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| <b>Lesson Title</b>   | Analyzing a Civil War Photograph   | <b>Teacher</b>            | Morgan O'Grady                        |
| <b>Grade Level</b>  | 8th  | <b>Duration of Lesson</b> | One to two fifty minute class periods |
| <b>LESSON TOPIC</b>   | Dissecting Civil War Military Photographs  |                           |                                       |
| <b>SC Standards &amp; Indicators</b>  | <p><b>Standard SC.8-3:</b> The student will demonstrate an understanding of the American Civil War-its causes and effects and the major events that occurred during that time.</p> <p><b>Indicator 8-3.6:</b> Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children.</p>  |                           |                                       |
| <b>Academic Vocabulary</b>  | Primary Source<br>Civil War  |                           |                                       |
| <b>Lesson Materials</b>   | Photographs taken from the <a href="http://lowcountrydigital.library.cofc.edu/u?/CMW,16">Lowcountry Digital Library</a> :<br><a href="http://lowcountrydigital.library.cofc.edu/u?/CMW,16">http://lowcountrydigital.library.cofc.edu/u?/CMW,16</a><br><a href="http://lowcountrydigital.library.cofc.edu/u?/CMW,12">http://lowcountrydigital.library.cofc.edu/u?/CMW,12</a><br><a href="http://lowcountrydigital.library.cofc.edu/u?/CMW,2">http://lowcountrydigital.library.cofc.edu/u?/CMW,2</a> |                           |                                       |
| <b>Lesson Set</b>   |  |                           |                                       |
| <b>Content Objective(s)</b>   | Students will be able to:<br>Analyze a photograph for content.<br>Describe different elements in a photograph.   |                           |                                       |
| <b>Literacy Objective(s)</b>  | Student will create a journal entry describing what the uses are for a primary source photograph.  |                           |                                       |
| <b>Lesson Importance</b>  | This lesson utilizes a primary source and provides students with insight of some of artillery types used during the Civil War.   |                           |                                       |
| <b>Connections to prior and future learning</b>   | The prior learning will be information of the warfare and the types of artillery. Students will be able to use their prior knowledge of the Civil War. Future connections can be made to Reconstruction, and the need to rebuild after the warfare destruction.  |                           |                                       |
| <b>Anticipatory Set/ Hook (Engage)</b>  | <ol style="list-style-type: none"> <li>1. Teacher will ask students, "What do you see in this photograph?"</li> <li>2. Teacher will have students write their observations on a piece of paper.</li> <li>3. Teacher will show students the next two photographs and ask students to write their observations.</li> </ol>   |                           |                                       |
| <b>Skill Development</b>  |  |                           |                                       |
| <p>Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.</p> <p>The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.</p> |  |                           |                                       |
| <b>Introduce content components</b>   | <ol style="list-style-type: none"> <li>1. Teacher will ask students to raise their hand to state some of their observations.</li> <li>2. Teacher will tell class that this picture is a primary source.           <ul style="list-style-type: none"> <li>• A primary source is a document from the time period being studied.</li> </ul> </li> </ol>   |                           |                                       |

**"I do"**  
**Skill from literacy objective**

introduce/explain/model

1. Teacher will tell students that this photography is primary source from the Civil War period.
2. This photograph was taken at Fort Sumter in 1861.
  - April 12, 1861 - The Civil War began as Confederate troops opened fire on the U.S. garrisons guarding Fort Sumter.
  - This initial bombardment lasted thirty-six hours.
  - Fort Sumter was surrendered to Confederate troops on April 14th, 1861.
  - Fort Sumter was used through out the Civil War to housed troops that protected the Charleston Harbor.
  - In February 1865, Confederate troops abandoned Fort Sumter as Union troops approached.
  - Much of the Fort was destroyed.
  - In the 1870's Fort Sumter's walls were restored.
  - The Fort was used in the Spanish-American War, World War I, and World War II.
  - In 1948 Fort Sumter was designated a National Monument.
3. The next photograph was taken in Fort Sumter at the official re-raising of the American flag in April 14, 1865.
  - The people in the picture would have been Union troops and Supporters.

