

Lesson Plan # 2
Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
American History	Civil War in Appalachia - Shelton Laurel	Mr. Watts	Sep. 29
Lesson Essential Question (LEQ)	How do the events in Shelton Laurel affect your understanding of the Civil War at the local level?		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● AH.B.1.2 - Critique multiple perspectives of American identity in terms of opportunity, prosperity, and crisis. ● Supporting Content Strand & Objective(s): ● AH.H.3.4 - Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	● I.1.4 - developing claims and using evidence		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	For the pre-lesson I will have the poem "Shelton Laurel" by Ron Rash and the essential question "How does this story affect your understanding of the Civil War at the local level?" projected or written on the board. After giving the students some time to read the poem, I will ask them to either write their thoughts or questions about the poem on a sticky note and put on the board or post to a padlet.	Having the essential question written on the board will help students to frame what we are talking about with the bigger picture of the civil war. Having the poem as the first thing the students see will help them develop questions on the story as a whole, it will also help to show that the two sides of this conflict were not strangers and tie in with the LEQ. This part can influence standard AH.B.1.2 by introducing the crisis that was going on in Madison County during the Civil War.	10
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Students will acquire the knowledge through the New York Times article from July 24th, 1863 and the Weekly Standard from Raleigh on January 16, 1867. This will be combined with the group "extending and refining" activity. In this portion, the students will be divided into groups of 3. In these groups they will be assigned to read specific sections from these two articles and come up with a very short powerpoint presentation (3-5 slides) to teach the class about their assigned topic. The topics are "Salt/Allen and Keith", "Desertion	Using the article to let the students teach each other will help them to stay more engaged than they would through a lecture. This activity helps to develop skills needed to hit the inquiry standard I.1.4. This activity will also help students complete standard AH.H.3.4 by analyzing the portrayal of both sides by newspapers at the time.	20

	and the raid on Marshall”, “The Massacre”, “Other Crimes”, and “Trial”. I will walk around and help each group as needed.		
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	For the rest of this portion of class, the students will present their information from the articles they were assigned. These presentations should only last 5-10 minutes. To do this I will draw a timeline on the board and fill it in between presentations. This will also allow me to fill in any gaps the students might have had and allow for the group to answer any questions from other groups about their topic.	Students effectively become “experts” on their specific topic. This will help them to connect with the rest of the groups through their own topics. This point in the lesson the standard of AH.B.1.2 can be addressed through local response to the crisis that was the Civil War.	40
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.	For the extending and refining individual activity students will complete a set of scaffolded notes. The notes will be based on a NCPedia article on desertion. The notes will have blanks to fill in as well as an empty space to write in any other events the student might think is important.	Sections in this article touch on different views on desertion within the confederacy, this hits content standard AH.H.3.4. This article gives some more background on the issue of desertion, as well as why soldiers from different regions might have deserted.	10
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and “big picture” understanding	For the individual extending and refining, students will complete a very short quiz. This quiz has only 4 questions including the LEQ. The other two questions will be “Was the information on desertion and unionism surprising to you? Why or why not?”, “How might the deserters be looked at differently by the two sides of this conflict?”, and “What is a connection you can make between this lesson and your project?”. The grading for this quiz will not be harsh, as long as there is clear effort and thought the grade will be a 100.	The reason for the quiz is to gauge the understanding of the students. The most important thing is to see that they're connecting this lesson to the unit as a whole. Revisiting the LEQ will bring the story full circle and deepen the understanding of internal divisions during the civil war. The question “How might the deserters be looked at differently by the two sides of this conflict?” completes the standard AH.H.3.4.	10
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student	Gifted and Talented	Strategies	One way to tweak this lesson for gifted and talented students would be to change the poem. Ron Rash has several poems on this event, and a few of them require more critical thinking to find their meaning. With gifted students, some of the material used for research can be changed to make it a little more interesting. For example there are several interesting readings from the

			<i>Appalachian Journal</i> that can make this class more interesting for students at a high reading level.	
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?				
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	The collection of information from the news articles is the best example of formative assessment in this lesson. Progress can be measured based on how well students are able to take what they're reading and translate into concise information to present to the class. If they are struggling to do so, I can step in and help them improve.			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	The quiz at the end of class tests students on both the material and can show whether they have mastered the standards and inquiry. This will also help with any future quizzes or tests because it can show them that understanding connections and concepts is just as important as memorizing information.			
Materials & Supplies	● Print or electronic copies of the news articles	● Whiteboard	● Post it notes	● Scaffolded notes for individual extending and refining
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) ● ELLER, RONALD D. "Class, Conflict, and Modernization in the Appalachian South." <i>Appalachian Journal</i> 10, no. 2 (1983): 183–86. http://www.jstor.org/stable/40932503 . ● Smith, Michael S. "Civil War Desertion," NCPedia, 2006. https://www.ncpedia.org/desertion-civil-war#:~:text=Soon%20after%20the%20conflict%2C%20the,than%20for%20any%20other%20state . ● Azzam, Amy "Six Strategies for Challenging Gifted Learners." <i>ASCD</i> 58, no. 4 (2016). https://www.ascd.org/el/articles/six-strategies-for-challenging-gifted-learners		Notes to self (post-lesson) ●	

SHELTON LAUREL

Sister, I have come to understand
the world will have its way with us despite
what we might wish, or once believed. Last week
I watched our neighbors die like snakes. Gut-shot,
then hacked with hoes until their moaning ceased.
Shelton's youngest son was one of them,
alive thirteen years. His eyes met mine,
but like his father and brothers he didn't speak.
It was past words by then but still I thought
of all the times the five of us had shared
a hunting camp, spun lies at Allen's Store,
better times before we let this war
settle like a vulture in these hills,
a vulture never sated. Though I aimed
my rifle to the right it didn't matter,
others found the mark with lead or hoe.
And when it ended the sun burned in the sky
like any other day. The French Broad still
flowed on down to Marshall. In the trees
fox squirrels chattered, wrens still sang their song.
By noon the snow had turned from white to red.
Our sergeant danced like a dervish on the grave,
vowed he'd push them deeper into hell.

And I was there, dear sister, I was there,
and still feel I am there although I hide
miles away, deep inside this cavern
and write this letter with what light is left
in one last stub of candle, light enough
to get this letter written, bring to you,
leave it by your pillow while you sleep,
then make my way back here where I will stay.
A branch runs through this cavern, in it trout
whose eyes are blind from years of too much dark.
I envy them for all they haven't seen,
and maybe with enough time I might too
cease to see these things I tell you of,
that drape upon my soul like heavy shackles,
and then return to you, resume a life
stilled like the hands of a broken pocket watch
beside a stream bank deep in Shelton Laurel.

“Atrocity at Shelton Laurel” from *Our State* magazine

“Class, Conflict, and Modernization in the Appalachian South” by Ronald Eller

Newspaper Articles from *The Weekly Standard* and *The New York Times*

<https://chroniclingamerica.loc.gov/lccn/sn85042148/1867-01-16/ed-1/seq-3/#date1=1863&index=0&rows=20&words=massacre+Massacre&searchType=basic&sequence=0&state=North+Carolina&date2=1880&proxtext=massacre&y=12&x=19&dateFilterType=yearRange&page=1>

<https://www.nytimes.com/1863/07/24/archives/east-tennessee-barbarous-outrages-perpetrated-upon-union-men-by-the.html>