

Professional Development Plan

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School: Wayne Elementary School

Projected Date for Implementation: Fall 2014

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| Title of Activity | Civil War Recruitment in the Mid-Atlantic Region |
| Overview | Why would a person enlist as a soldier in the Civil War? Look at these recruitment posters from the mid-Atlantic region and decide: Would you take the incentives and enlist? |
| Audience | <i>This plan is designed to meet the needs of educators of the following grade levels.</i> <ul style="list-style-type: none">• Grades 5-8 <i>This plan is designed to meet the needs of educators of the following content areas.</i> <ul style="list-style-type: none">• Library Media• Literacy: Reading Language Arts• Social Studies |
| Time Required | <i>Estimate how long this PD plan will take to implement.</i> <ul style="list-style-type: none">• fifty minute class period |
| TPS Level I Goals | <ul style="list-style-type: none">• Analyze a primary source using Library of Congress tools• Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge |
| Essential/ Investigative Question | How can Civil War recruitment posters give us insights into the incentives for men to join the war effort? |
| Objectives | <ul style="list-style-type: none">• I can discover the recruitment incentives listed in the poster.• I can extract information about the fighting unit listed in the poster.• I can compare/contrast recruitment posters from two different states.• I can write a letter to my parents as if I were responding to the poster giving my reasons for enlisting. |
| Library of Congress Resources/ Digital Resources | <i>Primary sources:</i> <ul style="list-style-type: none">• These sources are from the Civil War Treasures of the New York Historical Society <http://hdl.loc.gov/loc.gdc/collgdc.gc000025> Click on Archival Collections. Click on Civil War Posters. Click on List Items. Browse descriptions and click on hyperlink.<ul style="list-style-type: none">◦ <i>Attention Doylestown Guards; "Democrat" office, Doylestown, PA. Sept. 17, 1861.</i> <http://memory.loc.gov/cgi-bin/query/h?ammem/cwnyhs:@field(DOCID+@lit(ac03267)> |
| Procedure | A. Open the Doylestown Guard recruitment poster. Model teacher thinking and answer these questions: <ol style="list-style-type: none">1. Observe –<ol style="list-style-type: none">a. