

Lesson Plan

Develop a standards-based lesson plan by aligning your resources with Wisconsin’s education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of lesson design—standards, high quality instruction, and a balanced assessment system. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

| *GENERAL INFORMATION | | |
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| Grade Level(s) 6-9 | Course U.S. History-Civil War Focus *Could be adapted for Civics or World History: theme Propaganda. | Length of Lesson 2 to 3 class periods (45 minute sessions) |
| Unit Title | Lesson Title | Sequence: Where does this lesson fit within the unit? |
| <i>Propaganda in U.S Civil War</i> <i>Propaganda in Wartime</i> | The positive and negatives of Propaganda in wartime | This lesson could be used as a mid-unit lesson after background knowledge of the US Civil War is established. If the focus is Propaganda this could be used as an introductory lesson. |

| * LESSON OVERVIEW | |
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| <p><i>In this lesson students use primary sources from Wisconsin during the U.S. Civil War. Students will engage in source analysis where they question the positive and negative outcomes of propaganda during wartime. Observations include impact on various social groups as well as long term social views of topics of warfare.</i></p> | |

| | *LESSON STANDARDS | |
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| | <p>Which standards (i.e., Wisconsin Standards for Social Studies, Wisconsin Standards for Literacy in All Subjects) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and behavioral demands of the standards.</p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p> <p>SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.</p> <p>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> | |
| | *LESSON TARGET(S) and SUCCESS CRITERIA | |

What is/are your learning target/s? What does proficiency look like? How will you communicate that to students?

Students will...

Analyze 2 forms of propaganda used during the US Civil War in order to recognize how propaganda attempts to influence society's actions using positive and negative themes.

Analyze 2 or more different types of primary sources so that they gain insight, understanding and perspective on people's lives in the past and compare/contrast with current society's primary sources of similar themes.

Compare and contrast themes of negative versus positive propaganda from the past and reflect the implications of current uses of propaganda.

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| | ESSENTIAL QUESTIONS | |
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What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

1. How is propaganda used to influence public opinion?
2. What are the consequences of using negative/positive propaganda?
3. How are symbols used to inspire members of a society?

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| | *ASSESSMENTS | |
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- How will you use formative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning and inform instruction?
- How will you use the results of your formative assessments to differentiate instruction?
- How will you communicate student learning?
- How do students provide feedback about their learning?
- In what ways do students have multiple options to demonstrate their learning?
- How will your assessments be culturally responsive?

Formative Assessments: Primary Source Analysis Chart

Ticket outta the room/Google Form for Day 1(if multi-day lesson)

Summative Assessment: Summative Rubric(Attach here)

Response to essential question:

Options may include: Typed Response, SLIDES/powerpoint, Video/Media, Website creation, Poster/Visual, Speech/Oral presentation

| | LESSON CONCEPTS AND ACADEMIC VOCABULARY | |
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What general academic and domain-specific words deepen student understanding?

Propaganda

Influences

Media

symbolic/symbols

patriotism

Perspective

Primary source

analyze

| | *PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS | |
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| <ul style="list-style-type: none"> • What is it that students need to know and be able to do prior to this lesson? • What are your students' strengths, weaknesses, preferences, and interests? • How will you determine what students know and can do and their preferences and interests in preparation for this lesson? • What conceptions and misconceptions or misunderstandings might students have related to this lesson? • How will this information be used to plan instruction? | | |
| <p>Encyclopedia Britannica Background knowledge "American Civil War." <i>Britannica School</i>, Encyclopædia Britannica, 31 May. 2013. school.eb.com/levels/middle/article/American-Civil-War/273689#. Accessed 19 May. 2020.</p> <p>"Propaganda." <i>Britannica School</i>, Encyclopædia Britannica, 8 Feb. 2020. school.eb.com/levels/middle/article/propaganda/276549. Accessed 19 May. 2020.</p> | | |

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| | *LESSON PROCEDURE | |
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Materials Needed: * notes optional if expanding lesson to include summative task

[Primary Source Analysis Chart\(1 per student\)](#)

[Primary Source #1-Poster\(1 per desk\)](#)

[Primary Source #2-Options of sources about Old Abe](#)

*Rubric

*Google Form/Ticket outta the room

1. Introduce the Essential Question and discuss initial “gut” reactions
(can use the [SLIDES](#) template for this lesson)
2. Discuss 2 key terms/concepts for the lesson: Propaganda & Influence
3. Pass out copies of Primary Source Analysis Chart and printed copies of Primary Source #1(Poster).
4. As a class, with teacher guidance, work through the question boxes in column 1 of the Primary Source Analysis Chart using the POSTER-as primary source #1
5. Give time for students to share out answers and observations.

