

West Virginia Studies Resource Development

Title of Lesson: The Life of a Soldier
Grade level: 8th Grade (West Virginia Studies)
Summary: Students will learn about the soldier's experiences during their time serving in the armies of the Civil War. Students will read primary sources to learn about the soldier's experiences and how it impacted the realities of war.
WV CCR Social Studies Standards: <ul style="list-style-type: none">• SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects, and the major events that led to West Virginia statehood.• Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
Students will know and understand (content): <ul style="list-style-type: none">• What was the daily life of a Civil War soldier like in the Union and Confederate armies?• What were the roles of the soldiers in the Civil War?• Did the roles of soldiers differ based on the soldiers race?• How did the soldiers feel about their experiences during the war?
Students will be able to do (skills): <ul style="list-style-type: none">• explain the day-to-day life of a Civil War soldier.• describe the use of equipment, uniforms, weapons, and other items that soldiers carried.• to identify three reasons why battles happened in certain locations.• able to discuss the role of the African-American soldier, using primary and secondary sources.• After reading portions of soldiers' letters, students will be able to identify and discuss hardships soldiers faced.• Learn about the daily life of a Civil War soldier through primary source accounts from different perspectives• Read and analyze a primary source from the Civil War Battlefield• Understand the differences between Confederate and Union soldiers during the war
Materials & Resources: <ul style="list-style-type: none">• Civil War uniform coloring activity,• colored pencils,• <i>You Are There</i> DVD from West Virginia PBS Learning Media• "Letter from a Battlefield" primary source• American Battlefield Trust Civil War in 4 video clip "A Soldiers Life"

Learning Plan:

1. Discuss with students what they think a soldier did on a day-to-day basis during the Civil War. Were they always fighting battles? What do students think soldiers did when they weren't fighting battles? Do they think life was hard or easy for a Civil War soldier?
2. Show students the video segment "Soldiers Life" from the American Battlefield Trust series "Civil War in 4". The link to the video is:
<https://www.youtube.com/watch?v=FxnDnxUwl4Y>.
3. Pass out the Life at War Worksheet to each student. Read and discuss the Life at War PowerPoint with your class, discussing different aspects of soldiering. Students will complete the guided notes sheet that accompanies the PPT and class lecture. This is located in the American Battlefield Trust middle school curriculum. The link to the curriculum is:
<https://www.battlefields.org/learn/educators/curriculum/middle-school>.
4. Working in pairs have students design and create a Venn Diagram to compare and contrast the Union and Confederate soldiers experiences. Develop a list of questions they'd like to explore about Civil War soldiers. Have students consider the various perspectives of Confederate and Union soldiers.
5. During the lecture discuss the use of Black soldiers and medicine within the Civil War and show the American Battlefield Trust in 4 Minutes segments for "Black Soldiers" and "Medicine". <https://www.youtube.com/watch?v=DOyO75HJygl> and <https://www.youtube.com/watch?v=IDYWP2fz4-E>.
6. Next students will color the standard uniforms of the Union and Confederate armies on the "What did They Wear Worksheet?" to understand the basic uniforms of the soldiers in the war. Have students look at images of Union and Confederate soldier's uniforms and have students color the uniforms on the handout. The image used on the handout comes from the following link: <https://www.education.com/worksheet/article/civil-war-coloring-page/>
7. Show students a video segment regarding the account of Private Triplet from the 7th West Virginia Calvary from the PBS series "You Are There" to show an account of a Civil War Soldier. <https://www.pbslearningmedia.org/resource/60780002-a821-4912-87fa-563b295d2e86/you-are-there-west-virginia-statehood-video-and-lesson-plans/>.
8. Have students locate a primary source from the battlefield from a soldier during the Civil War. Have students read their letters silently and independently. Have students analyze their letter. Have students discuss what they learned about the life of a soldier from their primary source account.
9. Assign students to complete the Civil War Soldier letter activity writing assignment during the remainder of the class period. Visit the following website:
https://www.loc.gov/rr/print/list/233_cwsoldiers.html. Print out pictures of a Civil War soldier for each student. Have students give the soldier an identity and write a letter home to their loved ones describing a typical day in the Civil War camps. The letter needs to be at least 5-7 sentences.

Checking for Understanding:

Students will be evaluated on their ability to pay attention during the class period and take the guided notes and demonstrate their knowledge of the early fighting in western Virginia during the American Civil War and their ability to identify the significance of each battle discussed in the chapter. Students will display a knowledge of the various Civil War battles in the state and will reteach the events of those battles during the class period to their peers. Students will be analyzed on their ability to read and analyze a primary source. Students will complete a Civil War soldier letter writing activity to understand the lives of soldiers during the Civil War.

Accommodations:

Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step-by-step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one-on-one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.

High-Level Learners: Students will use Fold 3 by Ancestry (https://go.fold3.com/civilwar_records) to locate records of Civil War soldiers in West Virginia. Students will locate one primary source and incorporate the information into their writing activity to describe the experiences of soldiers in both the Union and Confederate armies during the American Civil War.