

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 5**

**1. Title**

Project Introduction: *Creating a Civil War Diary*

**2. Overview**

Distribute the unit packet to students. This packet describes the focus of the unit & explains what students will be asked to do by the end of the unit. The class will read over the unit packet as a class. Students will then analyze their task & formulate questions based around what they are being asked to do.

**3. Goal**

Students will read a description of their task and summarize what they are being asked to do. Students will then generate questions that must be answered in order to complete this task.

**4. Objectives**

- Summarize the main idea & identify important details within the text.
- Generate research questions

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

1 class period (30 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

Struggling readers will receive support by encountering the text multiple times. Students will read over the text as a class, then reread & analyzing the text with a small group of peers. The teacher may monitor groups during this time & assist individuals who seem to be struggling to summarize & identify the details of their task.

**8. Subject / Sub-Subject**

Social Studies

Reading/Language Arts

**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.*

**10. Credits**

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**PREPARATION**

**11. Materials Used**

“Bloodshed Among Brothers: A Civil War Diary” Unit Packet  
Task Analysis Worksheet  
KWL chart

## 12. Resources Used

See Appendix

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## PROCEDURE

### 13. Description of Procedure

- Distribute the “Bloodshed Among Brothers: A Civil War Diary” Unit Packet to students.
- As a class, read over page 1 of the Unit Packet. After reading this page, explain to students that the American Civil War impacted our entire nation, but the experience was not the same for everyone. It impacted everyone differently.
- Next, read page 2&3 of the Unit Packet together. (*This portion of the packet explains that students will be writing a diary from 1 of 5 different perspectives.*)
- Pass out “Task Analysis” worksheet. Tell students that pages 2 & 3 of the unit packet contain a summary of what they will be working on during the course of this unit. Explain that they will be working in pairs or small groups to reread the packet and fill in the worksheet: *What am I being asked to do? What do I need to find out? What questions do I have?* Tell students that this activity is meant to help clarify what they are being asked to do & guide their research as they begin. Remind them that any questions that they have about the Civil War or the project itself should be written on the worksheet under “*What questions do I have?*” These will either be answered at the end of the period (*questions about the project*) or added to the class KWL chart (*questions about the Civil War*).
- In pairs or small groups, give students 10 – 15 minutes to begin rereading the unit packet & completing the “Task Analysis” worksheet. If a pair/group finishes early, encourage them to continue adding to their list of questions. What will they need to find out? What questions might they want to research?
- When most pairs/groups have finished, have students share their responses with the class. Make sure to clear up any misconceptions about the project at this time. Make sure that they are clear about the details of the task.
- End the lesson by asking students to share any questions that they recorded on their “Task Analysis” worksheet. These questions may be about the Civil War, or about the project itself. The teacher may answer any questions about the project & add new Civil War questions to the class KWL chart.

### 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**

- Task Analysis Worksheet
  - Small group & class discussion
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# **BLOODSHED AMONG BROTHERS**

## *A Civil War Diary*

In 1860, our nation was at the brink of collapse. Tension had grown between the northern and southern states and some states had even left the union to form their own country! In 1861, bloodshed began. The Confederate States of America attacked Fort Sumter, resulting in 2 deaths. However, by the end of the war 620,000 Americans had died, more than any other American war. The American Civil War left scars on our nation that still remain today.



# **YOUR ASSIGNMENT**

The Civil War left no American untouched. Mothers lost sons. Brother fought against brother. Slaves hoped for freedom. Families lost fortunes. In order to better understand the gravity of this conflict within our nation, you will be reading the diary of a confederate soldier from the South. You will then be asked to create your own diary from the opposing, Union, perspective. You may choose to explore the experience of a white soldier, a black soldier, a nurse, or a prisoner of war. Regardless of whom you choose, every experience was unique and compelling!

As you research the perspective of your choosing, keep in mind that a diary is meant to record important experiences and events in an individual's daily life. Through the use of reliable texts and primary sources, you will find the information that you need to accurately portray the experiences of your character during the American Civil War. Remember that a diary should be reflective and include the writer's thoughts and feelings. What was important to your character? What did he/she believe? How did he/she feel about each event? What did your character worry about? What did he/she hope for?

On the following page, you will find an outline to guide your research & the creation of your diary. Good luck!

