

Civilians & Divided Loyalties - 4th Mississippi Studies Lesson Plan

Standards

MS Social Studies Standard
MS H 4.5 - Describe the impact of significant historical figures and events in Mississippi.
MS H 4.5.2 - Examine historical events that are significant to Mississippi culture.
College, Career, and Civic Life C3 Framework
D2.His.6.3-5 - Describe how people's perspectives shaped the historical sources they created.
Literacy Standards
RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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 to be used as an activity in developing historical thinking skills by breaking down and analyzing primary source documents. The strategy can be used with various content throughout the year.

The documents chosen for this activity were broadly based on the standard and using an individual's perspective on Reconstruction as the significant event. You could choose any other document specific to your content from the digital collection - <http://susannahjural.com/cwrgm/>

Materials:

- SOAP Primary Source Analysis Worksheet - [Worksheet PDF File](#)

Note: the worksheet could be used as the basis of many lessons. You can use this worksheet to integrate new historical thinking skills into your instruction. All aspects of the worksheet do not have to be used every time, as each skill can be taught separately.

- CWRGM Document [Letter from Vicksburg, Miss by Smedes](#)
- CWRGM Document: [Miller writes on behalf of Thomas Eason his former slave](#)
- CWRGM Document: [Letter from Rayner in Raleigh, North Carolina](#)

Procedures:

1. Discuss with students the difference between primary and secondary sources.
2. Discuss the meaning of perspective with students and how that affects the meaning of a source.
3. Pose a question for student discussion. Have students think about the 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 can a person's perspective affect how he or she responds to a situation?*
 - 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.
4. Practice the SOAP strategy with students using one of the primary source documents as an example.

- a. The SOAP strategy will help students determine the Subject, Objective, Author, and Purpose of a text.
5. After analyzing the document, have students write a sentence response to the document utilizing the knowledge of the content and the background information on perspective.
6. Assign another document for students to analyze on their own and provide a written response.