

Level: 7th - 9th Grade

Class Size: 20 students

Unit: Civil War – Discrimination

Time Needed: 2 - 3 forty-five minute class periods

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should develop a sense for what discrimination is and whether or not it is an appropriate action.

- **Objectives:**
 - The learners will be able to define discrimination.
 - The learners will discuss different forms of discrimination in different aspects of life.
 - The learners will discuss discrimination in the context of what they know of the American Civil War.
 - The learners will explain examples of discrimination from their independent readings.

- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 8 A1 (Reading - Interconnected Elements: Comprehension, Vocabulary, *Alphabetics*, *Fluency*)
 - a. “Use a range of before, during, and after *reading strategies* to deepen their understanding of the author’s message.”
 - English Language Arts, Grades 6-8 E1 (Listening and Speaking - Listening)
 - a. “Formulate clarifying questions.”
 - b. “Examine and critique information presented.”
 - c. “Expand on ideas presented by others.”
 - Career and Education Development, Grades 6-8 A3 (Learning About Self-Knowledge and Interpersonal Relationships - Interpersonal Skills)
 - a. “Getting along with others.”
 - b. “Working as a team.”
 - I. “Following established rules/etiquette for observing/listening.”
 - Social Studies, Grades 9 - Diploma E1 (Historical Knowledge, Concepts, Themes, and Patterns)
 - d. “Analyze and critique varying interpretations of *historic* people, issues, or events, and explain how evidence is used to support different interpretations.”

b. Essential Questions

- What is discrimination?

- How do you decide whether or not an action is discrimination?
- What are some of the ways that people discriminated during the Civil War?
- What are examples from your readings of discrimination?

c. Knowledge and Skills

- For the MEAs, students have been having practice with scanning and decoding techniques. These will be used during this lesson.
- Students have previously done group work.
- Students have had class discussions before and understand the rules of such.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- During the group work, a recorder will be asked to fill out the sheet according to what is discussed. These will be collected at the end of the class.
- Individuals will also be asked to write a short paragraph explaining their examples of discrimination.

e. Quizzes, Tests, Prompts

Prompt for admit slips:

“What is discrimination? Do you feel you have ever been discriminated against? Why or why not?”

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

- Students will have a chance to ask questions to check clarification.
- Students will have the chance to check how well they are understanding their independent reading novels.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Pass out admit slips to students as they come in. The prompt on the admit slip should be: “What is discrimination? Do you feel you have ever been discriminated against? Why or why not?”
2. Split students up by shirt color, pant color, or some other differentiating factor. Explain to students the Line-Up activity that they will be doing.

LINE UP PROMPTS

- ▶ Your friend has an extra candy bar. She gives it to the guy she has a crush on instead of you, her best friend. Is this discrimination?
- ▶ Janni’s mom lets her brother go out snowmobiling, but Janni’s told to stay in and do the dishes because she is a girl. Is this discrimination?
- ▶ Buddy, a ten year old slave, want to learn to read so he can write to his mom. He’s not allowed to because he’s black. Is this discrimination?
- ▶ Buddy’s decided to learn to read anyhow. He talks to his owner’s daughter, who’s also ten. She decides to teach him because they are the same age. Is there any discrimination in this?
- ▶ Miss Daniel, the plantation owner’s daughter, is caught teaching Buddy how to read. She’s punished and then sent to live with another relative. Is this discrimination?
- ▶ Buddy’s caught being taught to read. He’s severely punished, but the girl teaching him is not. Is this discrimination?

- ▶ Two soldiers are captured by the South, one black soldier from the North and one white soldier from the North. The white soldier is slightly beaten and locked up in a cell. The black soldier is nearly beaten to death and then locked up with the livestock. Is this discrimination?

3. What are some ways that people discriminated against others during the Civil War?

- White vs. Black
- North vs. South
- White vs. White
- Uneducated Black vs. Educated Black
- Man vs. Woman

4. Divide the class up into groups of three or four students. In groups ask student to do the following:

- Find examples of discrimination during the Civil War in your reading books. You should find one per person, even if you have the same book. Write a short paragraph on the example.
 - What happened?
 - Who was being discriminated against?
 - Why did this happen?
 - When in the book is this? Beginning, middle, or end?
- As a group, decide what category the specific example fits into.

- Select what one of the examples the group feels is the harshest form of discrimination. Be prepared to defend this decision. You never know if someone sees things differently than yourself.
5. After all group work is completed, use this as a starting off point for class discussion, leading into book talks.

I. Materials and Resource

- Admit slips with prompt
- Small Group Discussion sheets
- Lined paper
- Overheads and overhead projector.