



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s): 8th

Subject:

Civil War

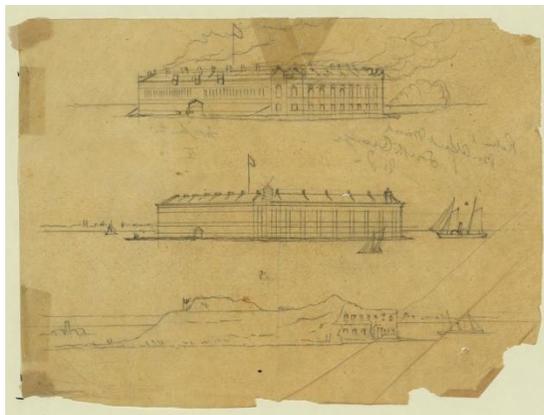
Length of Class:

45 minutes each day, Two (2) day lesson

Image Citation

Fort Sumter. IX. 10

Waud, Alfred R. , Artist. *Fort Sumter. IX. 10*. [Between 1860 and 1865] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2004660062/>.



Fort Sumter after bombardment] / From photographic negative in Brady's National Portrait Gallery.

Brady'S National Photographic Portrait Galleries, photographer. *Fort Sumter after bombardment / From photographic negative in Brady's National Portrait Gallery.* [New york: e. & h.t. anthony, 501 broadway, between 1861 and 1865] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2021646696/>.



Bombardment of Fort Sumter b&w film copy neg.

Bombardment of Fort Sumter. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/97516939/>.



[Slave pen, Alexandria, VA. (Civil War time) digital file from original neg.]

Slave pen, Alexandria, VA. Civil War time. [Between 1860 and 1870] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2018667391/>.



[Child named Carl who became a soldier; with handwritten note and lock of hair in case]

Child named Carl who became a soldier; with handwritten note and lock of hair in case. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2010647219/>.



[Unidentified young soldier in Confederate infantry uniform]

Unidentified young soldier in Confederate infantry uniform. [Between 1861 and 1865] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2012648954/>.



Lesson Title:	The Civil War – Why did it happen?
Overview:	Students will be able to list events that led up to the Civil War.
Learning Objective:	Students will be able to name three (3) events that led up to the Civil War. Students will be able to name the primary cause of the Civil War.
Standards:	Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.
Essential Question:	What was the primary cause of the Civil War?
Supporting Question(s):	How did slavery impact the Civil War? Do you believe the Civil War was unavoidable?

<p>Digital Primary and Secondary Sources:</p>	<p>Primary Source Analysis Tool https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</p> <p>Teachers Guide -- Analyzing Photographs and Prints https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf</p> <p>K-W-L Worksheet https://practices.learningaccelerator.org/strategies/know-wonder-learn-kwl-chart</p> <p>Chronicling America—Fort Sumter Research Guide https://guides.loc.gov/chronicling-america-fort-sumter/selected-articles</p> <p>Newspaper Article: “Civil War Begun--Fort Sumter Taken” https://chroniclingamerica.loc.gov/lccn/sn84028385/1861-04-17/ed-1/seq-2/#words=FORTS+SUMTER+FORT+Sumter+Fort</p>
<p>Required Classroom Materials:</p>	<p>Graphic Novel Dixon, Chuck and Gary Kwapise. <i>Civil War Adventure (Dover Graphic Novels)</i>. Dover Publications, 2015.</p> <p>Primary Source Analysis Tool</p> <p>K-W-L Worksheet</p> <p>Post-It Notes</p> <p>Copies of photographs</p> <p>Copy of Newspaper Article, Section on Civil War selected and copied</p> <p>Exit Slip</p>
<p>Classroom Environment:</p>	<p>Due to COVID-19, students are socially distanced in the classroom. Each student receives their own materials. At this time, no materials are shared.</p> <p>When students are paired, they will be socially distanced.</p>

Differentiation and Adaptations:	<p>Special Education students can complete the “K” portion of the form at the end of class.</p> <p>Gifted students can create a timeline of the events leading up to the Civil War.</p>
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
Day 1 5 minutes	Students will receive the primary source photographs. Students will have 2 - 3 minutes to look over the image and notice aspects of the pictures. The teacher will introduce this lesson by asking “What are things that you notice in this photo? Think about what makes this photo different than today.” Students will also receive a copy of the Primary Analysis tool to fill out (observe, reflect, question).
7 minutes	The teacher will put the image up on the board and will annotate the picture. All of the students’ comments will be annotated on the picture. The teacher will not add any information, rather collect student information. This can also be information for their Primary Source Analysis tool.
10 minutes	The teacher will then direct the students to think about the time era of this photograph, the Civil War. The teacher will pose the essential question, “What was the primary cause of the Civil War?” The class will work on the KWL chart using what they already know about the Civil War, and what they wonder about. Students will have their own copy of this chart to list what was discussed.
20 minutes	The teacher will then hand out the graphic novel, <i>Civil War Adventure (Dover Graphic Novels)</i> to the students. The teacher will refer back to the KWL chart for the students’ wonderings as a jumpstart for what to look for in the graphic novel. The teacher will point out the Civil War map at the beginning of the book. Students will have this time to look through and find answers to their wonderings.
Day 2 5 minutes	The teacher will review and ask students about what they discovered in their graphic novel findings from the previous lesson.

10 minutes	The teacher will pose the essential question and supporting questions again for a deeper discussion. The students will use the graphic novel and their observations from yesterday. The teacher will write a list on the board of events that they discovered about the Civil War.
3 minutes	The teacher will hand out the primary source photos on Fort Sumter (but do not disclose the name) and have students work in pairs analyzing what is going on in the photos and use the prompts from the Primary Source Analysis tool.
5 minutes	Students will then pair up with another pair (groups of 4) and discuss what they saw in their images. They will write their findings on Post-It notes and put them in categories of their choosing.
5-7 minutes	The teacher will hand out a copy of the newspaper article, "Civil War Begun--Fort Sumter Taken" that has been enlarged to only include the relevant article. The teacher will have the students read the article and take note of events that happened at Fort Sumter that day. Students will write these on Post-It notes.
5 minutes	The teacher will bring the class back together and have students share out loud what events happened at Fort Sumter (the first battle of the Civil War).
3 minutes	Wrap up—the teacher will have students write an exit slip to answer the questions: Why are three (3) events that led up to the Civil War? What is the primary cause of the Civil War?

Assessments:	<p>The informal evaluations will be the primary source analysis tools and how the students are engaging with the observation and discussion.</p> <p>The formal tasks are the exit slip that students will answer to show their cumulative understanding of the tasks they engaged in.</p> <p>The learning objectives will used as questions for the exit slip.</p> <p>Students will receive feedback from their peers and teacher during the discussions and primary source analysis.</p>
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Learning Extensions:

Students can look for primary sources (Chronicling America) for newspaper accounts of the different battles of the Civil War.