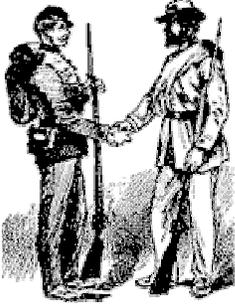


Grade 7	Bull Run / Gettysburg prep Lesson 3
Teacher Notes	<ul style="list-style-type: none"> ➤ Lesson can begin with Reaction Paper activity as a pre-write or as a closing activity ➤ Follow up questions posted on SmartBoard ➤ Revisit “10 Reasons” list for blog posting
Goal	1. To illustrate two different primary source reactions to the news of Ft. Sumter
Objective	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare/contrast differing reactions to an historic event 2. Evaluate how historical events affect personal decisions 3. Use Web 2.0 technology by posting to a blog
Standards	<p>NCSS Standard I / B – Culture Standard II / D & E – Time, Continuity & Change Standard IV / A – Individual Development & Identity Standard V/ E – Individuals, Groups, & Institutions</p> <p>IRA/NCTE Standard 2, 7 & 8</p> <p>ISTE draft Standard I – Creativity & Innovation Standard II – Communication & Collaboration</p>
Materials	<ol style="list-style-type: none"> 1. <i>More Songs from Gettysburg</i> 2. Reaction Paper 3. “Maybe It Won’t Be Such a Picnic” – Theodore Upson from <i>Ordinary Americans</i> 4. “A Glorious Adventure” from <i>The Civil War: A history in documents</i> – 5. Robert E. Lee letter of resignation 6. Robert E. Lee letter to his sister 7. Fernando Wood: Proposal for the Secession of New York City (teacher background) 8. Blog/Wiki directions handout 9. <i>Drummer Boy: Marching to the Civil War</i> – Ann Turner
Definitions	
Guiding Questions	<ol style="list-style-type: none"> 1. How do you think people in 1861 viewed the beginning of the Civil War? 2. Do you think their views may have changed by 1863? Why or why not? (Compare to public opinion to war in Iraq)

	<p>3. What do you think their views were by the end of the war? (Today many Southerners do not refer to “the Civil War”. Their terminology: “war between the states” or “war of Northern aggression”) Why?</p>
<p>Introduction</p>	<ol style="list-style-type: none"> 1. Solicit responses to guiding question #1 and follow up with comments depending upon responses. 2. Explain that individuals had their own views and that generalizations or stereotypes cannot be made. (e.g. Southern diarist Mary Chestnut “crept silently to my room, where I sat down to a good cry.” / Mayor of NYC proposed that the city secede and remain neutral to protect the city’s business interests.) 3. Stereotypes: North: viewed Southerners as boastful and arrogant / South viewed North as weak, money hungry. How can generalizations affect viewpoints? (Leads to underestimation of fighting ability and determination.) 4. Read aloud two differing views of citizens at the beginning of the war (Upson and <i>Daily Richmond Examiner</i>)
<p>Lesson / Activities</p>	<ol style="list-style-type: none"> 1. Give background to Upson recollection: had family in the South. How might this affect his views of the coming conflict? 2. Follow up questions: <ul style="list-style-type: none"> • Why did Father get white, say little and go right up to bed? • Why did Grandma cry? Why would her children not come North? • What was the opinion of the men enlisting about the capabilities of the Southern soldiers? Does Theodore agree? Why or why not? • What does Theodore mean when he says “it won’t be such a picnic? • Are there any stereotypes or generalities in his recollection? 3. Give background to <i>Daily Richmond Examiner</i>. Remind students of our newspaper lesson (role of newspapers: inform, educate and entertain). Briefly comment on role of newspapers during the Civil War. 4. Follow up questions: <ul style="list-style-type: none"> • How does the newspaper say Richmond’s citizens reacted to the news of Fort Sumter? • What does the editorial mean when it says “everybody abuses war, and yet it has been the favourite and most honored pursuit of men...” 5. Compare and contrast these two primary sources. 6. Do writing activity: Play music to set mood of reflection. Explain to students that music is also primary source and that the music they are listening to was composed during the Civil War. 7. Hand out Reaction Paper. Allow ten minutes for writing.
<p>Conclusion</p>	<ol style="list-style-type: none"> 1. When time is up, take an opinion poll: <ul style="list-style-type: none"> • Students who would move to remain in the U.S. should stand. Students give reasons for decision. • Students who supported Pennsylvania’s decision to leave should stand. Students give reasons for decision and leave the classroom. • Bring students back and give class a few minutes to discuss the implications of their decision.