# DIARY GUIDE

**You will be choosing 1 of the following perspectives:**

1. A soldier in Grant's Army
2. A soldier in Sherman's Army
3. A Civil War Nurse
4. A black soldier in the 54<sup>th</sup> Massachusetts Volunteer Regiment
5. A prisoner of war

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**If you choose PERSPECTIVE #1-4, please include:**

- 8 total diary entries:
  - 1 entry introducing your character (Who are you?)
  - 2 entries describing daily life with the military
  - 2 entries describing experiences in battle
  - 1 Post-War Reflection
- Include the following information somewhere within your diary entries
  - *How did you get involved in the military?*
  - *What are your reasons for fighting? Motivations?*
  - *What types of hardships did you experience? Think about disease, long marches, food shortage, shelter, emotions*
  - *Include 4 primary sources*

**If you choose PERSPECTIVE #5, please include:**

- 8 total diary entries:
  - 1 entry introducing your character (Who are you?)
  - 2 entries describing daily life before your capture
  - 1 entries describing your capture at the Battle of Gettysburg
  - 1 entries describing daily life after your capture
  - 1 Post-War Reflection
- Include the following information somewhere within your diary entries
  - *How did you get involved in the military?*
  - *What are your reasons for fighting? Motivations?*
  - *What types of hardships did you experience? Think about disease, long marches, food shortage, shelter, emotions*
  - *Include 4 primary sources*

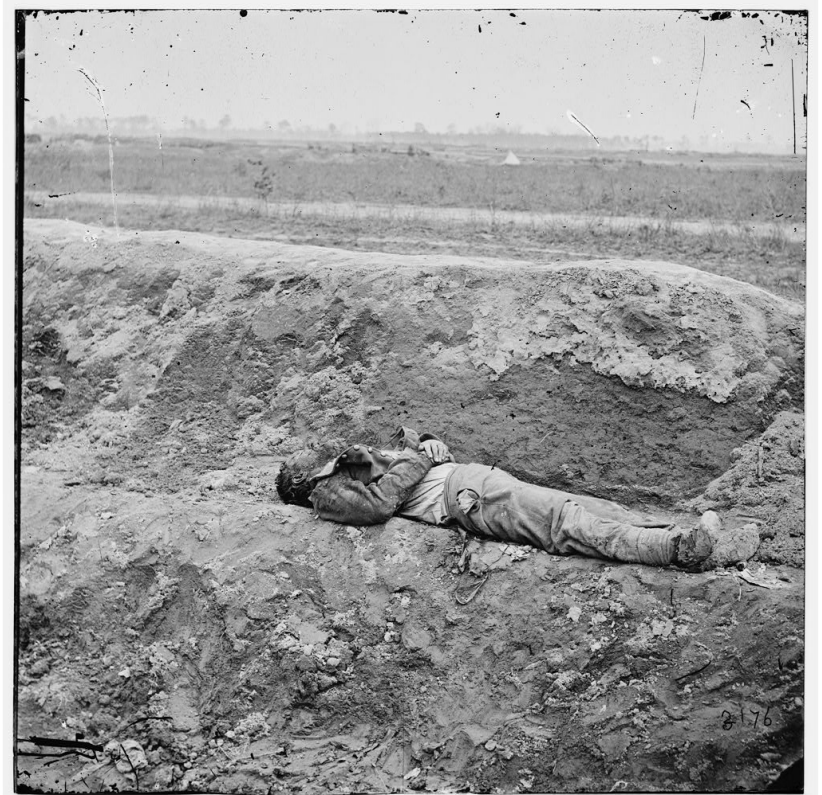
# CIVIL WAR DIARY RUBRIC

	Points Possible	Points Received
<b>1. Completion</b> a. At least 6 diary entries - <b>6pts</b> b. Correct number of daily life, battle & post-war reflection entries ( <i>See page 3 of your packet</i> ) - <b>6pts</b>	<b>12</b>	
<b>2. Research</b> a. 3 research guides have been completed with all questions adequately answered: <i>Motives, Daily Life &amp; Battle</i> – <b>9pts</b>	<b>9</b>	
<b>3. Diary Requirements</b> a. The following questions have been addressed & explained in detail: - <b>9pts</b> <i>i. How did you get involved in the military?</i> <i>ii. What are your reasons for fighting? Motivations?</i> <i>iii. What types of hardships did you experience?</i> b. The diary includes the character’s thoughts & feelings rather than a simple summary of events. - <b>6pts</b> c. The diary contains at least 3 relevant primary sources – <b>6pts</b>	<b>21</b>	
<b>4. Accuracy of information</b> a. Information included is historically accurate ( <i>dates, events, historical figures</i> ) - <b>6pts</b> b. The perspective ( <i>thoughts &amp; opinions</i> ) described in the diary is historically accurate & consistent with the character that has been chosen - <b>6pts</b>	<b>12</b>	
<b>5. Presentation</b> a. The diary is neat & easy to read - <b>2pts</b> b. All writing has been edited & ideas are clear - <b>5pts</b>	<b>7</b>	
<b>TOTAL POINTS RECEIVED</b>	<b>52</b>	

