QFT-Primary Source Lesson Plan Template\*

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| **LESSON OVERVIEW** | | | |
| **Name:**  MARIA RODRIGUEZ NEGRONI | Grade: 7TH | **Subject:**  U.S. HISTORY | **Location:**  HORIZON MIDDLE SCHOOL |
| **Context & Purpose:** This lesson was the launch for my Civil War unit. I used a primary source photograph  from the Library of Congress. Students will analyze primary resources that will depict different perspectives of soldiers' involvement in the Civil War.  **Lesson Objective:** What was war like for the soldiers of the North and the South? | | | |
| **Lesson Procedure:**  1. Teachers will review and model the QFT rules. 2. Students will think quietly for a minute about observations and wonderings.  3. Students will collaborate in groups and a scribe will start recording their questions on paper. 4. Teachers will conference with students to hear, record, and make anecdotal notes about their questions.  5. Students will improve and prioritize the questions.  6.Students will reflect on their learning with the whole group. | | | |
| **Next Steps**   |  |  | | --- | --- | | 1.  Teachers will have students explore the perspectives of soldiers’ involved in different sides of the Civil War by analyzing suggested sources and determining the different perspectives.  Engage students in a conversation connecting their  recordings from the QF. | * Be sure that students pay close attention to the viewpoints of different groups during this time period. * The Library of Congress has a primary source set [Civil War Images](https://www.loc.gov/classroom-materials/civil-war-images-depictions-of-african-americans-in-the-war-effort/) , [Civil War Drawings Documentaries](https://www.loc.gov/collections/documentary-drawings/?q=civil+war) and [American Life Histories: Manuscripts from the Federal Writers.](https://www.loc.gov/collections/federal-writers-project/about-this-collection/) * The [National Park Services](https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm) also contains excerpts of eyewitness accounts, diary entries, and letters of different soldiers. | | 2.  **Students will examine** the Library of Congress [Governor Pownall's late map 1776](https://www.loc.gov/item/74693074/) to identify the boundaries of North and South. As students (groups of 3 or 4) explore the map, they will record the border states and prepare to discuss them with their classmates (whole group).  **Students will analyze** the geographical advantages and disadvantages of North and South at the star of the war by using [National Park Servises](https://www.nps.gov/articles/the-border-states.htm) .  **Students will evaluate** the involvement of African Americans in the Civil War using the Textbook Unit Chapter: The Civil War or National Archives [Black Soldiers in the U.S. Military During the Civil War](https://www.archives.gov/education/lessons/blacks-civil-war#:~:text=Black%20soldiers%20served%20in%20artillery,contributed%20to%20the%20war%20cause.).  Engage students in a conversation connecting their  recordings from the QF.  **Students will explain** those events that they feel caused the most tension between the North and South using the Think Pair Share discussion strategies.  [Cooperative Learning Structures](https://education.wm.edu/centers/sli/events/ESL%20101/kagan-cl-structures.pdf)  **Students will summarize** the events that they feel caused the most tension between the North and South.  **Students will** answer guided questions from the video [Black Soldiers (United States Colored Troops): The Civil War in Four Minutes](https://youtu.be/DOyO75HJygI)  Engage students in a conversation connecting their  recordings from the QF. | * Be sure to guide students to explore the concepts of border states, enlist ( [Alexander H. Johnson Military Service](https://battleofolustee.org/pics/alexander_johnson.html) ) policy, deserted. Cognates: militia-milicia, congress-congreso, alliances-alianzas, continental-continental, enlist-enlistar, desert-desertar. **ELL Content Glossaries:** [NYS Statewide Language Regional Bilingual Education Resource Network](https://steinhardt.nyu.edu/metrocenter/language-rbern/resources/bilingual-glossaries-and-cognates) * Be sure students evaluate the link between the people of the border’s states have to both sides. * Be sure to help students specify the goals of the North and the South in the Civil War. * Be sure to help students specify the strategies of the North and the South in the Civil War. * Be sure to help students to evaluate the involvement of African Americans in the Civil War. * Be sure to help students specify the strengths/weakness of the North and the South. * Make sure to help them discover the issues stemming from this war. | | | | |
| **Question Focus:**  What was war like for the soldiers of the North and the South?    Link: [[Sergeant A.M. Chandler of Co. F, 44th Mississippi Infantry Regiment, and Silas Chandler, family slave, with Bowie knives, revolvers, pepper-box, shotgun, and canteen] - digital file from original photo, post-conservation, mat added photographically | Library of Congress (loc.gov)](https://www.loc.gov/resource/ppmsca.40073/)  <https://www.loc.gov/item/2014647512/> | | **Student Questions:**  1. Did slaves fight against the North? 2. Why was the enslaved man helping?  3. What was their relationship after the war? 4. Did they both survive? 5. Was this common? 6. How did slaves either help or resist in the war? 7. Were slaves taught to use weapons in the south? 8. What was the purpose of this photograph? 9. Is this photo considered controversial?  10. What uniforms are they wearing?  11. Did they both fight together?  12. What are they fighting for? | |

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| **Reflect on your QFocus:**  *As I was navigating the Library of Congress for primary sources that would help me with my objective; my goal was to find a photograph that will provoke questions that would help guide my students to answer future complex ideas or situations. I did my best to not look at the titles or the captions. I was fascinated first by the collection found in Gladstone collection in African American Photographs in particular with The 24th Regt. U.S. Colored Troops. Let Soldiers in War, Be Citizens in Peace. I knew it could be part of my lesson, but it was not going to cause the desired effect of engaging students to connect their QF recordings throughout the assignments on this specific lesson.*  *When I saw Sergeant Chandler and his slave photo, I knew this photograph will allow my students to open a conceptual elaboration of the lesson.* |