

Flags of the Civil War—4th Grade Lesson Plan

Poster: Flags of the Civil War

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and Skills. (b4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: (b4A) describe the impact of the Civil War and Reconstruction on Texas. (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly;

Materials:

- Flags of the Civil War Poster
- Post-Its
- Copies of **Flags of the Civil War—4th Grade Lesson—Graphic Organizer**

Lesson Duration: 1 class period

Do Now: From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is the purpose of a flag in battle?
2. How do you think soldiers reacted to seeing their flag being captured by the enemy on the battlefield?

Activity:

- Discuss Lesson Opener with students stressing the Rio Grande Valley’s significant role in providing the Confederacy with much needed funds to fund the war through the smuggling of cotton to Mexico. A military presence in South Texas was needed to secure shipments of cotton.
- Post the Regimental Flags poster on the whiteboard or display the file on projector.
- Lead a guided reading activity.
- Distribute **Flags of the Civil War—4th Grade Lesson—Graphic Organizer**
- Ask students to select three of their favorite flags and fill out the graphic organizer.

Closing: Have students complete the following exit ticket:

1. List two details that you learned today.

Flags of the Civil War—4th Grade Lesson—Graphic Organizer

Instructions: Pick three of your favorite flags from the poster and answer the questions on the graphic organizer about each of them.

Flag: _____

What are the major colors on the flag?

List three details that you see on the flag.

- 1.
- 2.
- 3.

Summarize the flag's story.

Social Media Connection: A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.

Flag: _____

What are the major colors on the flag?

List three details that you see on the flag.

- 1.
- 2.
- 3.

Summarize the flag's story.

Social Media Connection: A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.

Flag: _____

What are the major colors on the flag?

List three details that you see on the flag.

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Summarize the flag's story.

Social Media Connection: A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.

Flags of the Civil War—7th Grade Lesson Plan

Poster: Flags of the Civil War Poster

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (b) Knowledge and Skills. (b5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to: (b5A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs. (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22D) create written, oral, and visual presentations of social studies information.

Materials:

- Flags of the Civil War Poster
- Copies of Flags of the Civil War—7th Grade Lesson—Flag Images
- Access to the internet
- 1 Sheet of paper
- Scissors
- Glue
- Writing instruments

Lesson Duration: 1 class period

Do Now: From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is the purpose of a flag in battle?
2. How do you think soldiers reacted to seeing their flag being captured by the enemy on the battlefield?

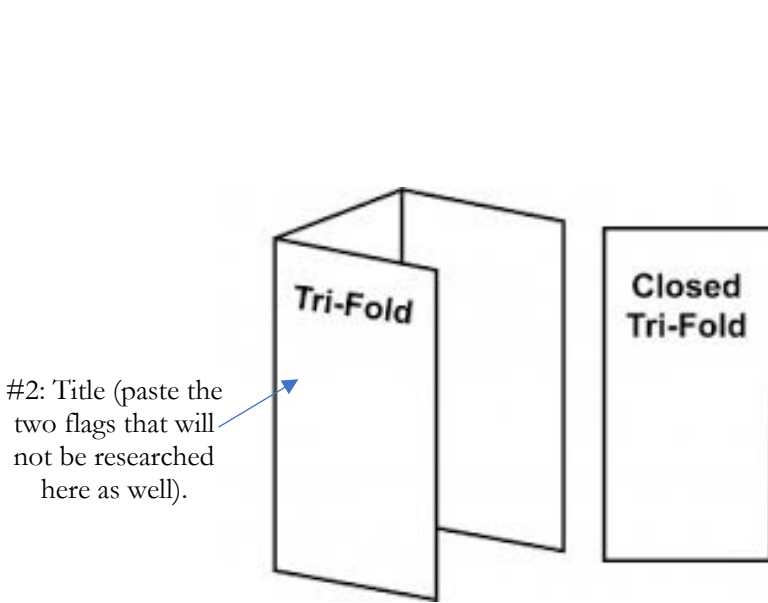
Activity:

- Distribute copies of Flags of the Civil War Poster.
- Lead a guided reading activity.
- Ask students to cut out four flags from the **Flags of the Civil War—7th Grade Lesson—Flag Images Handout** and apply what they have learned from the reading by creating a Display Foldable. (see the “Flags of the Civil War—7th Grade Lesson—Foldable Instructions”)
- Students will need to go online and research some of the countries (Mexico, Maximilian Mexico, USA, CSA), regiments (Santos Benavides, USCT, 84th Regular USCT), or states (Texas).
- Select several students to present their researched countries, regiments, or states to the class.

