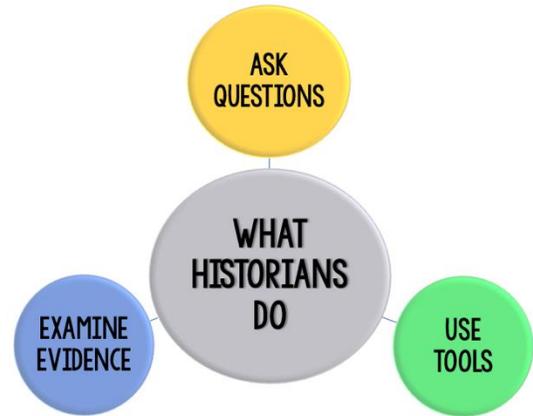


4th Grade: Was the Battle of Fort Sumter the start of the Civil War?

Learning target: I can determine if the Battle of Fort Sumter started the war by investigating using primary sources.

1. Whole group

- a. Explain to students that we are continuing our work as historians today. We will be investigating the question, "Was the Battle of Fort Sumter the start of the Civil War?"
- b. Remind students that just like we use specific tools in the kitchen, we use different primary sources to get specific information we need.
- c. Review briefly what kind of information we get from
 - i. photographs/images
 - ii. diaries/journals/letters
 - iii. newspaper clippings
 - iv. maps
- d. Remind students that the type of resource we use will many times determine the type of questions we ask. Discuss and record different questions we as historians would use to investigate our compelling question with the four different kinds of resources we have available today.



Questions We Would Ask Using...	
<u>Photographs/Images</u>	<u>Journals/Diaries/Letters</u>
<u>Newspaper Clippings</u>	<u>Maps</u>

2. Small investigation teams

- a. Divide class into four groups. Tell students they will work with their group to investigate the resources at each station by answering the questions we came up together.

- b. Give students 10 minutes at each station to answer questions. Encourage them to jot down questions that arise as they conduct their research. They will record their findings and additional questions in their social studies notebooks.

3. Sharing Conclusions

- a. Ask students to answer “yes” or “no” to the compelling question by going to the designated area or the room for each response. If they are still undecided, they may sit in the center of the room.
- b. Give students 2 minutes to choose a spokesperson and discuss why they made their choices. Let them know they will have 30 seconds to state their reasoning. While the “yes” and “no” groups are talking and preparing their summed up response, ask the middle group what information they needed but didn’t have to help them make a more informed decision.
- c. Allow each side 30 seconds to state their reason for their answer.
- d. Students from the middle will join one side or the other and explain what convinced them.

4. Taking Informed Action

- a. Explain to students that not every event that is generally determined to be the “start” of a larger event is always the very beginning. Knowing that means when we recognize events in our own lives (personally and civically), we should understand that many things happened that led to that point.
- b. Before making a judgement about issues we recognize today, what should we do?

Some notes on this plan added by reviewers:

