

**CONFEDERATE MONUMENTS: LESSON PLAN 7**

**LESSON 7**

**WHAT SHOULD BE DONE WITH CONFEDERATE MONUMENTS TODAY?**

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**Objectives**

- Students will review the origins of the “Lost Cause” myth and the ways in which it has persisted since the Civil War.
- Students will review knowledge about Confederate generals, will understand and discuss the origins of Confederate monuments, and will be able to use this knowledge to engage in discussion regarding the contemporary debate around these monuments.
- Students will be able to make claims about the origins and continuation of the “Lost Cause” myth and will be able to justify these claims by locating text-based evidence that support these claims.
- 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: [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

**Materials**

- Lesson Plan 7
- Handout 1: *New York Times* article
- Handout 2: *Time* Article
- Handout 3: *The Bitter Southerner* essay
- Handout 4: *The New Yorker* article

**Probing for Prior Knowledge**  
(5-10 minutes)

Lead a discussion with students about current debates and protests around confederate monuments.

**Confederate Monuments Today**  
(10 min)

Explain to students the following:

In recent years, there has been much debate around these monuments. People have different opinions and beliefs about whether they should remain in public spaces, be taken down completely, moved to a different location or contextualized.

Tell the class that they will be reading recent news articles and opinion pieces (called op-eds) that will provide an example of how people feel today about these monuments and symbols.

With this information as well as the historical information they have read, they will be taking action on what city, state or the federal government should do about these monuments.

**Reading Materials**  
(20-30 min)

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.

Be sure to explain the difference between primary and secondary sources with students:

*Sample Language:*

- 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.<sup>1</sup>

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

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.

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"><li>• In the first round, students will consider one position and come up with reasons or evidence to support it.</li><li>• In the second round, students will consider the opposing position, identifying reasons or evidence to refute the first position.</li><li>• In the third round, students will work together to come up with the best answer to the question.</li></ul> <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>

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.

## 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.

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- **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.