

CIVIL WAR PERSPECTIVES

LESSON PLAN 6

1. Title

Personal Connection Activity: *Creating a Character*

2. Overview

As a class, compare types of texts (textbook vs. diary) & discuss how these texts are written differently and serve different purposes in learning about history. Then, the class will read one entry from the diary of a confederate soldier & examine the content & format of the entry. Finally, students will read summaries of 5 various union perspectives & choose 1, which they would like to use as the basis for writing their own diary account of the Civil War.

3. Goal

Students will examine a diary entry in order to analyze the format & identify important literary elements. Students will read a summary of 5 different Union perspectives and choose a point of view from which to begin composing their own Civil War diary.

4. Objectives

- Compare & contrast elements of various types of texts (textbook vs. diary)
- Identify the purpose of a journal/diary
- Analyze a diary entry & identify important elements
- Understand various Civil War perspectives

5. Time Required (0-10)

2-3 class periods (90 - 120 min)

6. Recommended Grade Range

Grades 7-8

7. Differentiated Instruction

During this lesson, students will listen and follow along as the teacher reads the diary aloud. The teacher should read the text aloud multiple times, explicitly directing the students to analyze various elements of the text. Before asking students to share their responses, allow “think time” to process the question & think about the answer. You may also ask students to briefly discuss their response with a partner beside them before sharing as a class. (Think, Pair, Share)

8. Subject / Sub-Subject

Social Studies

Reading/Language Arts

9. Common Core Standards

- CC.6-8.R.H.9 – Integration of Knowledge and Ideas: *Analyze the relationship between a primary and secondary source on the same topic.*
- CC.8.R.L.5 – Craft and Structure: *Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.*
- 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

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PREPARATION

11. Materials Used

- Comparing Types of Texts T-Chart
- Diary of a Tar Heel Confederate Soldier – Lesson 6
- “Choose Your Path” Packets
- Diary Entry One Handout

12. Resources Used

See Appendix

PROCEDURE

13. Description of Procedure

PART 1-

- Review primary & secondary sources (See Lesson 1). Ask students: “*How do we learn about history? What is the difference between a primary & a secondary source?*” – Remind students that both types of sources can be useful for different things.
- Pass out “Comparing Types of Texts” T-Chart. Make a similar T-Chart on the board for the teacher to complete along with students.
- Ask students, “*Is your Social Studies textbook a primary or secondary source?*” (Students should answer “Secondary” & circle this choice on their worksheet.)
- Next, ask students to share how they use their textbook. What is it good for? When do you use it and why? (*Sample answers: researching history, locating specific facts, finding a lot of information quickly in one place, answering questions I need to know for class/studying, etc.*)
 - Write student responses on the T-Chart under “Text Book”. Ask students to fill in their worksheets with you as students share.
- After students have finished sharing their thoughts, ask, “*Is a diary a primary or secondary source?*” (Students should answer “Primary” & circle this choice on their worksheet.)
- Say: “*Text books and diaries are very different types of texts. We can learn certain things about history from a diary that we can’t necessarily learn from a text book.*”
- Ask students to share how a diary is used. What is it good for? When do you use it and why? (*Sample answers: to record important events in the writer’s life, to process thoughts & feelings, to reflect, to record things the writer would like to remember, etc.*)
 - Write student responses on the T-Chart under “Diary”. Ask students to fill in their worksheets with you as students share.

PART 2-

- Say to students, “*Today we will be reading an entry from the diary of a young, confederate soldier. You will then be creating a character & choosing a perspective from which to write your own diary.*”
- At this time, read the “Diary of a Tar Heel Confederate Soldier – Lesson 6”

- entry as a class.
- After reading the diary entry aloud, ask students to quickly recall & summarize some of the events this soldier included. Then, point out to students that the soldier did not simply list the events in his diary. He reflected on them & shared his own thoughts and feelings (surprise & disappointment that he is being asked to dig ditches & cut down trees, etc.). You may reread certain sections and ask students to identify where the soldier is sharing his personal thoughts. *(This part of the lesson can be brief. The objective is to provide students with a model for creating their own diary entries & emphasize the importance of reflecting upon the events within each entry.)*

PART 3-

- Next, remind students that they will be creating Civil War diaries during this unit. In order to do this, they will need to be reflecting upon their character's thoughts & feelings as they research and write about events. Depending which perspective they choose, their thoughts & feelings about events may be slightly different.
- Say: *"While the diary we read today was written from a Confederate (southern) perspective, you will be writing your diaries from a Union (northern) point of view. You may choose to be a white soldier, a black soldier, a nurse, or a prisoner of war."*
- Place students into groups of 5 and distribute one "Choose Your Path" set to each group. These "Choose Your Path" sets describe each of the 5 perspectives that students may choose from. Explain that they will be reading each perspective and choosing 1 on which to base their "character" as they write their Civil War diary.
- Have each student take 1 page from the set, which they will read aloud to their group. Allow groups time to read each perspective & look at the pictures.
- When the groups have finished, review the 5 perspectives they will be choosing from & write them on the board: *A soldier in Grant's Army, a soldier in Sherman's Army, a Civil War nurse, a black soldier in the 54th Massachusetts Volunteer Regiment, or a prisoner of war.*
- Give students 30 seconds to silently choose a perspective.
- Once students have chosen, have them raise their hands as you call out each perspective. Distribute the "Diary Entry One" handout that correlates with the perspective they've chosen. Do this for each perspective.
- Tell students that this will be the first page of their diary. Tomorrow they will be learning more about their character's background in order to begin completing the "Diary Entry One" handout.

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

- Comparing Types of Texts T-Chart
 - Class Discussion
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