**\*\*Park Name**

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| [Harpers Ferry National Historical Park](http://www.nps.gov/hafe/index.htm), [Antietam National Battlefield](http://www.nps.gov/anti/index.htm), [Gettysburg National Military Park](http://www.nps.gov/gett/index.htm), [Manassas National Battlefield Park](http://www.nps.gov/mana/index.htm), [Richmond National Battlefield Park](http://www.nps.gov/rich/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| The Battle of Harpers Ferry 1862: Joining Up! |

**Original Lesson Hyperlink**

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| <http://www.nps.gov/hafe/forteachers/classrooms/battle-of-hf.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| When war broke out in April 1861, thousands of young men rushed to join the colors. Why were they so anxious to go off to war? Then, after the horrors of war had been exposed, why were thousands more willing to enlist in 1862?  Why did men of central New York decide to join a new unit, the 126th New York Volunteer Infantry in August of 1862? Each student will receive the identity of an actual soldier from that regiment, and eventually find out what happened to him as a result of the war.  In this lesson, students will answer the following essential questions: Why were young men so anxious to rush off to war in 1861? A year later, in 1862, what were the motivating factors for men joining up at that time? Were their reasons different? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_x\_ Upper Elementary: 3rd Grade Through 5th Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/images/ncr/park/hafe/C1C87432-1DD8-B71C-0786BCD44C59D58A/C1C87432-1DD8-B71C-0786BCD44C59D58A.jpg> |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Civil War Soldier |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| 3.RF.4,  4.RF.4,  5.RF.4,  5.RI.1 |

**\*\*State Standards:**

|  |
| --- |
| **Select State: West Virginia Select Subject:**  History  **Select Grade Level:** 5th  **Check off State Standards:** SS.5.H.CL1.2 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

