

CIVIL WAR PERSPECTIVES
LESSON PLAN 11

1. Title

Analyzing Perspectives Part 2: 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 about the Battle of Bull Run in articles from both Union & Confederate newspapers. Students will then analyze and discuss the similarities & differences they notice in both side's portrayal of the event.

3. Goal

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

4. Objectives

- Analyze Union & Confederate newspaper articles (primary sources) make observations about the impact of loaded words on the text.
- Compare & contrast different perspectives
- Draw conclusions about reasons for conflicting viewpoints

5. Time Required (0-10)

1 class period (45 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.6-8.R.H.8 – Integration of Knowledge and Ideas: *Distinguish among fact, opinion, and reasoned judgment in a text.*
- CC.6-8.RH.6 – Craft and Structure: *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*
- 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

“Battle of Bull Run: Perspectives” worksheet (from Lesson 10)

“What Happened at the Battle of Bull Run?” Newspaper Comparison Worksheet

12. Resources Used

See Appendix

PROCEDURE

13. Description of Procedure

- Begin the lesson by asking students to look at the “Battle of Bull Run: Perspectives” worksheet that they completed in pairs in lesson 10. Ask students to share the responses they’ve written on the worksheet.
 - Ask: “*What was each side’s expectation before the battle? How do you think each side felt when the battle ended? Why might each side have a different reaction to this battle?*”
- Pass out “What Happened at the Battle of Bull Run?” Newspaper Comparison Worksheet to each student.
- Have students look at the side of the worksheet containing the newspaper articles. Tell students that one of the articles is from a Union newspaper & one is from a Confederate newspaper.
- Before reading the articles, have the class flip over their worksheet to the side labeled “What Happened at the Battle of Bull Run?” Read over each question together so that students understand what they will be looking for as they read the articles.
- Read each article aloud to the class. After reading the first article, ask students to silently think about whether this is a Union or Confederate article & encourage them to look for clues (20 - 30 seconds). Read the second article and repeat this procedure.
- Next, ask students to work with a partner to skim these articles again and fill in the chart on their worksheet.
 - The teacher should circulate the room asking guiding questions & assisting students with vocabulary if needed.
- When most groups have completed their chart, stop the class & have students share their responses. Discuss the affect of loaded words within the articles (*i.e. – traitors, rebels, deadly struggle, ruthless invaders, slaughter, etc.*). Ask students to share words that they feel show strong emotion or might show bias.
- With a partner or small group, ask students to compare how both articles portray the battle. Have students complete the bottom part of the worksheet (labeled “Compare & Contrast...”)

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

- “What Happened at the Battle of Bull Run?” Newspaper Comparison Worksheet
 - Class & small group discussion
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