Closing: Have students complete the following exit ticket:

1. List two details about one of the flags you researched.

Flags of the Civil War—7th Grade Lesson—Foldable Instructions



#2: Title (paste the two flags that will not be researched here as well).

INSIDE

FLAG 1	FLAG 2	FLAG 3
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OUTSIDE

TITLE	FLAG 4	FLAG 5
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Directions: Fold the piece of paper to form three sections.

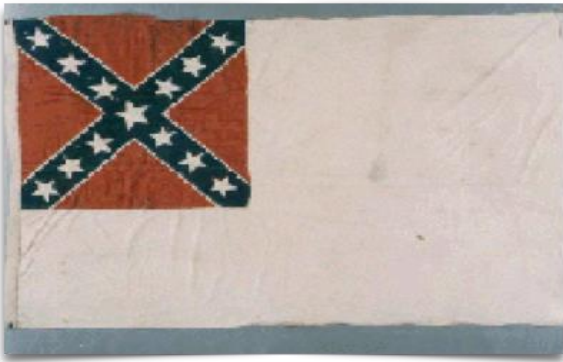
Activity:

1. Select five flags of your favorite flags to research; you will cut out those five flags from the Flags of the Civil War—7th Grade Lesson—Flag Images Handout.
2. Title Cover: Include the title “Flags of the Civil War” and paste the two flags that you are not going to research.
3. Paste one flag at the top of each of the remaining sections.
4. Go on the internet and use the RGV Civil War Trail Website to research the regiment, country, or state that is represented by each of the five flags.

<p>Santos Benavides Regiment</p> <ul style="list-style-type: none"> • Who was Santos Benavides? • What were his achievements? • What was his role in the Civil War? • Adjectives used to describe him. • Date of Birth • Where was he from? • When did he die? 	<p>84th Regiment US Colored Infantry</p> <ul style="list-style-type: none"> • What is a regiment? • Where did this regiment fight? • When was this regiment created? • When were African-Americans able to fight for the Union? • Where was the last place this regiment fought? 	<p>Mexican Imperial Flag</p> <ul style="list-style-type: none"> • Who was Mexico under the control of during the American Civil War? Why? • What do the crowns on the flag symbolize? • What was the United States position? Did they favor the Mexican government or the foreign government? 	<p>1863 US Flag</p> <ul style="list-style-type: none"> • How many states were there in the Union in 1863? • List and explain the three reasons for the start of the Civil War. • What were some advantages and disadvantages of the North? • Who was president? 	<p>Texas State Flag</p> <ul style="list-style-type: none"> • Who did Texas fight for in the Civil War? • Why did Texas secede from the Union? • Who was governor before and during secession? • How did Texas contribute to the Confederate cause during the Civil War? 	<p>United States Colored Troops</p> <ul style="list-style-type: none"> • Who are freedmen? • When were freedmen able to fight for the Union? • How many freedmen fought for the Union? • Where did freedmen mostly fight? • Were there any US Colored Troops in the Rio Grande Valley? 	<p>Confederate Flag</p> <ul style="list-style-type: none"> • How many states were there in the Confederacy? • What were some advantages and disadvantages of the South? • Who was president? • Who were the main generals in the Confederate army? • How many flags did the Confederacy have? Explain
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Flags of the Civil War—7th Grade Lesson—Flag Images

Santos Benavides Regimental Flag



84th Regiment US Colored Infantry



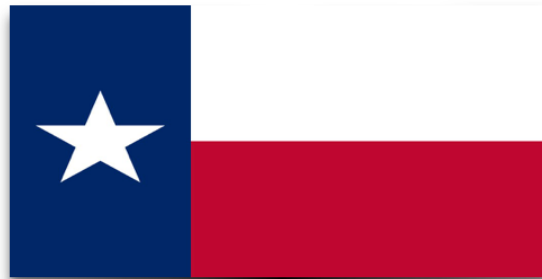
Mexican Imperial Flag



1863 United States Flag



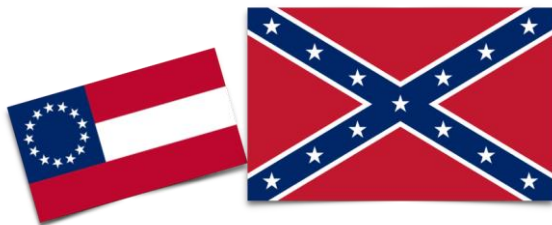
Texas State Flag



United States Colored Troops



Confederate Flag



Flags of the Civil War—8th Grade Lesson Plan—Newspaper Article

Poster: Regimental Flags

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (b) Knowledge and Skills. (b8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (b8A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; (b8B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b29A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30D) create written, oral, and visual presentations of social studies information.