x\_\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_x\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_x\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_\_x\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| 35-40 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| In Joining Up!, students will learn why young men were so anxious to go off to war in 1861, and why the next year, in 1862, after the horrors of Civil War were so apparent, others were willing to join the armies. Students will then be given the identity of soldiers who actually joined a New York infantry regiment in the summer of 1862.  Our The Battle of Harpers Ferry, 1862 unit is divided into four lesson plans, each taking about 30-35 minutes to complete, and targeted mainly at grades five through eight. A class needn’t complete each lesson, although the lessons do build on each other and are better done in sequence. However, each lesson comes with its own set of objectives and resources. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| Regiment – Permanent unit of an army typically commanded by a colonel and divided into several companies and into two battalions.  Company – military unit of 80-250 soldiers usually commanded by a captain or major.  Battalion – a large body of troops ready for battle, especially an infantry unit forming part of a brigade typically commanded by a lieutenant colonel.  Enlist – to sign up  Colonel – In charge of a regiment  Major – In charge of a company  Captain – In charge of a company  Sergeant – A noncommissioned officer above corporal and below staff sergeant  Private – Lowest military rank |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print *Reasons Why Young Men Joined the Armies in 1861*, and then either cut the sheet as indicated, or create your own, possibly using 3 x 5 cards.  Create one set per planned group of students.  \*Print one copy of the identities of members of Company A, 126th New York Volunteer Infantry and one copy of the document describing the fates of the members. It may be helpful to cut out the cards for students ahead of time. |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| Ask students if they know anyone in the military. Whether they do or do not, ask students why they think individuals would sign up for the military. Explain that today they will be investigating the same question, but in the context of the Civil War. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Announce to the class that they are now to pretend they are New Yorkers living in the central part of the state, and in August 1862 have decided to join a brand-new New York regiment, the 126th New York Volunteer Infantry. Clarify what that name means. 2. Now you can hand out the identities of members of Company A, of the 126th New York Volunteer Infantry.  Ask the students to share with one another who they are, where they’re from, how old they are, and so on.  To make it more fun, ask them to try to speak with each other as if it’s August 1862, and they’re meeting each other for the first time.  (“What’s your name? Where are you from? Seth – from Geneva?  And what do you do, Seth? And why did you sign up to be a soldier?”) They can assume this identity for the rest of the class period and will find out what happened to their soldier at the end of the class. 3. Next, divide the class into small groups of 4-5, and give each group a stack of cards that have on them the reasons men joined the armies in 1861.  Ask each group come up with a scribe and a facilitator. 4. Give the groups a specific amount of time (probably no more than 10 minutes) and assign them two tasks: first, have them arrange the cards (with the reasons young men joined the armies in 1861) in order, from the least to the most important. This will obviously require some discussion in the group, and they won’t always agree; they’ll probably need to vote. Next, can they come up with any other reasons young men might have had for joining the armies in 1861? 5. After the time given, gather the entire class back together and see what the results were. Perhaps have all of the reasons already written on the board, and using hash marks, determine which ones were the groups’ most popular ones.  Why do the students feel the way they do?   Would they have felt the same way?  Do they think some of those reasons might even be true today, in 2013-14? Why or why not? 6. Next, see if the groups have come up with any other reasons why young men were so anxious to go to war in 1861.  Once the students have had a chance to share their thoughts, ask them if they know what happened to the men once they enlisted? How long was their term of service (it varied)? How were the men organized?  Here the teacher can go over some of the military terms, such as: regiment, company, the titles of the officers, and so on. Also, see if anyone had ancestors who participated in the Civil War? (This could actually serve as a separate assignment.) 7. Assuming the class has done some study of the war, now tell the class you’ve moved ahead to the year 1862.  Many battles have been fought, and many soldiers have died.  In mid-summer, in the North, President Lincoln calls for 300,000 more volunteers to join the armies. Now have the student groups reform and this time, ask them to decide the main reasons men would’ve joined the armies in 1862. Give them just a few minutes to discuss this question and arrange their cards, again from the least to the most important.  You might give them a few blank “cards” (or slips of paper, depending on what you use), to write down some additional reasons. 8. After a few minutes, bring the entire class back together again and see what their results are.  Are their reasons different? Did they come up with any other reasons?   Compare and contrast the results of 1861 and 1862 and discuss them as a class. 9. Have students complete the assessment, and then hand out the cards with the fates of each of the members of Company A. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Students will write a letter from the point of view of their new identity as a member of Company A, 126th New York. Have them write a letter to a friend, relative or girlfriend, explaining why they decided to join the army, what they hope to do, how much they’ll miss them, and so on. They can also decorate the letter with patriotic images. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| --- |
| Identities of the Members of the Company |

**Summary (how does the material function in the lesson?):**

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| Identity cards for members of Company A – each student will get one. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| Reasons Why Young Men Ran Off to Enlist |

**Summary (how does the material function in the lesson?):**

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| Print and put onto cards for students to analyze. Each group will need a stack. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| Fates of Members of Company A |

**Summary (how does the material function in the lesson?):**

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| Students will get these cards at the end of the lesson to learn the fates of their soldiers. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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|  |

**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| * Mixed-ability groups * Read “reasons for enlisting” cards out loud |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Option One - Because this lesson deals with Union soldiers, take some time to look at the other side and ask your students why young men in the South also rushed to join the armies in 1861.  Do they think there were drastic differences in their reasons? Why or why not?  Option Two - Play some early Civil War music; then play some music that was written later in the war and compare the songs.  Are there differences?  You can also do this with Civil War photographs. Compare some photos of soldiers at the beginning of the war with photos taken in 1862 or later and compare them.  Option Three – Invite a Civil War re-enactor to come to your school and speak on the Life of the Common Soldier.  Perhaps s/he can run your class through some Civil War drill.  This would be particularly fun for the students, as they are now members of a Union infantry company, and would have to do a LOT of drilling before entering combat.  Option Four – If you have access to computers, take your students to a computer lab and ask them to do some research on any number of topics, such as: joining the armies in 1861; a typical day in the life of a Civil War soldier (they actually didn’t fight in battles that often), the 126th New York Volunteer Infantry, and so on. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| --- |
| History of the 126th New York Volunteer Infantry  The History of Billy Yank by Bell I. Wiley  The History of Johnny Reb by Bell I. Wiley |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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