Civilians & Divided Loyalties - High School Mississippi Studies Lesson Plan

Standards

MS Social Studies Standard
MS 6 - Recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state.
MS 6.4 - Trace the various attempts at reconstruction in Mississippi and the responses to them.
College, Career, and Civic Life C3 Framework
D3.1.6-8 - Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
Literacy Standards
RH 6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
RH 6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Introduction:

One of the best ways to understand the past and primary source documents, in particular, is to be able to explain them to others. This activity is meant as a step in a broader lesson on Reconstruction. Students will work on developing historical thinking skills to utilize background information while sourcing and contextualizing primary source documents from the Civil War and Reconstruction Governors of Mississippi papers. After analyzing the documents, students will participate in a socratic discussion to break down ideas and information.This activity will culminate in students writing a short response letter taking the perspective of a MS governor.

Before beginning this activity, students should have background and understanding of Presidential and Congressional Reconstruction plans, as well as President Andrew Johnson.

Materials:

- SOAP Primary Source Analysis Worksheet - Worksheet PDF File
- Article: William Lewis Sharkey; MS Governor http://www.mshistorynow.mdah.ms.gov/articles/265/index.php?s=extra&id=128
- CWRGM Document Letter from Pollan in Greensboro, Miss
- CWRGM Document: Letter from Burrus in Starkville, Miss
- CWRGM Document: Letter from Lake in Cambridge, Maryland
- CWRGM Document: Letter from Pierce in Columbus, Miss

Procedures:

1. Before beginning the activity, pose the writing prompt to students to ignite thinking during the reading and discussion parts of the activity.
    a. **Writing Prompt:** Write a response letter, taking the perspective of Governor William L. Sharkey. Choose one of the primary source letters that you analyzed during the SOAP activity to create a response letter. In your letter, take on the role of Governor William L. Sharkey and utilize your background knowledge of his politics and the policies he faced in regards to Reconstruction in Mississippi to answer the letter.
2. After giving the writing prompt, have students think about the following question using a Think-Pair-Share strategy in which students (1) think individually about an answer to the italicized question below, (2) partner with another student to discuss, and (3) then share out with the whole class: *How does the political affiliation of a government leader affect how he or she would respond to a situation at hand?*
    a. Make a list of students thinking to use when they begin to write their answers to the prompt.
    b. Discuss big ideas as a class to help students engage in the perspective.
3. As a background builder, students should read an article. Provide students with a copy of the following article: "William Lewis Sharkey: Twenty-fifth Governor of Mississippi: June to December 1865." (found in Materials List)
4. During reading, provide students with the guiding questions below to think about and answer while reading the article.
    a. Based on what you know about the policies for Reconstruction plans in the South after the Civil War, why do you think William L. Sharkey was named provisional governor of Mississippi during this time?
    b. What were the goals for Mississippi following the Civil War during this reconstruction period?
5. Bring students together after reading for a socratic style discussion to allow students to quantify thinking and for you to formatively assess background knowledge of the topic.
    a. During this protocol, the teacher poses a question(s) that require(s) students to draw conclusions on the topic based on background information (previous teaching) and utilizing the common text they have read (MS History Now article)
6. Using the SOAP (Subject; Objective; Author; Purpose) Strategy, provide students with the SOAP Primary Source worksheet (found in the Materials List) to guide in the reading and analyzing of each primary source letter to the Governor. Students will analyze the primary source(s) to summarize the subject as well as to determine the occasion, audience, and purpose of the document.
7. After students have completed the SOAP activity, assign students one of the primary source letters to respond to in the writing activity.

    a. You could also allow students to draw out of a hat or pick a number/color/letter to which you have assigned certain primary source documents.
8. Students will design a written response to one of the primary source documents, in the form of a letter. The response should be based on the student's knowledge of Governor William L. Sharkey, his political beliefs, and the differing Reconstruction Plans during this period in history.
    a. **Writing Prompt:** Write a response letter, taking the perspective of Governor William L. Sharkey. Choose one of the primary source letters that you analyzed during the SOAP activity. In your response letter, take on the role of Governor William L. Sharkey and utilize your background knowledge of his politics and the policies he faced in regards to Reconstruction to answer the letter.