## Diary Example...

*September 1, 1863 - To-day we went on a general hunt in full force. We went into a house where we suspected there was a deserter. We hunted through all the out-houses, then went to the house, and the lady strongly denied there being any one there, but would not give us permission to look. We then searched the house, but found no one. I then proposed that we go in the loft. She objected again. But of course we were determined. It was pitch-dark in the loft. We called in, but no answer came. I then proposed, in a loud voice, so that if any one was there they could hear me, that we fix bayonets and stick around and satisfy ourselves that no one was there. Still no answer. I then got in the loft, took my gun and commenced sticking around. At last an answer came from the far corner that he would surrender. The way I got into the loft was, I being a little fellow, and Si Wolf a tall man, they put me on his shoulder, and in that way I crawled in. We then left for camp, passed a church, and was in time to see a wedding. We drilled for the ladies, and had a good time.*

*September 16, 1863 - To-day there was a man shot for desertion. Eight balls passed through him. The way this is conducted is: the brigade that he belongs to, or sometimes even the division, is drawn up in full sight of the doomed man. He is tied to a stake in front of his grave, which is already dug, and his coffin at his side. There is a squad of twelve men and one officer detailed to do the shooting. Eleven of the guns are loaded. The guns are given to them by the officer, so that no man knows which gun is loaded. The order is then given to fire. Thus ends the deserter's life. The brigade, or division, then marches around him, so that every man can see his, the deserter's, end.*





# Websites for Research

## **Grant**

### **Battles**

#### **Vicksburg**

<http://memory.loc.gov/ammem/today/may19.html>

#### **Chattanooga**

<http://memory.loc.gov/ammem/today/nov23.html>

#### **Appomattox**

<http://memory.loc.gov/ammem/today/apr09.html>

## **Nurses**

### **Primary Source Photographs**

[http://www.loc.gov/rr/print/list/107\\_civw.html](http://www.loc.gov/rr/print/list/107_civw.html)

### **Diary**

<http://www.civilwarwomenblog.com/2010/12/hannah-ropes.html>

### **Clara Barton Diary**

<http://www.nps.gov/clba/historyculture/antietam.htm>

## **Andersonville/POW**

### **Interview**

<http://www.nps.gov/clba/historyculture/cbcongress.htm>

### **POW story**

<http://memory.loc.gov/learn///features/timeline/civilwar/soldiers/jhrobs.html>

### **Today in History**

<http://memory.loc.gov/ammem/today/nov10.html>

## **Sherman**

### **Today in History**

<http://memory.loc.gov/ammem/today/mar11.html>

### **Today in History**

<http://memory.loc.gov/ammem/today/sep01.html#sherman>

### **Diary**

<http://dlg.galileo.usg.edu/hargrett/platter/001.php>

### **Diary (Southern Perspective)**

<http://www.eyewitnesstohistory.com/sherman.htm>

## **54<sup>th</sup> Massachusetts**

### **African American's in the Civil War**

<http://lcweb2.loc.gov/ammem/aaohhtml/exhibit/aopart4.html>

### **National Archives Info**

[http://www.archives.gov/exhibits/american\\_originals/54thmass.html](http://www.archives.gov/exhibits/american_originals/54thmass.html)

### **Letter**

[http://battleoflustee.org/letters/soldier\\_54th\\_mass.html](http://battleoflustee.org/letters/soldier_54th_mass.html)

**Letter**

[http://battleofolustee.org/letters/soldier\\_54th\\_mass.html](http://battleofolustee.org/letters/soldier_54th_mass.html)

**Enlisting****Diary**

<http://memory.loc.gov/learn///features/timeline/civilwar/soldiers/bowles.html>

**Diary**

<http://memory.loc.gov/learn///features/timeline/civilwar/soldiers/mcbride.html>

**Additional Resources****Civil War Timeline**

<http://memory.loc.gov/ammem/cwphtml/tl1861.html>

**Daily Life**

<http://www.nps.gov/history/museum/exhibits/gettex/index.htm>

**Civil War Photographs**

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

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

Name \_\_\_\_\_

## Task Analysis

<b>What am I being asked to do?</b> <i>(Be specific. Give details from the packet.)</i>	<b>What do I <u>need to find out</u></b> <b>in order to complete my task?</b>
<b>What thoughts or questions do you have? (Give at least 5. Write extra questions on back...)</b>	
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	