

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 10**

**1. Title**

Analyzing Perspectives: The Battle of Bull Run

**2. Overview**

In order to understand that one event may be interpreted differently from various points of view, students will read the story of “The Three Little Pigs” from the wolf’s point of view. Students will discuss why the wolf’s account may be different from that of the three pigs. Students will then read about the Battle of Bull Run & anticipate ways in which the North & South may have reacted differently to the same battle.

**3. Goal**

Students will read texts containing conflicting perspectives & discuss why one event may be interpreted differently from various points of view.

**4. Objectives**

- Compare & contrast different perspectives
- Draw conclusions about reasons for conflicting viewpoints
- Use background knowledge to make predictions about Confederate & Union perspectives following the Battle of Bull Run

**5. Time Required (0-10)**

1-2 class periods (45 - 60 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

Students needing extra support may be paired with stronger readers who are able to help guide them through the reading. The teacher may also work with groups in a guided reading setting to help them understand the text and draw conclusions. The teacher may also want to preview any difficult vocabulary with students prior to reading in order to aid comprehension.

**8. Subject / Sub-Subject**

Social Studies

Reading

**9. Common Core Standards**

- CC.7.R.I.1 – Key Ideas and Details: *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- CC.7.R.I.9– Integration of Knowledge and Ideas: *Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.*

**10. Credits**

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## PREPARATION

### 11. Materials Used

Picture Book: The True Story of the 3 Little Pigs by Jon Scieszka  
“Battle of Bull Run: Perspectives” worksheet

### 12. Resources Used

See Appendix

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## PROCEDURE

### 13. Description of Procedure

- Begin the lesson by asking students to think about a time when they’ve told a story about a personal event and someone else remembers it differently
  - Ask: *“Can you think of a time when you told a story about something that happened in your life, and your brother or sister or a friend said, ‘Wait! That’s not what happened!’? Maybe you’ve gotten in trouble with your parents because your brother or sister told a story that made you look like the bad guy! Maybe you’ve gotten upset with a friend because they said or did something you thought they shouldn’t have!”*
- Ask students to think for a moment. Then, ask for 3 or 4 volunteers to share their stories with the class.
- After students have shared their stories, explain that today we will be talking about “perspectives”. Sometimes individuals and groups of people remember or react to the same event differently depending on their beliefs or background.
- Ask students to briefly summarize the classic tale of “The Three Little Pigs” from memory. *(Students should essentially remember that the wolf was the villain and blew down the houses of the three little pigs.)*
- Explain that there are two sides to every story & today they will hear the story from the wolf’s perspective. Read aloud The True Story of the 3 Little Pigs.
- After reading the story, ask students to share how this story was different from the classic tale.
  - Ask: *“How does this version of the story paint a different picture of the wolf?”*
  - Prompt students to think about & discuss why the people might be more willing to believe the pigs than the wolf. What do we assume about wolves?
- After this Read-Aloud & discussion, ask students how this might apply to the Civil War. Discuss the two varying perspectives (Union & Confederate). Ask students to think about how each side views itself & how it might view the other.
- Pass out the “Battle of Bull Run: Perspectives” worksheet.
- Tell students that one of the very first battles of the Civil War was the Battle of Bull Run. In pairs, ask students to read about the Battle of Bull Run, and complete the perspectives chart on the backside of the reading.
  - The teacher may want to circulate the classroom & ask students guiding questions as they are completing the chart.
  - If students need extra support drawing conclusions about the perspectives of each side, the teacher may want to stop the class & lead a brief discussion about how the Union & the

Confederacy may have reacted differently to this battle and why. Guide students to analyze various passages of the text that may help them make inferences. (*Allow students to discuss with their partners first before sharing with the class.*)

### **The Inquiry Cycle:**

**Connect** - Students connect new insights to self or previous knowledge; gain background and context; observe, experience

**Wonder** - Students develop questions and create hypotheses or predictions

**Investigate** - Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses

**Construct** - Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses

**Express** - Apply understandings to a new context, new situation; express new ideas to share learning with others

**Reflect** - Reflect on own learning; ask new questions

## **EVALUATION**

### **14. Evaluation**

- “Battle of Bull Run: Perspectives” worksheet
  - Class discussion
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## RICKS-BRICKS

**Defendant  
Testifies**Daily American, Somerset, Pa., Saturday, November 30, 1996 **13**

SOMERSET PA (AP) -- A. Wolf took the stand today in his own defense. This shocked and stunned the media who predicted that he would not testify in the brutal double murder trial. A. Wolf is accused of killing (and eating) The First Little Pig, and The Second Little Pig. This criminal trial is expected to be followed by a civil trial to be brought by the surviving Third Little Pig. The case has been characterized as a media circus.

His testimony is transcribed below:

"Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would probably think you were Big and Bad too. But like I was saying, the whole big bad wolf thing is all wrong. The real story is about a sneeze and a cup of sugar.

**THIS IS THE REAL STORY.**

Way back in Once Upon a Time time, I was making a birthday cake for my dear old granny. I had a terrible sneezing cold. I ran out of sugar. So I walked down the street to ask my neighbor for a cup of sugar. Now this neighbor was a pig. And he wasn't too bright either. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw? So of course the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake.

That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze.

And you know what? The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig - dead as a doornail. He had been home the whole time. It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a cheeseburger just lying there. I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbor's house. This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He has built his house of sticks. I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back. "Go away wolf. You can't come in. I'm shaving the hairs on my shinny chin chin."

I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed. And I tried

to cover my mouth, but I sneezed a great sneeze.

And you are not going to believe this, but the guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig - dead as a doornail. Wolf's honor. Now you know food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake. So I went to the next house. This guy was the First and Second Little Pig's brother. He must have been the brains of the family. He had built his house of bricks. I knocked on the brick house. No answer. I called, "Mr Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sackful of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig!

I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed And I snuffed. And I sneezed once again.

Then the Third Little Pig yelled, " And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a Little crazy. When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest as they say is history.

The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

So they jazzed up the story with all of that "Huff and puff and blow your house down"

And they made me the Big Bad Wolf. That's it The real story. I was framed. "



# Battle of Bull Run: Perspectives

**Directions:** *After reading "Bull Run Campaign", think about how each side may have reacted differently to this battle. Discuss the reading with a partner & complete the chart below.*

	Union	Confederacy
Expectations before the battle...		
Thoughts & Feelings after the battle...		

## **Bull Run Campaign**

Bowing to home-front pressures, Union General in Chief Winfield Scott sent Brigadier General Irvin McDowell and a poorly trained army into the war's first major battle. The intent was to push a sizable Confederate force, then in Virginia, within twenty-five miles of Washington, D.C., away from the Union capital. There was an assumption that a quick victory here-widely expected throughout the union- would help bring the war to a speedy and favorable end.

McDowell's troops, traveling slowly, left Washington on July 16- a fact that Confederate President Davis learned quickly, by telegraph. Each side maneuvered its forces toward the battleground. In addition to the troops already converging on Manassas, these forces included 12,000 Confederates under General Joseph Johnston who were facing 18,000 Union troops under General Robert Patterson near Winchester, Virginia. Johnston was able to get his army to the battlefield in time to join with Confederate General Beauregard in defeating Union General McDowell's Federals on July 21.

Forced to retreat, the Union troops soon became mixed up with civilians who had come out from Washington to watch them gain victory, and an already confusing situation turned into a disorderly retreat. The humiliating loss at Bull Run sent shock waves through the Union. The failure by the Confederate army to pursue the fleeing Union army and perhaps take Washington, incited criticism within the Confederacy at the time, and has remained a source of speculation.