

Memory and Commemoration - High School Mississippi Studies Lesson Plan

Teacher Copy

Mississippi Social Studies Curriculum Standards	MS.6.2. Analyze the military actions that took place in Mississippi during the Civil War.	MS.6.3. Detail the effects of the Civil War on Mississippi's economy.	MS.6.5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.
College, Career, and Civic Life C3 Framework	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
Common Core State Standards Initiative	CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science	CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

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, five documents were chosen from the twenty available. The five 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 Newton County, Miss., Concerning The Hardships Caused To The Local People Because The Millers Have All Been Drafted.](#)
- Document: [Letter From Canton, Miss., By Norman, A Sergeant In The 1st Miss. Infantry, State Troops, Concerning Public Approval Of Desertion From The Army.](#)
- 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.](#)
- Document: [Gov Clark report to Mississippi legislature discussing surrender, Confederate motivation during war, and ideas for the future](#) (*advanced*)
- Document: [Letter From Kemper County, Miss., Concerning The Great Dissatisfaction With The Draft By The Local Citizens.](#) (*advanced*)
- 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 or three of the five 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 sources.
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 75-100 word description of how their two or three documents may be related. A particular emphasis should be placed on what the content tells us about life during or after the Civil War.
3. Students should feel free to use outside sources for context as needed in writing their exhibit text.
4. Students will get one peer to peer-review their text. This should ideally be a student with different documents, if the numbers allow.
5. 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.)
6. 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.
7. Students will present their exhibit to the class in the form of a gallery walk. Exhibits will be displayed around the room and students will explain their exhibit as if they were a museum expert.

(rubric on next page)

Category	4 - Distinguished	3 - Proficient	2 - Apprentice	1 - Novice
Content	Extensive details are provided. All information was	Included details and examples to	Information was related to the topic but needs	Information contained insufficient

	accurate and delivered effectively. Word choice made the ideas in the project clear.	display subject knowledge. Creative delivery of information. Used proper vocabulary and terminology.	more supporting details. Occasionally used the wrong terminology or vocabulary	details. Frequently used the wrong terminology or vocabulary.
Argument	Exhibit contained a clear argument and description of how documents were related. Student interpretation of information was clear.	Exhibit contained an argument and brief description of how documents were related. Most content was the student's own interpretation.	Exhibit contained quality information but lacked an argument. Exhibit contained little interpretation or student voice.	Exhibit lacked information and argument. Exhibit contained no interpretation or student voice.
Writing	No spelling, grammar, or punctuation errors. Sentences are well formed and grade appropriate.	Fewer than 5 spelling, grammar, or punctuation errors. One or two flawed sentences that are mostly on grade level.	10 or less spelling, grammar, or punctuation errors. Some sentences are below grade level.	More than 10 spelling, grammar, or punctuation errors. Sentences are flawed and below grade level.
Organization	Content was well organized. Text and graphics were neatly organized and made the project easy to read.	Project was mostly well organized. Text and graphics were placed to make the project easy to read.	Project was adequately organized. The placement of text and graphics sometimes made the project hard to read.	Project was unorganized. Text and graphics were randomly placed.
Presentation	Student displayed exceptional knowledge and understanding of the content. Explanation was interesting and captivating.	Student displayed knowledge and understanding of the content. Explanation was mostly interesting and captivating.	Student displayed sufficient knowledge and understanding of the content. Explanation was adequate but not captivating.	Student did not display sufficient knowledge and understanding of content. Explanation was missing or inaccurate.

