Standards from at least two different domains (e.g. History and RWSL or Science and History).
5.2.6.A: Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
5.2.6.B: Explain how citizens resolve conflicts in society and government.
5.2.6.C: Describe the importance of political leadership and public service.
6.1.6.A: Explain how limited resources and unlimited wants cause scarcity
6.1.6.B: Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.
6.2.6.B: Explain why and how market competition takes place.
6.2.6.D: Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.
6.3.6.B: Describe the impact of government involvement in state and national economic activities.
6.3.6.C: Explain the cost and benefits of taxation.
6.3.6.D: Explain the benefits of international trade.
6.4.6.A: Explain why people specialize in the production of goods and services and divide labor.
7.1.6.B: Describe and locate places and regions as defined by physical and human features.
7.2.6.A: Describe the characteristics of places and regions
7.3.6.A: Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.
8.1.6.A: Explain continuity and change over time using sequential order and context of events.
8.3.6.A: Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
8.3.6.B: Explain the importance of significant historical documents, artifacts, and places critical to United States history.
8.3.6.C: Explain how continuity and change have impacted U. S. History
8.3.6.D: Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U. S.
R6.A.1.3.1: Make inferences and/or draw conclusions based on information from text.
R6.A.1.3.2: Cite evidence from text to support generalizations.
R6.A.2.5.1: Summarize the major points, processes, and/or events of a nonfictional text as a whole.
1.1.6.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
Lessons for Grades 6 – 12 – use Common Core Reading Standards for Literacy in History/Social Studies – choose the appropriate grade level standards.

Standard
Grade(s)
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡
L.6.3b. Maintain consistency in style and tone.
# Lesson Planning Bibliographic Organizer

**Title of Lesson:** Civil War: The States That Participated  
**Grade Level and Subject:** 6  
**Teacher’s Name:** Annamarie Ament

<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.jpg" alt="Image" /></td>
<td>The great fight at Charleston S.C. April, 7th 1863: between 9 United States &quot;Iron-Clads,&quot; under the command of Admiral Dupont; and Forts Sumter, Moultrie, and the Cummings Point Batteries in possession of the rebels</td>
<td><a href="http://www.loc.gov/pictures/item/2001704269/">LOC URL</a></td>
<td>Discuss what would be the significance of iron.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>[Petersburg, Va. Entrance to mine in Fort Mahone, intended to undermine Fort Sedgwick]</td>
<td><a href="http://www.loc.gov/pictures/item/cwp2003000601/PP/">LOC URL</a></td>
<td>Discuss what would be the significance of coal and copper.</td>
</tr>
</tbody>
</table>

LOC/TPS Alumni Workshop_2011 Bibliographic Organizer
<table>
<thead>
<tr>
<th>Image</th>
<th>Location and Description</th>
<th>Link</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Cannelton Cotton Mill, Front &amp; Fourth Streets, Cannelton, Perry, IN</td>
<td><a href="http://www.loc.gov/pictures/item/in0117/">http://www.loc.gov/pictures/item/in0117/</a></td>
<td>Discuss what would be the most abundant type of agriculture. What were some major cash crops produced in the South?</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Duncannon rolling mills</td>
<td><a href="http://www.loc.gov/pictures/item/2008677179/">http://www.loc.gov/pictures/item/2008677179/</a></td>
<td>Discuss what factories and mills were used for.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Southerner rights segars. Expressly manufactured for Georgia &amp; Alabama by Salomon Brothers fabrica de tabacos de superior calidad de la vuelta-abajo.</td>
<td><a href="http://www.loc.gov/pictures/item/2008661596/">http://www.loc.gov/pictures/item/2008661596/</a></td>
<td>Discuss what would be the advantages/disadvantages of growing certain crops in certain areas.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>Our cotton campaign in South Carolina - gathering, ginning, packing and shipping the cotton crops of the Sea Islands, Port Royal, by the Federal Army, under General Sherman / from sketches by our special artist accompanying the expedition.</td>
<td><a href="http://www.loc.gov/pictures/item/96513235/">http://www.loc.gov/pictures/item/96513235/</a></td>
<td>Discuss why cotton was an important crop grown and why it was grown primarily in the south.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td>[Port Royal Island, S.C. African Americans preparing cotton for the gin on Smith’s plantation]</td>
<td><a href="http://www.loc.gov/pictures/item/cwp2003000764/PP/">http://www.loc.gov/pictures/item/cwp2003000764/PP/</a></td>
<td>What is the importance of a cotton gin and the mechanical reaper?</td>
</tr>
</tbody>
</table>