

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 7**

**1. Title**

Personal Connection Activity 2: *Setting the scene & developing a character*

**2. Overview**

The class will view a “State Secession” Powerpoint presentation, showing the location of Union & Confederate states and illustrating the secession of the Confederate states over time. After viewing this presentation, students will use what they’ve learned to choose a logical hometown for their character & begin completing their first diary entry.

**3. Goal**

Students will discuss the location of the Union & Confederate states & the order in which the southern states seceded. Students will combine this information with what they’ve already learned in order to create a logical background for their character (a Union soldier or nurse).

**4. Objectives**

- Differentiate between Union & Confederate states
- Draw conclusions about the backgrounds of Civil War soldiers & nurses
- Make connections to historical events & figures by composing a historically accurate diary entry

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

1 class period (30 - 45 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

If needed, allow students who have chosen the same character to work in partners or small groups.

**8. Subject / Sub-Subject**

Social Studies  
Language Arts

**9. Common Core Standards**

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.*

**10. Credits**

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**PREPARATION**

**11. Materials Used**

“State Secession” Powerpoint

**12. Resources Used**  
See Appendix

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**PROCEDURE**

**13. Description of Procedure**

- Review the terms “Confederate” & “Union” with the students. Ask students to define these terms in their own words.
- Explain to students that the southern states did not all leave the Union together. As tension built, southern states slowly left the Union individually.
- Show the “State Secession” Powerpoint.
- When you have finished, leave the final slide of the Powerpoint presentation projected at the front of the classroom. This slide should show a clear outline of the Union (*blue*) & Confederate (*red*) states.
- Tell students that, in the previous lesson, they read an excerpt from the diary of a Confederate soldier from North Carolina. (*Point to North Carolina on the map*)
- Ask students to take out the Diary Entry One Handout they received at the end of the previous lesson. Say: “*Think about the 5 perspectives that you read about yesterday. Are the characters that you have chosen on the side of the Union or the Confederacy?*” (Students should respond: Union)
- Tell students that they will be completing their first diary entry today & they will need to choose a logical hometown for their character. (*Most of their characters should have been born in Union territory. However, remind them that some of the black soldiers in the 54<sup>th</sup> Massachusetts Regiment may have been born in the South & escaped to the North.*)
- Students should begin completing their Diary Entry One Handout. The teacher may call up small groups one by one to come look at the map closely to pick a hometown.

**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**

- Diary Entry One Handout
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