



## 2010 *Back to History* Lesson Plan “Dominion of War”

<b>Team Members:</b>	David D. Enix Joanna Robinson Meriwether Jacob L. Stephens
<b>Instructional Unit:</b>	Social Studies
<b>Title of Lesson:</b>	Civil War: Experience of Minorities
<b>Grade Level:</b>	9-12 (Special Education). Many students are comprehending/reading/functioning below their actual grade level.
<b>Description:</b>	This is a history lesson re: the experiences of minorities during The Civil War. I can use direct instruction or differentiated instruction (maps, coordinated with Math lesson, projector, video). The repetition method would be beneficial because the more you repeat it, using different modalities, the better understanding students will have.
<b>Standards: Include Standard, Benchmark Letters, and GLI numbers</b>	Ohio Content Standards: History: Civil War: The Experiences of Minorities; A, B, C; 1-6.
<b>Duration:</b>	45 minutes –one hour.
<b>Materials and Resources:</b>	<p>John Stanckak. <i>Civil War</i> (Eyewitness Books). London: Dorling Kindersley, 2000.</p> <p>John T. Cumbler. <i>From Abolition to Rights for All: The Making of a Reform Community in the Nineteenth Century</i>. Philadelphia: University of Pennsylvania Press, 2008.</p> <p>Thomas W. Dunlay. <i>Wolves for the Blue Soldiers: Indian Scouts and Auxiliaries with the United States Army, 1860-90</i>. Lincoln: University of Nebraska Press, 1987.</p>

William L. Burton. *Melting Pot Soldiers: The Union Ethnic Regiments*. Bronx, NY: Fordham University Press, 1998.

Gerald J. Propkopowicz. *Did Lincoln Own Slaves?: And Other Frequently Asked Questions about Abraham Lincoln*. Vintage, 2009.

Margaret S. Creighton. *The Colors of Courage: Gettysburg's Forgotten History: Immigrants, Women, and African Americans in the Civil War's Defining Battle*. New York: Basic Books, 2006.

Aaron Sheehan-Dean. *The View from the Ground: Experiences of Civil War Soldiers*. Lexington: The University Press of Kentucky, 2006.

Frederick Douglas. *My Bondages and My Freedom*. New York: Barnes and Noble Classics, 2005.

### **Primary Source Materials:**

Bombproof Quarters of Major Thomas J. Strong, photograph, 1861-1865. Civil War Stereographs/Ohio Historical Society, SC 5227, <http://www.ohiopix.org/contentdm-search-results/?cdm-field=CISOSEARCHALL&cdm-mode=all&cdm-page=1&cdm-keywords=SC%205227>

Speech of the Hon. William Allen, Delivered in the House of Representatives, February 2, 1863. Ohio Historical Society Archives/Library Pamphlet Collection, PA94\_06, <http://dbs.ohiohistory.org/africanam/html/page4b8b.html?ID=1098&Current=P01&View=Text>

Cumberland Landing, Va. Group of "contrabands" at Foller's house, photograph, May 14, 1862, James F. Gibson. Library of Congress Prints and Photographs Division, <http://www.loc.gov/pictures/resource/cwpb.01005/>.

### **Resources with primary material:**

"Colored Troops in the American Civil War." American Civil War.com. [http://www.americancivilwar.com/colored/colored\\_troops.html](http://www.americancivilwar.com/colored/colored_troops.html)

"Five generations on Smith's plantation, Beaufort, South Carolina." History Matters: The U.S. Survey Course on the Web. <http://historymatters.gmu.edu/d/6807/>.

"The Civil War in New Mexico, 1861-1862." New Mexico CULTURE net. Palace of the Governors, Museum of New Mexico, [https://www.archaeolink.com/war\\_between\\_the\\_states\\_new\\_mexic.htm](https://www.archaeolink.com/war_between_the_states_new_mexic.htm)

"Women of the American Civil War." American Civil War.com. <http://americancivilwar.com/women/women.html>.

"U.S. Constitution: Amendments XI-XXVII." (XIII – Slavery Abolished) The Avalon Project: Documents in Law, History and Diplomacy, Yale Law School. [http://avalon.law.yale.edu/18th\\_century/amend1.asp#13](http://avalon.law.yale.edu/18th_century/amend1.asp#13)

**Warm Up:**

Name the three ethnic groups that were severely punished during the Civil War.

**Instructional Strategies:**

A continuation of introductory data (bring in a set of questions so that I can get to know child's prior knowledge).

**Homework and Practice:**

John Stanckak. *Civil War* (Eyewitness Books), read pp. 34-35 "Black volunteers."  
Explain the attitudes about race during the Civil War.

**Assessment Question:**

Explain the difference(s) between "slaves owned by Native Americans" and "slaves owned by Caucasians." (See attachment).

**Re-teach Activity:**

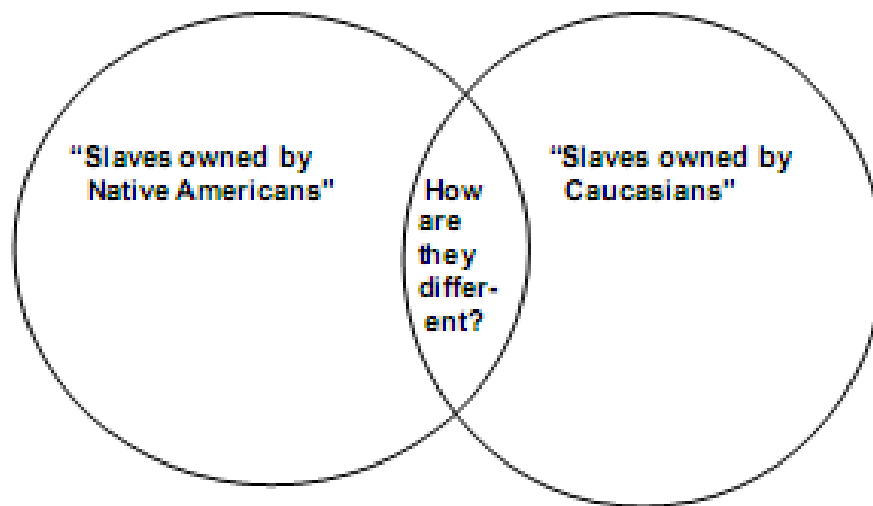
To get the students to know the three ethnic groups.

**Extension Activity:**

Re-teach/flash extended activity; objective/goals are methods to put lessons together to enable students to know more about the three ethnic groups and their experiences in the Civil War.

**Assessment Question:**

**Venn Diagram**



1	2	3	4
no flow, very little information concerning topic	some flow, but still kind of choppy	valid info on the topic (clear descriptions and understanding of the author's conveyance).	concise historical under- standing of the time/ events (comprehensible expositions and Intellect of the composer's manifestations).