

## Co-Teaching Planning Guide

**Date:** 4-19-2016

**Co-Teachers:** Nick Rasmussen & Nate Meulenberg

**Grade Level / Content:** 8<sup>th</sup> Grade/U.S. History

### Lesson Objectives:

- Students will be able to empathize with African American Soldiers.
- Students will be able to read and comprehend differing experiences from the Civil War.
- Students will be able to write or draw showing African American soldiers bravery.

### Content Standards Addressed:

- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5 Construct generalizations about how the war affected combatants.

### Co-Teaching Model(s) used: (check all that apply)

Parallel

Station

Alternative

Team

### Materials needed for the lesson:

1. Civil War Letters ex: Sullivan Balliou Letter, and Samuel Cable Letter
2. Movie Glory (Clips)
3. Venn Diagram comparing African American Soldiers to White Soldiers
4. Pencil/Paper
5. Internet Access
6. Examples of primary and secondary sources
7. Frame

**Scaffolds needed for the lesson:**

Students prior to this lesson will need to know about the differences in how African Americans and whites were treated during the 1800's. For this lesson students will also need to have reading for comprehension skills so that they can understand primary source letters. Students will also need to be able write and support an argument effectively. Students should also be able to work collaboratively with groups to explain what they read to a group of their fellow students.

**UDL Principles used for the lesson:**

## 1.2 Offer alternatives for auditory information

While watching clips from the movie Glory subtitles will be on for students who have difficulty hearing.

## 2.1 Clarify vocabulary and symbols

When questions for clarification arrive while reading letters or the textbooks we will be able to give students the meaning or definition of words and or phrases.

## 3.1 Activate or supply background knowledge

Students will have to access their prior knowledge about the way African American and whites were treated differently during the 1800s.

## 5.1 Use multiple media for communication

Students will be able to look at primary source letters and the movie Glory for multiple means of representation.

## 8.3 Foster collaboration and community

We will have 4 different letters for both African American and White soldiers, students will then jigsaw and explain and describe what they have read.

**How is the student learning assessed?**

Students at the end of the lesson will have a choice of writing a letter to their superior demanding higher pay for their fellow African American soldiers or drawing a picture depicting an act of African American soldier's bravery.

Guide for expectations for each teacher during the lesson

	<b>Teacher: Nate</b>	<b>Teacher: Nick</b>
What are the specific tasks that I do <b>BEFORE</b> the lesson?	<ul style="list-style-type: none"> <li>• Gather white soldier's letters</li> <li>• Watch the movie Glory and prepare clips</li> <li>• Collaborate with Nick to make sure we are on the same page and teaching towards the same goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather African American soldier's letters</li> <li>• Watch movie Glory and prepare clips</li> <li>• Collaborate with Nate to make sure we are on the same page and teaching towards the same goal.</li> </ul>
What are the specific tasks that I do <b>DURING</b> the lesson?	<p><b>CUE:</b> Show the Frame to the class to give students an idea of how life's of African American soldiers and White soldiers differed in the war. Showing the frame will help students understand the differences between white and African American soldiers.</p> <ul style="list-style-type: none"> <li>• Split the class into two groups, one group will learn about African American soldiers and the other white soldiers</li> </ul> <p><b>DO:</b> Name the topic (Civil War Soldiers) Explanation of topic: White soldiers were treated differently than black soldiers in terms of pay, equipment, and overall treatment. Introduce Main Idea: White Soldiers</p> <ul style="list-style-type: none"> <li>• Give students time to read letters from white Civil War soldiers.</li> <li>• Then put into groups of 4 and have them share what they read and fill out essential details together.</li> <li>• Watch clips from Glory and fill out any essential details that were missed.</li> </ul>	<p><b>CUE:</b> Hand out blank frames to students then explain expectations. Write down main topic and is about section as a class.</p> <ul style="list-style-type: none"> <li>• Split the class into two groups, one group will learn about African American soldiers and the other White soldiers.</li> </ul> <p><b>DO:</b> Name the topic (Civil War Soldiers) Explanation of topic: African Americans soldiers were often treated very differently from white soldiers in terms of pay, equipment and overall treatment. Introduce main idea: African American Soldiers</p> <ul style="list-style-type: none"> <li>• Give students time to read letters from African American Civil War soldiers.</li> <li>• Then put into groups of 4 and have them share what they read and fill out essential details together.</li> <li>• Watch clips from Glory and fill out any essential details that were missed.</li> <li>• Make sure students have details about pay, equipment and respect.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make sure students have essential details about pay, equipment, and respect.</li> </ul> <p>Swap groups between teachers and repeat the above.</p> <p>Come back together as a class and fill out the essential details and main idea for the last column on frame.</p> <ul style="list-style-type: none"> <li>• Make a so what statement as a class regarding why you should treat everyone equally.</li> </ul> <p>Draw Venn Diagram on the board.</p> <p>Ask students what characteristics only applied to white soldiers during the Civil War for the Venn Diagram.</p> <p>Will be writing what student say onto the board.</p> <p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they are now a white soldier who has read and watched about African American Soldiers during the Civil War and can now empathize with them. Tell the students they will be writing letters to their superiors demanding equal pay for their fellow soldiers because of the bravery that was shown at Fort Wagner (Glory). Students will also have the option of drawing an example of an African American soldiers bravery.</li> <li>• Walk around helping students when they have questions about what to write or draw. Making sure to make connections to what they read or watched.</li> </ul>	<p>Swap groups between teachers and repeat the above.</p> <p>Come back together as a class and fill out the essential details and main idea for the last column on frame.</p> <ul style="list-style-type: none"> <li>• Make a so what statement as a class regarding why you should treat everyone equally.</li> </ul> <p>Ask students what characteristics were only present for African American Soldiers to put on Venn Diagram.</p> <p>Ask students what similarities are there for the Venn Diagram.</p> <p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• Pass out paper and walk around helping students when they have questions about what to write or draw. Making sure to make connections to what they read or watched.</li> <li>• Come together after collecting letters/drawings and ask students we can ensure that everyone is treated equally in the classroom. Why is it important for it always to be fair?</li> </ul>
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<p>What are the specific tasks that I do <b>AFTER</b> the lesson?</p>	<ul style="list-style-type: none"><li>• Evaluate what went well by meeting with Nick</li><li>• Evaluate what things to be worked on for next year.</li><li>• Read letters and see if students have a firm understanding of life in the Civil War.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate what went well by meeting with Nate</li><li>• Evaluate what things to be worked on for next year.</li><li>• Look at pictures to make sure students have a firm understanding of African American Soldiers contribution to the Civil War.</li></ul>
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# The FRAME Routine

Key Topic  
**Civil War Soldiers**

is about...

The combatants who fought for the North and their differences

Main idea  
**White Soldiers**

Main idea  
**African American Soldiers**

Main idea  
**Union Soldiers**

## Essential details

Payed More Money

## Essential details

Payed \$3 less per month

## Essential details

Fought for the North

Treated with Respect

Given worse jobs

Fought for unification  
of the union

Given Better Equipment

Fighting for their  
own freedom

Superior equipment

Given more promotions

Given worse equipment

Superior in numbers

**So What? (What's important to understand about this?)**

1. Why is it important to give people equal opportunities and respect?