

**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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