

# Camp Life—4<sup>th</sup> Grade Lesson

**Poster:** Camp Life

**Grade Level:** 4<sup>th</sup>

**Objectives:** 113.15 Social Studies, Grade 4. (b) Knowledge and skills. 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: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; (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; (b22B) incorporate main and supporting ideas in verbal and written communication; (b22C) express ideas orally based on research and experiences.

## **Materials:**

- Index cards for Do Now and Exit Ticket
- Camp Life Poster
- Analyzing Artifacts Handout
- 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 do you feel like when you are away from home?
2. How do you think life was for a Civil War Soldier?
3. Time in battle is only a small portion of the time they spend away from their families. What do you think soldiers did when they weren’t fighting battles?

## **Activity**

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items the found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students answer the *Primary Source Analysis Questions*.

## **Closing**

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Analyzing Artifacts Handout—4<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select three items you found interesting and answer the questions below.

Item 1	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
Item 2	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
Item 3	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?

If you were a Civil War soldier or nurse, what item from the poster would be most important to you? Explain: \_\_\_\_\_

**Primary Source Analysis:** After you finish reading the *Voices of the Civil War Section*, answer the following questions with your group.

1. Create two questions you would ask the soldiers that wrote those passages.

*Question 1:* \_\_\_\_\_ *Question 2:* \_\_\_\_\_

2. What do you wonder about what the soldiers are going through in the war? \_\_\_\_\_
3. Social Media Connection: A tweet is a short phrase or sentence that expresses a complicated idea. It is no longer than one sentence. In the space below, write a tweet that summarizes what you see and interpret on the Camp Life Poster \_\_\_\_\_

# Camp Life Poster Analysis

**Poster:** Camp Life

**Grade Level:** 7<sup>th</sup>

**Objectives:** 113.19. Social Studies, Grade 7. (b) Knowledge and skills. (b20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to: (20A) compare types and uses of technology, past and present. (b21) 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; (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; (b22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (b22D) create written, oral, and visual presentations of social studies information.

## Materials:

- Camp Life Poster
- Primary Source Analysis Handout
- Index cards for Do Now

**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 do you think soldiers feel when they are away from home and at war?
2. Time in battle is only a small portion of the time they spend away from their families. What else do you think they do while soldiers are away from home?

## Activity:

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items they found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students fill out the SOAPS Chart under the *Primary Source Analysis*.

## Closing

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.

## Analyzing Artifacts Handout—7<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select four items you found interesting and answer the questions below.

What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.

**Primary Source Analysis:** Use the *Voices of the Civil War* passages on the *Camp Life* poster to fill out the table below.

Source: Type of Document	Origin: When & Where is this document from?	Audience: Who was originally meant to see the document?	Purpose: What was the audience meant to learn?	What three #hashtags would you use to summarize the document?

# Camp Life Poster Analysis

**Poster:** Camp Life

**Grade Level:** 8<sup>th</sup>

**Objectives:** 113.20. Social Studies, Grade 8. (b) Knowledge & Skills. (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; (b29B) 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. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly; (b30D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Camp Life Poster
- Primary Source Analysis Handout
- Index cards for Do Now

**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 do you think soldiers feel when they are away from home and at war?
2. Time in battle is only a small portion of the time they spend away from their families. What else do you think they do while soldiers are away from home?

**Activity:**

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items they found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students fill out the Union & Confederacy comparison table under the *Primary Source Analysis* section.

**Closing**

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.

## Analyzing Artifacts Handout—8<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select four items you found interesting and answer the questions below.

What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.

**Primary Source Analysis:** Compare the economic and military preparedness, camp conditions, and soldier conditions of Confederate and Union soldiers based on what you read on the *Voices of the Civil War* section and the artifact captions on the poster.

Confederacy	Union
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

# Camp Life Poster Analysis

**Poster:** Camp Life

**Grade Level:** 11<sup>th</sup>/A.P. U.S. History

**Rationale:** In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110). Analyzing artifacts allows students on all levels to exercise the complete range of critical thinking and helps make the past more real to them. Students learn 90% of what they say or discuss as they complete an activity. (Dale, E. *Audio-Visual Methods in Teaching*, 1969).

**Objective:** Socratic Seminars help students arrive at a new understanding by asking questions that clarify, challenge assumptions; probe perspectives and point of view, probe facts, reasons, and evidence; or examine implications and outcomes (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

**Key Concept 5.3 (IA):** Both the Union and the Confederacy mobilized their economics and societies to wage the war even while facing considerable home front opposition.

