

Lesson Plans: SS 08 AHIS LPQ4 030 African Americans in the Civil War

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Grade Level : Grade 8

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards
Grade 8

American History

5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations.

Description/Abstract of Lesson: Students will: know the major ways that African Americans served in the Civil War, understand the impact of African Americans on the Civil War.

Essential Question-Scope & Sequence: **How did the Civil War change society?**

Technology Connections and Teacher Materials: *Creating America* http://www.pbs.org/wgbh/amex/lincolns/atwar/es_aaregiments.html
http://battleofolustee.org/54th_mass_inf.html
<http://international.loc.gov/learn/features/timeline/civilwar/aasoldrs/soldiers.html>

Duration : 3 Days

Vocabulary: Slavery Secession Emancipation Proclamation Equality Discrimination

Steps to Deliver Initial Instruction:

- Review: Have the students define the vocabulary words. Also have them use each word in an appropriate sentence. Use the vocabulary to provoke thoughts from past classroom discussions.
 - Make a point to discuss how the Union army discriminated against the African American soldiers in their supplies, their war assignments, and their treatment. Discuss how many white Union soldiers were racist in their views, and did not believe they were fighting the war to free slaves

Guided Practice with Feedback:

- To understand the white and black views of African American soldiers, access <http://international.loc.gov/learn/features/timeline/civilwar/aasoldrs/soldiers.html> There are 6 primary sources available, both documents and pictorial. Print two copies of each primary source to be used in class.
 - Break the class into 12 small groups, each group will get one primary source.
 - Each group will read the primary source, or evaluate the pictures, and analyze what message is being conveyed. They will write down their analysis to be turned in later, after they have presented their information to the class and allowed time for discussion of their ideas.

Independent Practice:

- Siege of Port Hudson: "Forty Days and Forty Nights in the Wilderness of Death". This will allow the student to focus on a specific battle and a specific person involved in the battle. Resources include letters and photographs, background information, and activities.
 - Recommended activity is to read the letters of the two soldiers for background information. Then use the African American soldier illustration and answer the accompanying questions.
 - It is an excellent example of how history is portrayed through prejudiced eyes. Have the students turn in their questions and answers for evaluation.

Differentiated Mini-Group Activity #1
Instruction/Small Groups:

- http://battleofolustee.org/54th_mass_inf.html To examine the most famous “colored” regiment of the Civil War, the 5^{4th} Massachusetts Regiment. The website provides biographies, photos, and letters from the regiment. It also provides a brief history of the regiment.
 - Students should be grouped (2-4 people) and assigned a specific person or event from the regiment to research. Have the students put their information and pictures on a poster board (regular size) to present in class and for display.
 - Because each group will be focusing on one specific person or event, it should be expected that their information will be in-depth with little known facts.

Mini-Lesson #4

- Primary sources are provided in the form of a recruiting poster for African American soldiers. Background information is also provided in the form of a reading assignment.
 - Once the groups have read the background information, they can do one of two activities regarding the poster:
 - 1. A set of questions analyzing the document
 - 2. A writing assignment regarding the document
 - There is also a third option, to conduct research regarding the recruitment of African American soldiers.

Mini-Lesson #5

- http://www.pbs.org/wgbh/amex/lincolns/atwar/es_aaregiments.html Eight minor readings are provided, break class into eight groups and give each group the reading.
 - After they have read their assignment to be, show the historian video and the gallery of pictures to inspire a class discussion about their upcoming research topics.
 - Each group should do further research on their specific reading and come back to class with a display made up of the following:
 - 1. the original reading
 - 2. pictures (minimum three)
 - 3. further research on names, the course of the battle or document, etc.
 - 4. suggest a regular poster board be used for the display

ESE/ESOL Accommodations & Strategies: Highlighters are suggested to help students guide as they read. High v. Low level group partners will help with focus. Use of bilingual partners is encouraged.

- Lesson Closure/Review:**
- Using a small box, students will create a display of African American soldiers. The display may be of the soldiers at rest, in training, or in battle. Each diorama should have a bibliography of research sites used and a brief statement explaining what their diorama is showing.
 - Have students present research, depending on the mini-lesson you may have used. Use as a launching for class discussions.

Creator : Middle SS Content Team

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