

Memory and Commemoration - 8th Grade Lesson Plan

Teacher Copy

Mississippi Social Studies Curriculum Standards	8.9.5 Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.	8.9.6 Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.	
College, Career, and Civic Life C3 Framework	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.
Common Core State Standards Initiative	CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	CCSS.ELA-LITERACY.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.	CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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. In this activity, students will identify vocabulary they are unfamiliar with and define those terms. Students will then analyze the given document(s) using primary source analysis tools from the National Archives. Lastly, students will take that

information, and create a “museum exhibit” around the given document(s). The exhibits can be created physically or digitally, depending on how your classroom is currently meeting.

Note about the documents: For this activity, four documents were chosen from the twenty available. The four chosen provide opportunities for both struggling learners to become familiar with primary sources and primary source analysis while providing more advanced students an opportunity for more in-depth analysis. Teachers should feel free to swap out documents as needed/desired to fit their class curriculum and needs.

Materials

- Dictionary (physical or digital/online)
- [National Archives Written Document Analysis Sheet](#)
- Document: [Letter From Canton, Miss., By Norman, A Sergeant In The 1st Miss. Infantry, State Troops, Concerning Public Approval Of Desertion From The Army.](#) (for struggling learners)
- Document: [Letter From Yazoo City, Miss., By A Discharged Soldier, Informing On Robert L. Bates, Who Is Avoiding The Draft.](#)
- Document: [Letter from Scooba, Miss., by Captain Butler, concerning deserters from his company of state troops serving in another unit.](#)
- Document: [Incomplete letter to Sharkey from the Firm of Corwine & Walker, attorneys at law in Cincinnati, Ohio, concerning the mistakes made by Mississippi secessionists in departing from the union in 1861.](#)
- Rubric (included)
- Coloring utensils
- Writing utensils
- Scissors (optional)
- Glue (optional)
- Tape (optional)
- Blank white paper
- Construction paper (optional)
- Exhibit board (optional)

Procedures

1. The teacher will introduce the lesson to students, explaining what a primary source is and why they are valuable.
2. The teacher will assign students two of the four documents to analyze.
3. The students will search the documents for words they are unfamiliar with and use the internet or dictionary to define them.
4. The teacher will introduce the National Archives analysis tool to students, explaining the parts of the tool and answering any questions that may be presented.
5. The students will use the analysis tool to analyze their given primary source.

6. The teacher will aid students as needed with questions and analysis.
7. The students will then design and create a museum “exhibit” for their documents. The directions and rubric will be included below.

**The exhibit activity can be modified to a digital assignment using Google Slides as the “exhibit space.” For more technologically gifted students, a program like Adobe Spark (free to use, but you have to create an account) could also be considered.*

Exhibit Creation

1. Students will write a brief description of their given documents that will explain them to the “audience.” 50-75 word maximum per document. (teacher decision).
2. Students should write an additional 50-75 word description of how their two documents may be related and what similarities there may be.
3. Students will get one peer to peer-review their text. This should ideally be a student with different documents, if the numbers allow.
4. Students should sketch out their exhibit on a sheet of paper which should contain the following:
 - a. Title
 - b. Documents
 - c. Descriptions
 - d. Some type of design (borders, colors, etc.)
5. Once approved by the teacher, students should begin “constructing” their exhibit. This can be done on plain white paper with coloring utensils, construction paper with scissors and tape or glue, or even an exhibit board with decorating options.
6. Students will present their exhibit to the class. The exhibits could also be displayed in the classroom or in the hallway.

(rubric on next page)

Category	4 - Distinguished	3 - Proficient	2 - Apprentice	1 - Novice
Content	Topic was completely addressed.	Topic was sufficiently addressed and	Topic was addressed. Some	Topic was not addressed and/or

	Statements were supported by facts and detailed examples.	most statements were supported by facts and examples.	statements were supported by facts and examples.	statements were not supported by facts and examples.
Writing	Ideas are presented in a logical order with interesting details to support the main idea. Used grade-level vocabulary with no spelling, grammar, or punctuation errors.	Most ideas are presented in a logical order with details supporting the main idea. Mostly uses grade-level vocabulary with less than 5 spelling, grammar, or punctuation errors.	Some ideas are presented in a logical order. Some grade-level vocabulary is used. Few details support the main idea. Made 5-10 spelling, grammar, or punctuation errors.	Ideas are not presented in a logical order. Details did not support the main idea. Used inadequate vocabulary. Made more than 10 spelling, grammar, or punctuation errors.
Sentence Structure	Most sentences were varied in length and structure. Writing had a natural flow and was easy to read.	Many sentences varied in length and structure. Some sentences did not flow smoothly.	A few sentences varied in length. Most sentences did not flow smoothly.	Sentences were short and choppy and did not flow well.
Planning	Plan was organized and contained clear and comprehensive information. Plan provided a roadmap for the project.	Plan was organized and contained enough information to complete the project.	Plan was organized, but had missing components. Did not include enough information to properly complete exhibit.	Plan was disorganized and missing key elements. Did not include enough information to properly complete exhibit.
Design	Project was well organized and creative. Design made the reader want to continue viewing the exhibit.	Project was organized and the design made the project attractive to viewers.	Project used too many or not enough colors, making the exhibit difficult to view and read.	Project had no real design or layout.