*Possible end to day 1

-have students complete ticket out of the room/google form reflection: How was propaganda used to shape people’s thoughts during the U. S. Civil War?

6. Day 2 Review Essential Question.Review key terms-Propaganda & Influence
7. Give background information about Ol’Abe

Options include reading a picture book about him. Biography, etc

8. Have students or teacher PICK which type of primary source they want to use to learn about Old Abe as a source of Propaganda used during the Civil War.

Choices include: photo with caption

1st two paragraph if newspaper article

Newspaper article

9. Complete Column 2 of Primary Source Analysis Chart-with partners or individual

10. Compare the 2 sources for both type of influence(positive versus negative) as well as impact on influence by completing Column 3 of chart.

11. Debrief-Summative assessment options:

Students answer the Essential Question using their information from their Primary Source Analysis Chart.

Options are : written/typed response, create a poster/video/oral presentation, Socratic debate or discussion.

12. EXTENSION: To extend this lesson into a day 4 or 5 task teachers could have students then transfer these ideas into real, current world situations by finding similar positive and negative propaganda used on a current event.

Students can then compare/contrast these primary sources to their counterparts from the US Civil War-how are they the same? Why? How are they Different? Why?

As you plan, consider the following:

Steps/Lesson Procedures

1. How will you communicate and revisit the learning target/s at both the beginning and end of daily instruction?
2. How will you use instructional practices and strategies within an instructional framework that aligns to Wisconsin's Guiding Principles for Teaching and Learning to ensure meaningful engagement for all learners? Consider
 - What role does students' prior knowledge play in the lesson?
 - How can you activate or supply background knowledge?
 - How is proficiency for the learning targets defined? How will you communicate this to students?

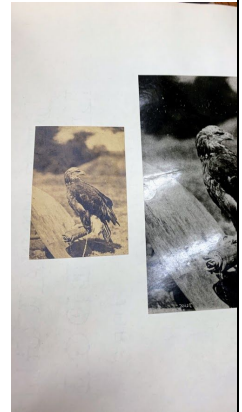
- Which routines will be taught or revisited in order for students to be successful in this lesson?
- Which culturally responsive research-/evidence-based instructional practices and strategies will you use?
- How will you purposefully group students to facilitate learning?
- How will you make intra- and/or interdisciplinary connections?
- How will a range of assessments be used to monitor and/or measure student learning and inform instruction?
- How will you use the results of your formative assessments to plan interventions and/or additional challenges for students?
- How will you represent key information in multiple ways, e.g., visual, auditory, and kinesthetic?
- How will you engage students with information in multiple ways, e.g., visual, auditory, and kinesthetic?
- How will you minimize distractions?
- What technology and media will you use to deepen learning?
- How will you optimize access to technology and media?
- What assistive technologies will individual students require to access learning?
- What resources and materials will you use to deepen learning?
- How will you use disciplinary literacy to engage students in authentic tasks?
- How will you provide students with opportunities for application of skills, student directed inquiry, analysis, evaluation, and/or reflection?
- How will you provide students with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader?

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| Lesson Plan | Resources, Materials, and Technology |
| | <p data-bbox="1024 317 1398 394">Warning to Traitors Sign (ID 71347)</p> <p data-bbox="1024 447 1414 596">Hero of Gettysburg https://content.wisconsinhistory.org/digital/collection/quiner/id/23505/rec/13</p> <ul data-bbox="1060 646 1414 1203" style="list-style-type: none"> • (3) Ole Abe Collector Card (ID 79111) - Propaganda and Fundraising expectations for war. Should be coupled with secondary source material on Old Abe (Impact on Homefront/technology-communicating/spreading support of war?) |



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- There are photos and information about Old Abe in Album 17.7a - someone has a photo of an actual feather from Old Abe that was in the album? Jen B Does

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The caption for this photo says "Old Abe, eagle mascot of 8th Wisconsin Regiment."

Probably the photograph by J.S Fuller taken in Madison, WI, in September 1861, on the occasion of the mustering in of the regiment, when the eagle was about 11 months old.

[Old Abe Newspaper Clipping - from WHS](#)

[Story of Old Abe - The Wisconsin magazine of history: Volume 8, number 4, June 1925](#)