Laarman Lesson Plan

Class: U.S. History Unit: American Freedom

Standards: B.12.1, B.12.2, B.12.8, B.12.15, B.12.18

Topic: The Civil War Date: 2/6/17

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| **Materials, Prep** | Civil War multimedia |
| **Procedure** | Civil War multimedia for student notes |
| **Homework** | Read 9.4 and complete section review |

Topic: Total War Date: 2/7/17

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| **Materials, Prep** | “Total War” packet (from <http://edsitement.neh.gov/sites/default/files/worksheets/Totalwar.pdf>) |
| **Anticipatory Set**  **-connection, motivation, relevance** | 1. Key points to review from the reading: poor Union leadership, importance of Lincoln’s re-election and Britain’s decision not to get involved. 2. Write the term “total war” on the board. Ask students what they think it means. Read aloud the following quote from Sherman: "Until we can repopulate Georgia, it is useless to occupy it: but the utter destruction of its roads, houses and people will cripple their military resources. By attempting to hold the roads we will lose a thousand men monthly, and will gain no result. I can make the march and make Georgia howl...." |
| **Guided Practice** | Distribute “Total War” primary source packets. Read and analyze two of the excerpts as a class. |
| **Independent Practice** | Students read the rest of the excerpts and summarize the reading to partners. |
| **Homework** | One-page journal entry from the perspective of a Southern civilian or Northern soldier experiencing “total war.” |

Topic: Total War Date: 2/8/17

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| **Materials, Prep** | Freedom Essay Rubric, Habeas Corpus primary source packet from “Political Challenges of War” packet, <http://edsitement.neh.gov/lesson-plan/abraham-lincoln-and-wartime-politics#sect-activities> |
| **Direct Instruction** | 1. Explain Freedom Essay (due Friday, February 17) 2. As a class, generate a list of pros and cons of total war. Explain that this concept was quite new in Civil War times. 3. Break students into pairs and read primary sources on habeas corpus 4. Each pair holds a silent debate on the suspension of habeas corpus and the merits of limiting freedom in times of emergency |

Topic: The End of the Civil War and Reconstruction Date: 2/9/17

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| **Materials, Prep** | Civil War Power Point |
| **Anticipatory Set**  **-connection, motivation, relevance** | What was total war? What impact do you think it had? |
| **Procedure** | Power Point for student notes: Reconstruction |
| **Homework** | Study for Quest tomorrow! |

Topic: Civil War Test Date: 2/10/17

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| **Materials, Prep** | Civil War Test, Freedom Power Point, Gilded Age Reading |
| **Procedure** | 1. Civil War Test 2. PowerPoint for student notes: the meaning of freedom for formerly enslaved people |
| **Homework** | Complete the Gilded Age freedom reading and response questions |