

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 12**

**1. Title**

Diary Entry Research: *Reasons for Enlisting*

**2. Overview**

Students begin researching their “character” in order to write their first “Daily Life” diary entry. Students begin researching reasons why their character may have joined the army as a soldier or nurse. In addition to researching possible motives & daily life experiences within the army, students will be asked to consider their character’s thoughts & feelings in regard to their possible experiences.

**3. Goal**

Students will conduct research in order to understand a Union soldier’s/nurse’s motivations in joining the army. Students will reflect on their research & consider how those involved in the conflict may have felt in regard to their experiences.

**4. Objectives**

- Research a Union soldier’s or nurse’s motivations for joining the army.
- Reflect on research and make inferences about the thoughts & feelings of a Union soldier or nurse regarding their experiences.

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

1-2 class period (45 - 60 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

The teacher may research websites that he/she deems appropriate for various reading levels & provide students with a list of various websites that match student reading levels. The teacher may also make leveled trade books available for students to conduct their research.

**8. Subject / Sub-Subject**

Social Studies

Reading/Language Arts

**9. Common Core Standards**

CC.6-8.WHST.7 – Research to Build and Present Knowledge: *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

**10. Credits**

Aubrey Smith

Daniel Wilk

---

**PREPARATION**

## 11. Materials Used

Research Guide: Motives

“Bloodshed Among Brothers: A Civil War Diary” Unit Packet → *Website Research page*

## 12. Resources Used

See Appendix

---

## PROCEDURE

### 13. Description of Procedure

- Review the previous day’s lesson with students. As a class, briefly discuss the Union & Confederate perspectives before & after the Battle of Bull Run. During this time, prompt students to recall the thoughts & feelings of both parties in regard to this conflict.
- Ask students to take out their “Bloodshed Among Brothers: A Civil War Diary” Unit Packet (*from lesson 5*) & distribute the “Research Guide: Motives” worksheet to each student.
- Tell students that they will be researching the character they have chosen (*soldier in Sherman’s Army, soldier in Grant’s Army, black soldier in the 54<sup>th</sup> Massachusetts Volunteer Regiment, POW or Civil War nurse*) in order to begin writing their first “Daily Life” diary entries. While each student’s character may or may not have participated in the Battle of Bull Run, they probably had similar experiences & feelings. Tell students that they will need to use the research guide to find out when & why their character enlisted, and their feelings surrounding this experience.
- Students begin research. This may be done in a computer lab using web-based research or in the classroom using trade books. If classroom computers are available, you may rotate students between computer research & using textbooks & trade books in small groups.
  - Refer students to the final page of the Unit Packet to find possible websites for research.

### 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

- Research Guide: Motives

---