

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

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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