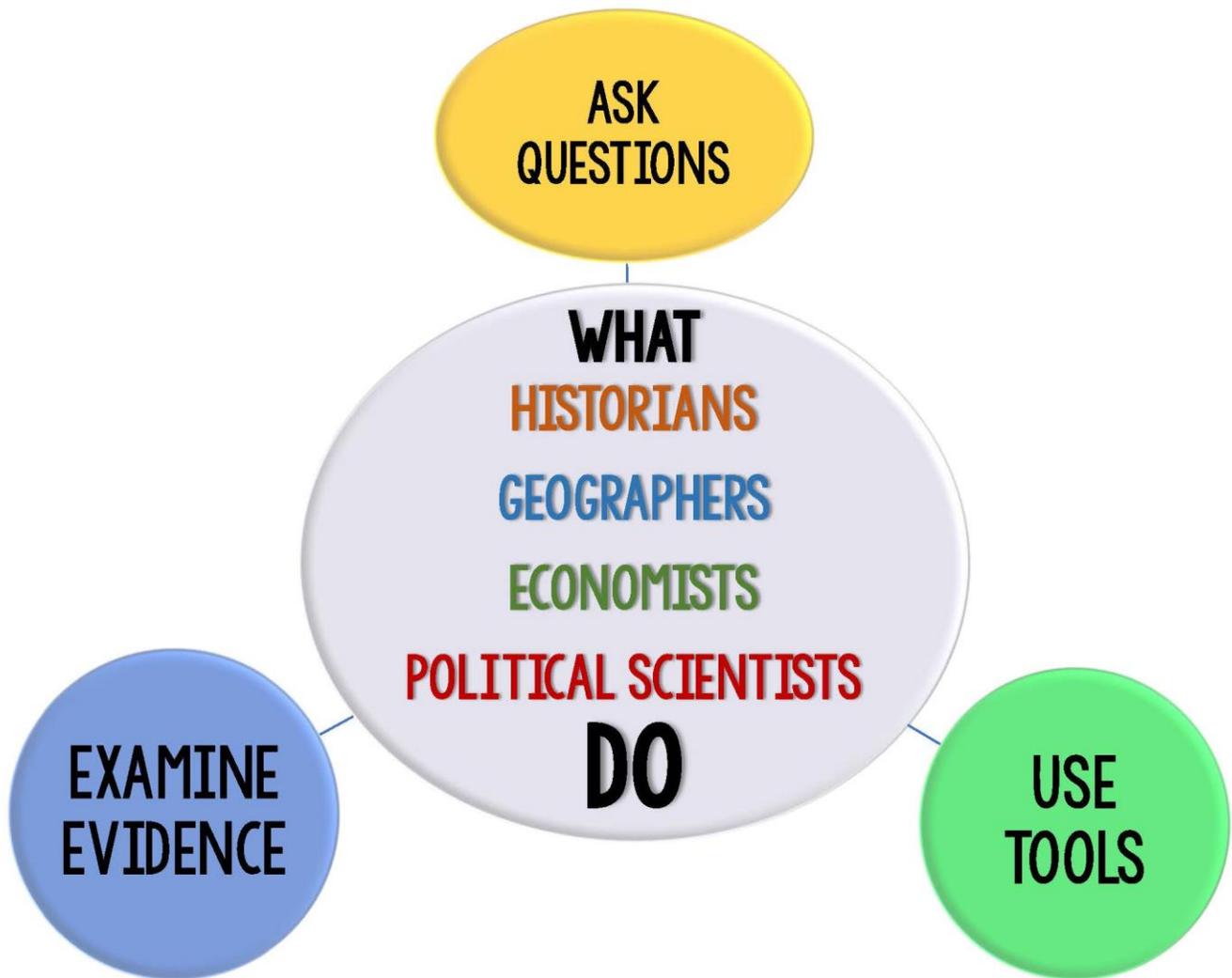
- Be sure to include how students can “prove it” [their claims] with evidence gained in their research.
- In the interview, you could go into next steps to include opinion writing, debate, etc...
- Also, from C3 inquiry, they suggested creating a multimedia presentation that addresses whether or not the American Revolution was avoidable-you could include something like this in the interview as well but specific to Fort Sumter.
- You could use the web organization “Teaching Tolerance” classroom resources for students to relate to community members (at school and in community) to find other ways to solve problems. They could find quotes that relate to what led up to this battle. Could it have been avoided if participants ...
- If you look at something with current events for students-possibly social media and bullying- you could relate this tolerance piece into the informed action since most probably have phones and older siblings

KINDS OF QUESTIONS I WOULD ASK WITH...

<p>Newspaper Headlines/Articles</p> <ul style="list-style-type: none"> • Why was this event important? • What are the specific details of this event? • What is going on at this exact time in the event? 	<p>Images</p> <ul style="list-style-type: none"> • What did things look like at this exact time? • Was this something worth remembering? • What is going on at this exact time in the event?
<p>Written Documents</p> <ul style="list-style-type: none"> • Was the information supposed to be public? • If yes, why? 	<p>Maps</p> <ul style="list-style-type: none"> • Where is the place in the event? • What is near it? • What kind of information does this map give you (population, resource, etc.)? • How did the map guide people's decisions?