Materials:

- Flags of the Civil War Poster
- Copies of **Flags of the Civil War—8th Grade Lesson Plan—Newspaper Article**
- Access to the internet

Lesson Duration: 1 class period

Do Now: From *Teach Like a Champion*:

Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here. Those two goals—being clear with students about what to be working on and eliminating the excuses that lead to distraction—are the rationale for Do Now, a short activity that you have written on the board or is waiting at their desks before they enter. It means that students are hard at work even before you have fully entered the room. They are both productive during every minute and ready for instruction as soon as you start. They have done the anticipatory set and are thinking about what’s coming.

1. What is the purpose of a flag in battle?
2. How do you think soldiers reacted to seeing their flag being captured by the enemy on the battlefield?

Activity:

- Distribute Flags of the Civil War Poster.
- Lead a guided reading activity.
- Explain to students that they will take the role of a newspaper reporter.
- Have students pick their favorite flag and explain that they will report on the military activities of the countries (Maximilian Mexico, USA, CSA), regiments (Santos Benavides, USCT, 84th Regular USCT), or states (Texas).
- They will need to illustrate an event (battle, speech, surrender, declaration etc) their country, regiment, or state was involved in during the Civil War. In addition, they will create a headline for such event.
- They will then research that event and write a newspaper article explain the background and details of such event.
- Distribute **Flags of the Civil War—8th Grade Lesson Plan—Newspaper Article**
- Select several students to read their article to the class.

Closing: Have students complete the following exit ticket:

1. List two details about one of the flags you researched.

Flags of the Civil War—8th Grade Lesson Plan—Newspaper Article

HEADLINE:

IMAGE:

Flags of the Civil War—11th Grade Lesson Plan

Poster: Flags of the Civil War Poster

Grade Level: 11th

Rationale: Formative assessment strategies are an important instructional strategy in teaching the AP U.S. History course because they give teachers and students information about learning in order to enhance it. (College Board, *AP United States History, Including the Curriculum*, 2015, p. 111).

Objective: The document based question measure students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence (College Board, *AP United States History, Including the Curriculum*, 2015, p. 114)

Related Thematic Learning Objectives (Focus of Exam Questions): NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

Materials:

- Flags of the Civil War Poster
- Copies of **Flags of the Civil War—11th Grade Lesson Plan—DBQ**
- Writing paper and instruments

Lesson Duration: 1 class period

Do Now:

Do Now: From *Teach Like a Champion*:

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1. What is the purpose of a flag in battle?
2. How do you think soldiers reacted to seeing their flag being captured by the enemy on the battlefield?

Activity:

- Pass out the handouts and ask students to read and follow the instructions.
- The following are strategies for success that the teacher may use. Ask students to:
 - Carefully analyze the assignment so they understand what to do.
 - Carefully read (and examine) each document and label each of them in a way that helps them remember what each document is about (including point of view, purpose, intended audience, and historical context).
 - Make a chart for the entire document collection with the following columns: Document #, social, political, and economic. Then list all of the document numbers under the Document number column. Finally, place a checkmark under the social, political, and economic columns for every document on the document row that matches that description. This will help students identify the nature of the documents.
 - Next to each document number, write down as much outside information as you can. Include other national, state, or local corresponding history.
 - Carefully determine and write the thesis sentence. This is extremely important, because the thesis tells the reader exactly what the essay is about.
 - Write the rest of the essay. Remember that the thesis sentence is like a road map that the rest of the essay must follow. In fact, the purpose of the rest of the essay is to support the thesis sentence.

Closing:

- Ask several students to present their point of view to the class.

Flags of the Civil War—11th Grade Lesson Plan—DBQ

Directions: The question is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer. The question requires you to construct a coherent essay that integrates your interpretation of the documents and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

In your response, you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or relevant argument with evidence from all, or all but one, of the documents.
- Support the thesis or a relevant argument by accounting for historical complexity, relating diverse historical evidence in a cohesive way.
- Focus your analysis of each document on at least one of the following: author's point of view, author's purpose, audience, and/or historical context.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes. Synthesize the elements above into a persuasive essay.

Question: Explain how American values politics, and society were affected by the abolitionist movement. Include information about the events on the Flags of the Civil War Poster.

