


Children of the Civil War
Part of a Unit of Interactive study during the Civil War time

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| Instructor Name: Valerie Wlodyka | Subject: Library US I History | Unit Title: US Involvement in Civil War |
| Standard/ Framework | <p>Massachusetts History and Social Science Framework: 8.10 - Analyze the impact of the Civil War on the lives of children and families.</p> <p>Massachusetts English Language Arts Framework: 10.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AASL Standards Frameworks</p> <p>I. Inquire</p> <p>A. Think</p> <ol style="list-style-type: none"> 1. Learners display curiosity and initiative by: <ul style="list-style-type: none"> ● Formulating questions about a personal interest or a curricular topic. ● Recalling prior and background knowledge as context for new meaning. <p>B. Create</p> <ol style="list-style-type: none"> 1. Learners engage with new knowledge by following a process that includes: <ul style="list-style-type: none"> ● Using evidence to investigate questions. ● Devising and implementing a plan to fill knowledge gaps. <p>C. Share</p> <ol style="list-style-type: none"> 1. Learners adapt, communicate, and exchange learning products with others in a cycle that includes: <ul style="list-style-type: none"> ● Interacting with content presented by others. <p>D. Grow</p> <ol style="list-style-type: none"> 1. Learners participate in an ongoing inquiry-based process by: <ul style="list-style-type: none"> ● Continually seeking knowledge. <p>II. Include</p> <p>A. Think</p> <ol style="list-style-type: none"> 1. Learners contribute a balanced perspective when participating in a learning community by: <ul style="list-style-type: none"> ● Articulating an awareness of the contributions of a range of learners. <p>III. Collaborate</p> <p>B. Create</p> <ol style="list-style-type: none"> 1. Learners participate in personal, social, and intellectual networks by: <ul style="list-style-type: none"> ● Using a variety of communication tools and resources. <p>IV. Curate</p> <p>A. Think</p> <ol style="list-style-type: none"> 1. Learners act on an information need by: | |

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| | <ul style="list-style-type: none"> ● Determining the need to gather information. ● Identifying possible sources of information. <p>B. Create</p> <ol style="list-style-type: none"> 1. Learners gather information appropriate to the task by: <ul style="list-style-type: none"> ● Seeking a variety of sources. ● Collecting information representing diverse perspectives. <p>V. Explore</p> <p>A. Think</p> <ol style="list-style-type: none"> 1. Learners develop and satisfy personal curiosity by: <ul style="list-style-type: none"> ● Reading widely and deeply in multiple formats and write and create for a variety of purposes. <p>VI. Engage</p> <p>A. Think</p> <ol style="list-style-type: none"> 1. Learners follow ethical and legal guidelines for gathering and using information by: <ul style="list-style-type: none"> ● Responsibly applying information, technology, and media to learning. |
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| <p>Objective (SWBAT) Overview</p> | <p>Students will be able to examine how war affected young lives while exploring the diaries of children during the Civil War. This exploration helps students understand how history is not just facts and dates but also the stories and emotions of individuals affected by those events and the importance of preserving personal narratives .</p> |
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| <p>Activator</p>  | <ul style="list-style-type: none"> ● Watch and listen to the The Children of the Battlefield ● Teacher Resource Analyzing Sheet Music (Teacher) ● Turn on screen reader support ● To enable screen reader support, press Ctrl+Alt+Z To learn about keyboard shortcuts, press Ctrl+slash ● The Children of the Battle Field (1864) ● <ul style="list-style-type: none"> ● Using the Primary Source Analysis Tool, answer the following questions: <ul style="list-style-type: none"> ● What was the purpose of this piece of music? ● Who do you think composed it? ● Who do you think was intended to sing or play it? ● What does the cover tell you about the music? ● If it doesn't have lyrics, what instruments were intended to play it? ● If you know the melody, how does it add to your understanding? ● If someone created this today, what would be different? ● Story of the Children of the Battlefield <ul style="list-style-type: none"> ● Note: Military Dog tag history |
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| Assessment/ Student Activities | <p>Part I</p> <ul style="list-style-type: none"> ● Read selected Diary Entries from children of the Civil War time period using the Primary Source Analysis Tool ● What was the purpose of the diary? ● Who created it? ● Who do you think was its audience? ● Can you tell anything about what was important at the time it was made? ● Can you determine what tools and materials were used to create it? ● What can you learn from examining this? ● If someone created this today, what would be different? ● Explain how understanding personal experiences enhances our comprehension of historical events. <p>Part II</p> <ul style="list-style-type: none"> ● Choose one Diary from Part I ● Students should imagine how the children whose diaries they read might have expressed themselves if they had access to modern social media. ● Work in small groups of 3-4 students. ● Select a social media platform (e.g., Twitter, Instagram, TikTok, Facebook). ● As if Civil War-era children were using that platform, given 10-15 minute, create 3-5 "posts" based on the diary entries they read. ● Use appropriate hashtags ● Design "profile pictures" or "bios" for the diary writers ● Include historically accurate details from the diaries <p>Part III</p> <ul style="list-style-type: none"> ● Participation in "Civil War" as interactive presentation in which students rotate through each "station" to learn about multiple Civil War aspects from the 1800s |
| Wrap Up | <ul style="list-style-type: none"> ● How might studying personal accounts like these change the way we think about current events? |
| Differentiation Strategies/ Accommodations | <ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessional Support if needed / assigned <input type="checkbox"/> Limit the number of diary entries to analyze <input type="checkbox"/> Work with a partner/groups <input type="checkbox"/> Use text-to-speech software for students with reading difficulties |
| American Antiquarian Resources | <p><i>How To Read A Manuscript</i> https://www.americanantiquarian.org/educators/how-read-manuscript-diary</p> <p><i>Diary of Marion Boyd Allen</i> https://www.americanantiquarian.org/how-read-manuscript-diary/diary-marion-boyd-allen-grades-6-8.</p> |

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| | <p><i>Elizabeth "Lizzie" Boynton Stalker Jeffers (1853-1888)</i> https://www.americanantiquarian.org/how-read-manuscript-diary/diary-elizabeth-stalker-jeffers-grades-3-5</p> <p><i>Francis Bennett, Jr. , age sixteen.</i> https://www.americanantiquarian.org/how-read-manuscript-diary/diary-francis-bennett-jr-grades-9-12</p> <p><i>Percival Bonney (1842-1906)</i> https://www.americanantiquarian.org/node/9095</p> |
| Other Resources | <p><i>Carrie Berry</i> https://www.atlantahistorycenter.com/blog/dear-diary-the-civil-war-writings-of-carrie-berry/</p> <p><i>Children and the Civil War</i> https://filetransfer.nashville.gov/portals/0/sitecontent/Parks/docs/historic/Fort%20Negley/Children%20Brochure_FNVC.pdf</p> <p><i>Children of the Civil War: On the home front</i> https://www.battlefields.org/learn/articles/children-civil-war-home-front</p> <p><i>A Drummer Boy's Diary</i> https://archive.org/details/05731852.3424.emory.edu/page/23/mode/2up?view=theater</p> |
| Reflections/Notes | <ul style="list-style-type: none"> ● Note spelling of words in diary entries ● Note use of grammar in diary entries ● Note word choice in diary entries ● Note sensitive topics in diary entries |