	<ul style="list-style-type: none"> • Discuss question 5 on the Reaction Paper. 2. Time permitting: Read aloud <i>Drummer Boy</i>. Refer to Upson’s journal where he was told that boys were not wanted. Explain that many young boys were part of the war. 3. Discuss stereotypes in the story and how the drummer’s view of war changed.
<p>Assignment Assessment</p>	<p>Note: students are familiar with blogging procedures.</p> <p>Return students’ Ten Reasons to Study the Civil War for blog posting.</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Comment to blog post. What should Bobby Lee do? <ul style="list-style-type: none"> ➤ Handout “Robert E. Lee: Resignation from the United States Army” letter to General Winfield Scott and the letter to his sister Anne Marshall (or post on website to save paper). Post url on school website: For background info to see what Lee’s decision cost him and his family, visit . <p style="text-align: center;">http://www.nps.gov/archive/arho/tour/history/evacuation.html</p> 2. Blog question: If Robert E. Lee came to you on the eve of secession, knowing what it would cost him in terms of his reputation, his citizenship and his heritage, what would you advise him to do? Or, how would you answer him if you were Gen.Scott or Lee’s sister? 3. Optional: Exceeds Expectations: Comment to post Ten Reasons Why. <p>Assessment: Commenting to post is assessed as a completed assignment.</p>
<p>Evaluation</p>	



Reaction Paper^{*}

Pennsylvania has just declared itself to be a new country, separate from the United States. Answer the following questions:

1. Would you support Pennsylvania's decision? Why or why not?
2. Would you move to another state to remain a part of the United States? Why or why not?
3. What would you gain by staying?
4. What would you lose by Pennsylvania's secession?
5. If the secession led to a war, how would you feel if you had to face some of your friends in battle?

^{*} Not teacher created, source unknown



Blog and Wiki Info



For our Bull Run unit, we will continue to use the blog and we will be using a wiki.

Blog Info: <http://rzajko.edublogs.org>

The blog will pose questions concerning the research or topics of general interest. The particular post (the question I ask) that you need to comment on will be listed on the Homework Update page. You can find it by the title (question). You may need to scroll down to find it because there may be other postings. You can also look for a link on the right side of the page.

A note about blog due dates: Comments are to be posted no later than midnight of the day before class. A due date will always be given. Comments date stamped after midnight of the due date are assessed as late and do not meet expectations. Comments date stamped two days after the due date will be assessed as unsatisfactory.

There will usually be an optional Exceeds Expectations posting. Grades cannot be assigned for students who comment as anonymous. You may comment anonymously, if you wish, on any posting that is not graded.

The blog address and directions for how to comment on the blog are on the Homework Update page.

Wiki Info <http://aaa2008.wikispaces.com/>

You've heard of Wikipedia? We will be building our own wiki. A wiki is different from the web page you will be building. A web page is an individual production; a wiki is a collaborative sharing of information. You may have researched information that a student in another class did not find, or you may find that a student posted information that needs more definition.

You will post your research in your particular center to the blog. You may edit your work and the work of another student. Editing may be done only for clarification or to correct a typo. Editing that is malicious or destructive will result in disciplinary action and loss of posting privileges.

In order to edit, you need to be invited. I will send you an e-mail inviting you to join the wiki. Your e-mail program might move the invitation into your Junk Mail folder, so please be sure to check that folder. Your e-mail might have this in the subject line:

RE: [NEWSENDER] - Invitation to the writingoutloud wiki - Message is from an unknown sender.

It's not an unknown sender...it is me. Please follow the directions in the e-mail to link to the wiki for the first time. We will have a training session to acquaint you with how to wiki.