

CONFEDERATE MONUMENTS: LESSON PLAN 3

LESSON 3

WHO WAS AFFECTED BY THE CIVIL WAR AND ITS AFTERMATH?

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Objectives

- Students will learn about poor White southerners' and enslaved African Americans' perspectives on the War.
- Students will learn about poor White southerners' justifications for fighting in a war that did not benefit them socially or economically.
- Students will learn about the conditions of slavery.
- Teacher will introduce, clarify, and reinforce challenging terms that will support students' understanding of the materials.
- Teacher will introduce and/or review the use of primary source documents in supporting historical inquiry. Students will be able to distinguish between primary and secondary sources.

Standards

- Common Core Social Studies Standards: [CCSS.ELA-Literacy.RH.6-8.1](#); [CCSS.ELA-Literacy.RH.6-8.2](#); [CCSS.ELA-Literacy.RH.6-8.8](#); [CCSS.ELA-Literacy.RH.6-8.9](#)
- Virginia History and Social Science Standards of Learning (SOL): VS.1a, b, c, d, e, f, g, h; VS.7a; VS.7c

Materials

- Lesson Plan 3
- Handout 1: Poor Whites During the Civil War: The Rich Man's War and the Poor Man's Fight (secondary source)
- Handout 2a: A Slave Girl's Recollections from Virginia (primary source)
- Handout 3a: Slave Account: Former Slave to Robert E. Lee (primary source)
- Discussion Questions and Writing Prompt
- Key Terms List
- Unit Graphic Organizer

Probing for Prior Knowledge (5-10 minutes)
Activate Prior Knowledge (5 minutes): Have students use their graphic organizer to independently complete the pre-reading activity. Students can compare with their peers and then share with the class.

Perspectives from the Civil War Historical Background (10 min)
<p>Ask students their thoughts about who was most affected by the Civil War. <i>(There will likely be great variability of answers among students)</i>. Explain that they will be learning about varying perspectives of people who were directly affected by the war.</p> <p><i>Sample Language:</i></p> <p>“Yesterday we read about the Civil War and how the Union and the Confederacy fought about the institution of slavery. While the North was generally against slavery, we learned that people had different perspectives and some northerners did not necessarily believe that Black people were equal human beings. We learned a little bit about different groups of White people in the South and their perspectives about the war. We will read more about the group of people who were not the wealthy planter class—the ones who did not own slaves. We will also read firsthand accounts from people who were formerly enslaved. You will remember that yesterday we read John C. Calhoun’s speech in which he spoke about how enslaved people were better off in slavery and that everyone benefited from this institution. We will compare his speech to the firsthand accounts of those who were enslaved.”</p>

Key Terms (10-15 minutes)
Review terms and definitions as a class. Clarify any terms students may have had difficulty with. Make sure to reinforce the vocabulary as students read the material.

Reading Materials (20-30 min)
<p>Break students into groups of 4-5. Students can read individually or together in groups/pairs. Students can use the graphic organizer provided while reading to help track their comprehension.</p> <p>Be sure to explain the difference between primary and secondary sources with students:</p> <p><i>Sample Language:</i></p> <ul style="list-style-type: none">• Primary sources are firsthand accounts of what happened during a particular historical time period. They can be letters, diary entries, speeches, newspapers (from that time period), photographs, etc.• Secondary sources are not complete firsthand accounts, although they can contain primary source information such as quotes from people who lived during that time in history. Secondary sources are accounts recorded outside of (that is, after) the particular historical time period they discuss. They can be published research articles, books, and other forms of media on a particular historical topic.¹ <p>Groups should be heterogeneous based on reading levels so that students can collaborate effectively with less assistance from the teacher. Circulate and offer help if needed.</p>

¹ For more information, see: <https://umb.libguides.com/PrimarySources/secondary>

Discussion (30 minutes)
<p>After reading and reviewing documents, instruct students to begin answering discussion questions. Explain to students that they will be working together to determine the best argument/position for each question. To do this, they will engage in 3 rounds of dialogue (time permitting) with each question.</p> <ul style="list-style-type: none">• In the first round, students will consider one position and come up with reasons or evidence to support it.• In the second round, students will consider the opposing position, identifying reasons or evidence to refute the first position.• In the third round, students will work together to come up with the best answer to the question. <p>Remind students that they are working together to come up with the most convincing argument.</p> <p>*You can also assign roles within groups:</p> <ul style="list-style-type: none">○ i.e. question reader, note taker, reporter <p>Students will share out responses to the whole class after the group discussion.</p> <p><i>Circulate while students discuss; do not necessarily provide answers but ask probing questions to proposed simple solutions.</i></p>

Writing Prompt
<p>Have students independently answer the writing prompt after whole class discussion</p> <ul style="list-style-type: none">• <i>This can be assigned as homework if time does not permit completion.</i>

Standards

Common Core Social Studies Standards

- [CCSS.ELA-Literacy.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.8](#)
Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#)
Analyze the relationship between a primary and secondary source on the same topic.

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Virginia History and Social Science Standards of Learning (SOL)

VS.1a, b, c, d, e, f, g, h

Identify and interpret artifacts and primary and secondary source documents to understand events in history; b.) determine cause-and-effect relationships; c.) compare and contrast historical events; d.) draw conclusions and make generalizations; e.) make connections between past and present; f.) sequence events in Virginia history; g.) interpret ideas and events from different historical perspectives; h.) evaluate and discuss issues orally and in writing

VS.7a

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by a.) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

VS.7c

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by c.) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.