**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

**"We do"**  
**Activity Description**

Include student "explore" components and opportunities for them to explain their learning.

1. Teacher will place students into groups or four or into pairs.
2. Teacher will inform students that these pictures were taken after the Confederate troops had gained control of Fort Sumter, Confederate troops sitting on rubble after the Union has surrendered, after Fort Sumter was taken over by Union troops.
3. Teacher will assign each group to a picture.
4. Teacher will instruct students to answer the following questions on a piece of paper. Not all questions will apply to each picture:
  - Who could the men in this picture be?
  - Would these men be fighting for the Union or the Confederates?
  - Are all the men soldiers?
  - What type of weapons do we see in the picture?
  - Are there any signs of war damage in the picture?
  - Why would Fort Sumter be an important strong hold for the Confederate army during the Civil War?

**Checking for Understanding-  
"Informal"  
Assessment**

1. Teacher will check for understanding by calling on a group and having students answer the above questions.
2. Teacher can expect or help students reach conclusions such as these:
  - Picture 1:
    - These men are Confederate soldiers.
    - They would be fighting for the Confederates, since the picture was taken after the surrender of Fort Sumter to the Confederates.
    - It seems that one man looks to be a gentleman, or some visitor to Fort Sumter.
    - Cannons can be seen in the picture.
    - One of the brick columns in the back left of the picture has some damage. There are sand bags to help protect the Fort in the background of the picture.
    - Fort Sumter helped protect the Charleston Harbor, which was a huge port for trading goods and generating wealth for the southeastern region. Fort Sumter also protects from naval attacks.
  - Picture 2:
    - These men appear to be Confederate soldiers.
    - These men appear to be fighting for the Confederate troops.
    - All of the men appear to be soldiers.
    - Cannons are the only weapons seen in the picture.
    - The walls are destroyed and appear to be from attack.
    - Fort Sumter helped protect the Charleston Harbor, which was a huge port for trading goods and generating wealth for the southeastern region. Fort Sumter also protects from naval attacks.
  - Picture 3:
    - Union supporters for the celebration re-raising of the American flag.
    - These men would be supporting or fighting for the union.
    - Not all of the men are soldiers.
    - There appears to not be any weapons in the picture.
    - There does not appear to be any damage in the picture.

**Closure**

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

**Content Solidified**

1. To solidify content, Teacher will display the picture of Fort Sumter.
2. Teacher will ask students to answer orally:
  - Where is Fort Sumter located?
  - Charleston, SC
  - What is one of the wars that Fort Sumter was used in?
  - Civil War, Spanish-American War, WWI, and WWII
  - What type of artillery was used during the Civil War?
  - Cannons were used during the Civil War.
  - What type of damage did Fort Sumter have during the Civil War?
  - Fort Sumter's walls were destroyed, and much of the work was never completed.

**Independent Practice**

**"You do"**

1. Teacher will assign students either to be a soldier or civilian.
1. Teacher will have students brain storm what being a soldier would be different from being a civilian in Charleston during the Civil War.
2. Students will be directed to look up some information on the internet or from the library.
3. Students should base their ideas off of this information.

**Summative/  
"Formal"  
Assessment**

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|------------------------|--|
| <b>Assessment</b>      | <ol style="list-style-type: none"> <li>1. Teacher will put students into groups or pairs.</li> <li>2. Teacher will instruct students to compare their findings.</li> <li>3. Students will prepare 7-10 sentences showing their comparisons or contrasts of the information about being a civilian or a soldier.</li> </ol> |
| <b>Differentiation</b> |  |
| <b>During Lesson</b>   | <ol style="list-style-type: none"> <li>1. Students may look up information on Fort Sumter on the internet.</li> <li>2. Students may work alone to answer content questions.</li> </ol>   |
| <b>Assessment</b>      | <ol style="list-style-type: none"> <li>1. Students may draw a picture of their personal/family history.</li> <li>2. Students may tell their personal/family history in groups or pairs.</li> </ol>   |