

CIVIL WAR PERSPECTIVES
LESSON PLAN 13

1. Title

Diary Entry Research & Drafting: *Daily Life of a Civil War Soldier/Nurse*

2. Overview

After reading a Confederate soldier's diary entry describing his daily life, students begin researching common daily life experiences within the military in order to write their first 2 "Daily Life" diary entries.

3. Goal

Students will conduct research in order to understand what daily life was like for a soldier/nurse in the Union army. Students will then compose 2 diary entries based on their research.

4. Objectives

- Research the daily life experiences of a Union soldier or nurse
- Reflect on research and make inferences about the thoughts & feelings of a Union soldier or nurse in regard to their experiences.
- Compose 2 diary entries detailing the daily life experiences of a Union soldier or nurse.

5. Time Required (0-10)

2-3 class period (90 - 120 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.
- While writing diary entries, the teacher may work in small groups with struggling writers to assist students with their planning and composing a rough draft. The teacher may have struggling writers write their diary entries in list or web format first, writing out events & details that they want to include in their diary entry. The teacher may then have students add thoughts & feelings their character may have experienced as a result of these events.

8. Subject / Sub-Subject

Social Studies

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.*
- CC.6-8.WHST.4 – Production and Distribution of Writing: *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

- CC.7.W.3 – Text Types and Purposes: *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*
- CC.6-8.R.H.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).*

10. Credits

Aubrey Smith

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PREPARATION

11. Materials Used

Research Guide: Motives

Research Guide: Daily Life

“Diary of a Tar Heel Soldier – Lesson 13a”

“Diary of a Tar Heel Soldier – Lesson 13b”

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

12. Resources Used

See Appendix

PROCEDURE

13. Description of Procedure

PART 1-

- Have students who are researching the same character get into small groups of 3-4 (*i.e. nurses in one group, Sherman’s soldiers in one group, etc...*).
- Ask students to take out the “Research Guide: Motives” worksheet from the previous lesson & begin sharing their research with each other.
 - Give students 5-7 minutes to share their reasons for joining, any feelings about being drafted, and ways that life may have changed for them after becoming a soldier or nurse.
 - After students have discussed in small groups, ask for 1 person from each group to share their group’s various motives and feelings about enlisting with the class.
 - Next, give students 5-7 minutes to discuss how they might feel if they had a family member in the Union or Confederate armies.
 - After students have discussed in small groups, ask students to share their responses with the class.
- After discussing the previous day’s research as a class, tell students that they will be continuing their research today and writing their first 2 Daily Life diary entries based on this research.
- Pass out the “Research Guide: Daily Life” worksheet & go over the research questions with students.
- Read-aloud the “Diary of a Tar Heel Soldier – Lesson 13a” diary entry from the Confederate soldier’s diary.
 - After reading, ask: *“What types of hardships does this soldier mention? What details does he include? How does he describe the experience of traveling with his regiment??”*
- Allow students to begin conducting research using the “Research Guide: Daily Life” worksheet.

- Once again, students may use a combination of web-based & trade book research. Refer to Website Research page in the Unit Packet for a list of recommended websites.

PART 2-

- Bring the class together and read-aloud “Diary of a Tar Heel Soldier – Lesson 13b” diary entry.
- Tell students that they will be writing their first 2 Daily Life diary entries using information from their research guides. They will need to choose the setting (time & place) & describe their character’s experience, including thoughts & feelings.
- Reread the “Diary of a Tar Heel Soldier – Lesson 13b” diary entry.
 - Before reading, ask students to listen for the following things: Setting, Details & Personal Reflections (thoughts & feelings)
 - As you read, stop and ask the following questions: “*What is the setting here? What time of year is it? How do you know? What details does he include? What personal thoughts does he share?*”
- Briefly review the rubric for their diary entries (*Page 4 of the Unit Packet*) as a class so that students are clear about the expectations for each diary entry.
- Have students pick a setting/focus and begin writing their first 2 daily life diary entries using the information from their research guides.
 - *Note: If the teacher has the luxury of time, he/she may want to ask students to take these diary entries through the writing process before completing a final draft (prewrite, rough draft, revising, editing, final draft).*

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: Daily Life
- 2 Daily Life diary entries

Research Guide: Daily Life Soldier

- 1. Describe your uniform.*
- 2. What kind of foods are you eating?*
- 3. Have you suffered from illness?*
- 4. What do you do for fun while in camp?*
- 5. What are the different ways your regiment travels?*
- 6. What hardships have you suffered?*
- 7. Have you considered desertion? Why or why not?*

8. Find a primary source. Print and attach the source to your diary entry.

(Below are resources to find civil war primary sources)

<http://www.loc.gov/pictures/collection/cwp/>

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

http://memory.loc.gov/ammem/collections/civil_war_maps/

<http://memory.loc.gov/ammem/cwmhtml/cwmhome.html>

9. Describe your primary source. Why did you choose it and how does the primary source relate to the diary entry you are planning to write?