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<p>Written Documents</p> <ul style="list-style-type: none"> • Was the information supposed to be public? • If yes, why? 	<p>Map</p> <ul style="list-style-type: none"> • Where is the place in the event? • What is near it? • What kind of information does this map give you (population, resource, etc.)? • How did the map guide people's decisions?



Quotes

Examples:

"Well done is better than well said."

- Benjamin Franklin

"I will not allow my life's light to be determined by the darkness around me."

-Sojourner Truth

Images

Examples:



Journal/Diary Entries

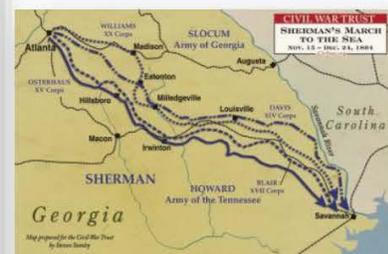
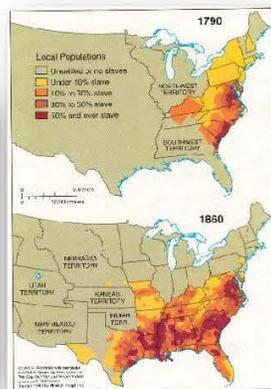
Example:

September 22, 1853

This morning 8 of our cattle were gone, one of ours and 7 of Mr. Swick's. Found all except one, started on and found him about noon. The road is very rough today over roots and rocks winding its way through the dense timber. Passed the summit of the mountains today. Drove within 3 miles of Summit Prairie and camped on a fine creek, cut browse for our cattle, no grass.

Maps

Examples:



Letters

Example:

"I desire you would Remember the Ladies, and be more generous and Favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to Foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation." -Abigail Adams to John Adams, Braintree, Massachusetts, March 31, 1776

Songs

Example:

The LIBERTY SONG. In Freedom, we're born, &c.

Once join hands hand brave A - me - ri - can all, And raise your bold hearts at fair Li - ber - ty's call. No tyrannous acts shall thy
push your just claim, Or stain with dishonour A - me - ri - ca's name. In Free - dom we're born and in Free - dom we'll
live. Our pos - ses - sions are free - dy, Steady, Friends, Steady. Not as Slaves, but as Freemen our mo - sty we'll give

Our worthy Forefathers - Let's give them a cheer
To Climates unknown 'Ere courageously they
Their Oceans, to defend, for freedom they came,
And dying beneath 'd us their freedom and name.
In Freedom we're born &c.
Their generous spirits all dangers despise'd,
So highly, so wisely, their Rights they prize'd,
We'll keep what they gave, we will proudly keep,
Nor frustrate their toil on the land and the deep.
In Freedom we're born, &c.
The Free their own hands had in liberty seiz'd
Thee, in a bold man's voice and rever'd

With transports they cry'd, "how our woes wegin'
For our children shall gather the fruits of our pain'
In Freedom we're born &c. From
Swarms of plagues and prisoners soon will ap
like locusts deforming the charms of the reat
Shew vainly will rise, Shewers vainly defend,
If we are to drudge for what others shall spend.
In Freedom we're born, &c.
Then join hand to hand brave Americans all,
By uniting we stand, by dividing we fall;
In Freedom we're born, &c. In Freedom we're born, &c.

For Heaven approves of each generous deed.
In Freedom we're born, &c.
From all ages shall feast with amazement and applause,
Of the courage we'll show in support of our laws;
For we can bear - but to serve we disdain,
For fame is to Freedom more dear than pain
In Freedom we're born, &c.
This bumper crown for our Sovereign's health,
And this for Brittain's glory and wealth;
That wealth and that glory immemorial may be,
If the 't has not - and if we are not Free
In Freedom we're born &c.

Speeches

Examples:

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this..."

- "Gettysburg Address"
Abraham Lincoln
November 19, 1863

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream... I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right here in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."

- "I Have a Dream"
Martin Luther King, Jr.
August 28, 1963

Poems

Examples:

Walt Whitman

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

Audio/Visual Recordings

Examples:



Newspapers/Magazines

Examples:

