

Inquiry and Primary Source-Based Lesson Plan

Lesson 1: A Nation Shocked by War

Lesson Details		
Grade Level & Unit:	Grades 8-10 - How Civil War Veterans Transformed Disability	 Citizen volunteers assisting the wounded in the field of Battle - Antietam. (1862). Alfred R. Waud.
Subject Area Focus:	History & Civics	
Inquiry skill(s) Focus:	Develop compelling questions based on primary sources. Consider the responsibilities of governments, including under the U.S. Constitution.	
Estimated Time to Complete:	Up to 55 minutes in a single session.	

Lesson Summary:

Students generate questions from a compelling primary source sketch that will guide their investigations through the unit where they will analyze primary sources and stories of individuals and institutions to address questions related to the responsibilities of governments.



This program is made possible by a grant from Mass Humanities, a state-based affiliate of the National Endowment for the Humanities, which provided funding through the Massachusetts Cultural Council (MCC).

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RC 02-13-2023

A. Desired Results/Objectives:

Compelling Questions/Historical Question(s):

- What should be the responsibility of the government to care for citizens who need care?

Supporting Questions:

- Up to the start of the Civil War, what did Americans and their government view as the responsibilities to care for citizens who need care?
- How do the unique experiences of disabled veterans shape how all Americans view the role of government and the responsibilities of citizenship?

Standards

- Content
 - Using primary sources such as diaries, newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.
 - Analyze the consequences of the Civil War and Reconstruction, including physical and economic destruction and loss of life; and the increased role of the federal government.
 - Explain changes in the U.S. system of constitutional government.
 - Evaluate the effectiveness of efforts to address social and political problems.

Universal Design for Learning:

How will you meet the needs of students with disabilities & remove barriers they might encounter?

[Also see Unit Plan grid.]

- **Engagement:** Students ask their own questions of interest about a compelling image.
- **Representation:** The artist has captured much action in this single image. A lengthy alt text description of the image is in the slide.
- **Expression and Action:** Students will discuss and shape their questions in a group.
- **Cultural Considerations:** This graphic image of the impacts of war (including surgeons cutting off a man's leg) may spark strong reactions, especially for students who have experienced violence or injury personally or in their families. A less graphic image is also listed.

Lesson Vocabulary		
Disciplinary "Brick" Words	Transferrable "Mortar" Words	Other Disciplinary Words
• Question Formulation Technique (QFT)	• Prioritize	• Civil War • Citizen volunteers

Lesson Vocabulary		
Disciplinary “Brick” Words	Transferrable “Mortar” Words	Other Disciplinary Words
Wounded or Injured / Disabled	Open and Closed Questions	- Respectful language - Sketch - Surgeon - Amputation - Antietam

B. Assessment:

- Pre-Assessment:
 - Students generate questions about a sketch from the Battle of Antietam, using the Question Formulation Technique.
- Formative Assessment(s):
 - Student questions will reveal their background knowledge and ability to connect the Civil War to broader historical and civic themes.
- Summative Assessment:
 - Students contribute 3-5 questions for each small group to the class investigation.

C. Learning Plan:

Lesson Introduction

- Students generate many questions about a drawing from the Battle of Antietam.

Learning Activities		
Time	What does the teacher do?	What does the student do?
5-10 minutes	See Introduction to Disability for Grades 9-12 if students have not previously addressed respectful language and a definition of disability.	Embrace responsibility to include all peers.
5 minutes	Tell students that they are going to generate questions to shape the study of an important historical event and topic. Explain the simple rules of the Question Formulation Technique (QFT).	

Learning Activities

Time	What does the teacher do?	What does the student do?
	Share the rules.	Ask questions as needed about the Question Formulation Technique process.
20 minutes	Share the QFocus: A.R. Waud sketch, Citizen volunteers assisting the wounded in the field of Battle - at Antietam. The slide includes lengthy alt text.	In groups of 3-5, follow QFT Rules to generate questions about the QFocus image of citizen volunteers assisting wounded soldiers at the Battle of Antietam.
10 minutes	Guide students on how to turn open questions to closed, and closed to open.	Small groups turn open questions to closed, and closed to open. Discuss strengths of each.
10 minutes	Guide students to prioritize their questions, including revising them.	Small groups identify and star their most important 3-5 questions.

Summative Assessment:

Time	What does the teacher do?	What does the student do?
10 minutes	Compile students' priority questions.	Students share and discuss their prioritized questions with the class. What patterns do students recognize?

D. Materials, Sources, & Equipment Used in the Lesson

(Unit Overview includes images of primary sources and full citations with URLs.)

Lesson Slides

1. [Link to SLIDES - DHist - Grades 8-10 - Civil War Lesson 2 - Care for Wounded and Disabled Soldiers - CES.](#)

What primary sources are used?

1. (September 17, 1862). [Citizen volunteers assisting the wounded in the field of Battle - Antietam](#). Alfred R. Waud.
2. (December, 1862). [Bringing The Wounded Into Fredericksburg](#). Lumley.

Other Teaching Materials

1. [Instructions for the Question Formulation Technique](#). (n.d.). Emerging America. (See lesson slides.)
2. [What is the Question Formulation Technique? \(QFT\)](#). (n.d.). Right Question Institute.

Student Materials

On pages below.

Question Formulation Technique (QFT)

[Instructions for the Question Formulation Technique](#). Emerging America.

Rules for the Question Formulation Technique

1. Ask as many questions as you can.
2. Do not stop to discuss, judge or answer.
3. Record exactly as stated.
4. Change statements into questions.

QFT Steps

1. Question Focus
2. Produce Your Questions
 - Follow the rules
 - Number your questions
3. Improve Your Questions
 - Categorize questions as Closed or Open
 - Closed-Ended: Answered with “yes” or “no” or one word.
 - Open-Ended: Require longer explanation.
 - Change one question of each type to the other.
4. Prioritize Your Questions
5. Share & Discuss Next Steps
6. Reflect

Always complete steps 1-2 & 4-6. Complete step 3 first time at least once and whenever time allows.