

CONFEDERATE MONUMENTS: LESSON PLAN 4

LESSON PLAN 4 SHOULD BLACK SOLDIERS HAVE FOUGHT ON BEHALF OF THE UNION?

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Objectives

- Students will gain knowledge about important players of the Civil War who have been underrepresented in the narrative: those who served in the U.S. Colored Infantry.
- Students will understand that racism and discrimination existed in the North, even in non-slaveholding states. Many White people still did not see Black people as their equals.
- Students will gain understanding about the struggles and challenges that Black men faced in trying to persuade the North to allow them to fight in the war. They will also learn about Black men's reasons for wanting to fight in the war, which included wanting to become recognized as citizens and to gain rights they had been denied even in the North.
- Students will learn about the unequal work and pay conditions that Black Union soldiers faced.
- Students will learn that Black veterans did not gain full citizenship after fighting on behalf of the country.
- Students will also learn about the perspective of White captains of the Black regiments and the complex beliefs and relationships they had with their Black soldiers.
- 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 4
- Handout 1: The U.S. Colored Infantry (secondary source)
- Handout 2: The 112th U.S. Colored Troops and a Captain Letter (secondary source with primary excerpt) **Note: The letter in this document contains the term "darkies." Explain to students that this term was sometimes historically used by White people to reflect the belief that Black people were inferior to them. It is important to point out that these terms are being used by a Union officer, demonstrating that even if*

northerners believed in abolition, they may not have necessarily viewed Black people as complete equals.

- Handout 3: The 21st U.S. Colored Troops and Pension Records (secondary source with primary excerpts)
- Lesson 4 Discussion Questions
- 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 out with the class.

Civil War Historical Background (10 min)
<p>Ask students if they knew of Black soldiers fighting in the Civil War (There will likely be great variability of answers among students). Explain that today they will be learning about the experiences and struggles of Black union soldiers.</p> <p><i>Sample Language:</i></p> <p>“Yesterday we learned about the different perspectives regarding the Civil War. We learned that there were different groups or classes of White people. Those who did not benefit from slavery had different reasons for fighting. We also read firsthand accounts from people who were formerly enslaved, which directly challenged what wealthy White men had said about the benefits of slavery. Today, we will read about the Black soldiers who wanted to fight for the Union army in order to free Black people and be granted full citizenship. They had to convince Northern White leaders that they should be able to fight. And we will see that both Black and White people had different opinions about Black men fighting in the war.</p> <p>We will read firsthand accounts about the experiences of those who served in the U.S. Colored Infantry. We also read a letter by a White captain. In this letter, he describes his relationship with Black soldiers in his regiment. He says he gets along well with them, but he also uses some language that suggests he doesn’t view them as complete equals.</p> <p>We will also learn that, after Black men had served their country, they faced discrimination and challenges in getting the benefits they deserved.</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 up into groups of 4-5 students. 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 three 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, such as question reader, note taker, reporter.</p> <p>Students will share responses with 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>The writing prompt 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.