Research Guide: Daily Life Nurse

- 1. Describe the field hospital you work in.*
- 2. What are the different ways you travel to different battlefields?*
- 3. What kind of foods are you eating?*
- 4. Have you suffered from illness?*
- 5. What hardships have you suffered?*

6. Find a primary source. Print and attach the source to your diary entry.

(Below are resources to find civil war primary sources)

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<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

http://memory.loc.gov/ammem/collections/civil_war_maps/

<http://memory.loc.gov/ammem/cwmhtml/cwmhome.html>

7. Describe your primary source. Why did you choose it and how does the primary source relate to the diary entry you are planning to write?

Research Guide: Daily Life Prisoner of War

- 1. Describe your uniform.*
- 2. What kind of foods are you eating?*
- 3. Have you suffered from illness?*
- 4. What do you do for fun while in camp?*
- 5. What are the different ways your regiment travels?*
- 6. What hardships have you suffered?*
- 7. Have you considered desertion? Why or why not?*

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9. Describe your primary source. Why did you choose it and how does the primary source relate to the diary entry you are planning to write?

Diary of a Tar Heel Soldier: Lesson 13 (A)

July 14, 1863

- The roads are so bad that it is hard work to trudge along. I stuck in the mud several times, and lost one shoe in a mud hole, but of course took it out again. One consolation we have got, it is raining so hard that the mud is washed off our clothing, therefore they were not soiled too bad. But the devil of it is there is no blacking to shine our shoes with. Marched sixteen miles and halted. We are now, thank God, on Confederate soil, but oh, how many of our dear comrades have we left behind. We can never forget this campaign. We had hard marching, hard fighting, suffered hunger and privation, but our general officers were always with us, to help the weary soldier carry his gun, or let him ride. In a fight they were with us to encourage. Many a general have I seen walk and a poor sick private riding his horse, and our father, Lee, was scarcely ever out of sight when there was danger. We could not feel gloomy when we saw his old gray head uncovered as he would pass us on the march, or be with us in a fight. I care not how weary or hungry we were, when we saw him we gave that Rebel yell, and hunger and wounds would be forgotten.

Diary of a Tar Heel Confederate Soldier / Leon, Louis. Library of Congress. Web. 18 July 2011. <[http://memory.loc.gov/cgi-bin/query/r?ammem/uncall:@filreq\(@field\(DOCID+@lit\(AWQ-6414\)\)+@field\(COLLID+fpnas\)\)>](http://memory.loc.gov/cgi-bin/query/r?ammem/uncall:@filreq(@field(DOCID+@lit(AWQ-6414))+@field(COLLID+fpnas))>)>.

Diary of a Tar Heel Soldier: Lesson 13 (B)

February 4, 1863

This morning, at 4 o'clock, we were waked up by the pleasant sound of long roll. We were ordered to get ready to march. It is very cold, snow nine inches deep. We laid in Goldsboro until noon, expecting to get cars to take us away, but were then told we would have to march to Kinston. We took up our line of march at 3 in the evening and halted at dark. It is truly awful. The snow is very deep and as cold as thunder. We marched eight miles without resting. We then fixed our bed in the snow and stole fodder for a bed and rails to make fire. We took snow, put it in our kettles, and made coffee. When I say coffee, I mean Confederate coffee - parched corn - that is our coffee. Ate our corn bread and bacon and retired to our couches and slept as good if not better than Abe Lincoln.

February 5, 1863

Resumed our promenade at 7 this morning, and for a change it is raining hard. Therefore the snow is melting. Consequently, the roads are nice and soft. Halted at 3 this evening - still raining. We made ourselves as comfortable as possible - made a good fire to dry ourselves by, but the worst of it is we have no rations, and the wagons are behind. We went to sleep in our wet clothing, with a cup of coffee as our supper. It rained and snowed all night.