Flags of the Civil War—11th Grade Lesson Plan—DBQ

DOCUMENT A

“This, for the purpose of this celebration, is the 4th of July. It is the birthday of your National Independence, and of your political freedom...

Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. It does not often happen to a nation to raise, at one time, such a number of truly great men. ... Your fathers staked their lives, their fortunes, and their sacred honor, on the cause of their country. In their admiration of liberty, they lost sight of all other interests.

They were peace men; but they preferred revolution to peaceful submission to bondage [being chained up]. They were quiet men; but they did not shrink from agitating against oppression. They believed in order; but not in the order of tyranny. With them, nothing was "settled" that was not right. With them, justice, liberty and humanity were "final;" not slavery and oppression. You may well cherish the memory of such men. They were great in their day and generation. Their solid manhood stands out the more as we contrast it with these degenerate times.

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? ... I say it with a sad sense of the disparity [difference] between us. I am not included within [this] glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed [by me]. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.

To him, your celebration is a sham;
your boasted liberty, an unholy license;
your national greatness, swelling vanity;
your sounds of rejoicing are empty and heartless;
your denunciation of tyrants, brass fronted impudence;
your shouts of liberty and equality, hollow mockery;
your prayers and hymns, your sermons and thanksgivings,
with all your religious parade and solemnity, are, to Him, fraud, deception, impiety, and hypocrisy—
a thin veil to cover up crimes which would disgrace a nation of savages.

There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival ...”

--Frederick Douglas

DOCUMENT B

Sojourner Truth (1797-1883): Ain't I A Woman?

Speech delivered in 1851 at the Women's Convention, in Akron, Ohio

“...That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?”

...Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.”

DOCUMENT C

Elijah Lovejoy: The Murdered Abolitionist

“This Walpurgis period of the movement culminated on November 7, 1837, in a terrible tragedy. The place was a little Illinois town, Alton, and the victim was Elijah P. Lovejoy. He was a minister of the Presbyterian Church, and the editor of a weekly religious newspaper. His sin was that he did not hold his peace on the subject of slavery in the columns of his paper. He was warned “to pass over in silence everything connected” with that question. But he had no choice, he had to cry aloud against iniquities, which, as a Christian minister and a Christian editor, he dared not ignore. His troubles with the people of St. Louis took in the spring of 1836, when he denounced the lynching of a negro by a St. Louis mob, perpetuated under circumstances of peculiar atrocity. In consequence of his outspoken condemnation of the horror, his office was broken into and destroyed by a mob.

...In May 1836, after anti-abolitionist opponents in St. Louis destroyed his printing press for the third time, Lovejoy left the city and moved across the river to Alton in the free state of Illinois. In 1837 he started the *Alton Observer*, also an abolitionist paper. On November 7, 1837, a pro-slavery mob attacked the warehouse where Lovejoy had his fourth printing press. This time, Lovejoy decided to defend it with his life. He and his supporters exchanged gunfire with the mob, and Lovejoy was shot. He died on the spot and was soon hailed as a martyr by abolitionists across the country.”

DOCUMENT D

"I am aware, that many object to the severity of my language; but is there not cause for severity? I *will* be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife; tell the mother to gradually [slowly] extricate her babe from the fire into which it has fallen; -- but urge me not to use moderation in a cause like the present. I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- AND I WILL BE HEARD. Enslave the liberty of but one human being and the liberties of the world are put in peril.

-William Lloyd Garrison

DOCUMENT E

A Plea for Capt. John Brown

By Henry David Thoreau

I am here to plead his cause with you. I plead not for his life, but for his character, - his immortal life; and so it becomes your cause wholly, and is not his in the least. Some eighteen hundred years ago Christ was crucified; this morning, perchance, Captain Brown was hung. These are the two ends of a chain which is not without its links. He is not Old Brown any longer; his is an angel of light.

(Read to the citizens of Concord, Mass., Sunday Evening, October 30, 1859.)

DOCUMENT F

Richmond "Whig" Newspaper Editorial

Though it convert the whole Northern people, without an exception, into furious, armed abolition invaders, yet old Brown will be hung! That is the stern and irreversible decree, not only of the authorities of Virginia, but of the PEOPLE of Virginia, without a dissenting voice. And, therefore, Virginia, and the people of Virginia, will treat with the contempt they deserve, all the craven appeals of Northern men in behalf of old Brown's pardon. The miserable old traitor and murderer belongs to the gallows, and the gallows will have its own

(Richmond "Whig" newspaper editorial quoted in the "Liberator", Nov. 18, 1859. From "John Brown: a Biography," by Oswald Villard)