**Slavery and the Civil War**

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| **LESSON OVERVIEW** | | | |
| **Name:**  **Adrian Lugo** | **Grade:**  **8** | **Subject:**  **US History** | **Location:**  **Osceola County Schools** |
| **Context & Purpose:**  *Share your content/topic and/or teaching and learning objectives for this lesson and where (beginning, middle, end) in the unit or learning cycle this lesson falls.*  Prerequisite: Students must have background on Northern Industrial society and Southern Agrarian society from the previous unit.  **Objective**: Students will analyze the complex role slavery played during the Civil War. ([SS.8.A.5.2](https://www.cpalms.org/PreviewStandard/Preview/3296))  This lesson was created as a unit launch. Students may be familiar with the idea that slavery was bad and the cause of the American Civil War, but not have an understanding of how ingrained it was in Southern society. Analyzing this primary source through QFT may help students develop some more understanding of the complex nature of slavery and civil war. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will be shown the following image of Civil War soldiers and encouraged to closely read the title of the slide and the caption.      1. Students will be partnered (pairs or triads as needed). After individually reading the title, context caption and viewing the image, students will be asked to generate their own questions using the QFT. They will take turns rallying questions back and forth that they generate in their pairs or triads for 7 minutes while following these “Rules for Producing Questions”:    * + 1. Ask as many questions as you can        2. Do not stop to answer, judge or discuss        3. Write down every question exactly as stated        4. Change any statements into questions        5. Ensure all questions are numbered 2. After time has elapsed (7 minutes) students will look at their group’s questions and identify open ended (O) and closed ended (C) questions. This will take about 3-5 minutes. 3. Students will then be asked to identify a minimum of five open-ended questions from their list that the group finds interesting. If there are not enough open-ended questions students will be asked to rewrite some of the closed-ended questions into open-ended questions. 4. Students will then be given a link ( [<https://www.loc.gov/rr/print/coll/SoldierbiosChandler.html>](https://www.loc.gov/rr/print/coll/SoldierbiosChandler.html) ) to a biography that explains more background about the image and the individuals. Using the information from this link students will attempt to answer as many of the open-ended questions from their list that they generated. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * **To follow up and gain a better understanding about the complexity of slavery the same QFT methodology should be followed up with an analysis of this text excerpt from the** “**Narrative of the Life of Frederick Douglass an American Slave”**   *The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I* ***converted*** *into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read . . .*    *. . . The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.*  [*https://www.loc.gov/resource/lhbcb.25385/?sp=56&st=text*](https://www.loc.gov/resource/lhbcb.25385/?sp=56&st=text)   * **After the QFT for the Chandler image and the QFT for the Douglass excerpt are both completed, students will be asked to answer individually in short-response form the following reflective questions:**   1. **What did you learn about slavery during the Civil War period from these primary sources?**   2. **Why do you think it is import to study this topic?** | | | |
| **Question Focus:**  *Chandler Image and Biography link:*  [<https://www.loc.gov/rr/print/coll/SoldierbiosChandler.html>](https://www.loc.gov/rr/print/coll/SoldierbiosChandler.html)  “Narrative of the Life of Frederick Douglass an American Slave” (image 56, excerpt)  [*https://www.loc.gov/resource/lhbcb.25385/?sp=56&st=text*](https://www.loc.gov/resource/lhbcb.25385/?sp=56&st=text) | | **Reflect on your QFocus:**  The Chandler image was chosen due to the *reason that students may not be aware that African Americans were involved on both the Union and the Confederate sides of the war. Couple this picture/bio with an excerpt from the “Narrative of the Life of Frederick Douglass an American Slave”, these primary resources can help develop a better understanding of the societal complexity the institution of slavery during the time of the American Civil War.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Support for ELLs**   + **Students may need additional supports in their native language. Content Glossaries in various languages be found at the following link:** <https://research.steinhardt.nyu.edu/metrocenter/resources/glossaries> * **Support for ESE**   + **While student pairing and triads may provide students with peer support, you may also need to adjust timing and pacing of the activities listed to meet exceptional student needs.** | | | |