## Materials:

- Camp Life Poster
- Analyzing Artifacts Handout
- Index cards for Do Now & Exit Ticket
- Sticky Notes

**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. Describe what you believe living conditions for soldiers in modern-day warfare look like.
2. How do you think conditions today compare to conditions during the Civil War?

## Activity:

- Discuss what artifacts are.
- Create groups of 3 give each group a set of sticky notes.
- Allow students to read and analyze the Camp Life Poster. Instruct them to write down “what they wonder” and “what they notice” about the contents of the poster and paste the Sticky notes around the poster. Allow 5-10 minutes.
- Pass out the handout and explain the difference between open and close-ended questions.
- Have students follow instructions on the handout and create two close-ended and two open-ended questions.
- Distribute Socratic Seminar Observation, Evaluation, and Reflection Form.
- Split the class in half and have one half sit in an inside circle and the second half in an outside circle.
- Inside circle students will discuss the poster by using the questions they wrote down. Students in the outside circle will evaluate the discussion by filling out the Socratic Seminar Observation, Evaluation, and Reflection Form.
- After 5-10 minutes of discussion, students in the outside circle will now come into the inside circle and discuss their question. The other half will now evaluate discussion by filling out the Socratic Seminar Observation, Evaluation, and Reflection Form.

## Closing

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.
3. How did conditions for Union and Confederate soldiers differ AND why did conditions differ so much?

# Analyzing Artifacts Handout —11th Grade

Closed-ended questions can be answered with a “yes” or “no” or a short answer. Close-ended questions usually have a definitive answer. Example: How many artifacts are there on the poster? (Do not use the example)

## INSIDE CIRCLE

Write down 2 closed-ended questions about the artifacts and primary sources on the poster. Use your sticky notes for ideas.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write down 2 open-ended questions about the artifacts and primary sources on the poster. Use your sticky notes for ideas.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## OUTSIDE CIRCLE

### 1. The Outer Circle Observation

When you are a part of the Outer Circle, you should listen carefully to the discussion taking place “on the inside.” As you listen to the discussion taking place, write down your observations to the following questions.

1. List two open ended questions that were discussed while you were in the outer circle. Explain why those questions were successful/not successful.
  
2. List the names of two students who you felt contributed in a positive way to the discussion. Next to their names, explain why you think each one did a good job in participating. Be as specific as possible.

**2.Seminar Reflection:** Answer the following. Provide specific evidence for your answers.

1. What did you like least about the seminar and what did you like most? Explain.
  
2. Explain on thing you learned in the seminar from another student- be very specific.
  
3. Discuss one topic you contributed to the seminar. Use your own notes- be sure to explain the topic and contribution.



## Socratic Seminar Observation, Evaluation, and Reflection

### 1. The Outer Circle Observation (or in the Raisin seminar, the SECOND CIRCLE, since everyone is participating)

When you are a part of the Outer Circle, you should listen carefully to the discussion taking place “on the inside” and jump on the Hot Seat when you would like to state your own views on a topic being discussed. As you listen to the discussion taking place, write down your observations to the following questions.

1. List two open ended questions that were discussed while you were in the outer circle. Explain why those questions were successful/not successful.
  
2. List the names of two students who you felt contributed in a positive way to the discussion. Next to their names, explain why you think each one did a good job in participating. Be as specific as possible.

**2. Self Evaluation:** Please rate yourself on the rubric below by placing a check in the appropriate box. Be honest and provide specific evidence.

Socratic Seminar Rubric	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
I read the text thoroughly and felt I was prepared for the discussion.			
I engaged in discussion and kept on task			
I supported my ideas with references to the text (provide two examples in the box where you rate yourself)			
I encouraged thinking and participation in others by asking insightful questions and building on others' ideas (provide examples)			
I listened respectfully, and presented ideas in a civil and proper manner; I accepted more than point of view.			

**3.Seminar Reflection:** Answer the following questions on a separate sheet of paper. Provide specific evidence for your answers.

1. What did you like least about the seminar and what did you like most? Explain.
2. Explain on thing you learned in the seminar from another student- be very specific.
3. Discuss one topic you contributed to the seminar. Use your own notes- be sure to explain the topic and contribution.