

TEACHING AMERICAN HISTORY PROJECT

Lesson Title- Experience the daily life of a Civil War soldier

Grade 6

Length of class period 50 min.

Inquiry (What essential question are students answering. What problem are they solving, or what decision are they making?) Students will be answering this question: What was it like to live the life of a Civil War Soldier?

Objectives:

Students will read and analyze letters that a Union soldier wrote home to his neighbor. The Letters describe his daily life . (Re-live the daily life of a Civil War soldier by reading his letters)

Students will write a journal of what his life was like in their own words and trace that soldier's travels on a map of the United States.

Materials (What primary sources or local resources are the basis for this lesson?)

1. This site contains letters written by Newton Scott, a real Civil War soldier.
2. Go to www.civilwarletters.com
3. Click on Table of Contents to get a list of all the letters that Newton Scott wrote to his neighbor Hannah Cone in Iowa
4. A United States map and markers and Journal

Activities:

Students will be in groups reading the letters . The letters have no punctuation, and the grammar is often wrong, but students will be able to understand a lot of it .

Students will make a first entry heading in the Journal label it as 1.

Students will write in thfeir own words about what life was like on thatj day of the letter.

Students will pay attention to details in the letters

Students will locate Keokuk, Iowa use the marker to make a dot at Keokuk on your map and put the number 1 next to it.

Students will continue to read the next letter ,pay attention to details and name of the small town and put the number 2 next to it.

How will you assess what students learned during this lesson?

Informal assessment comes from observing students working in the group and reading and making interpretations of the letters (through discussions)

The Journals will be collected at the end of the lesson for a more formal assessment

Participation with their partners in group discussion

CT State Standards: Students will:

Analyze and explain historical letters to describe how Civil War Soldiers lived

Explain how people lived in the time of the Civil War

Access information from a variety of primary sources including maps, letters and journals

Interpret information from primary sources to understand this time in our history

Explain why one would use a primary source in a specific context

Create various forms of written work like journals to demonstrate an understanding of history

Demonstrate an ability to participate in social studies discourse through informed discussions

Evaluate the quality of evidence of evidence from sources supporting a point of view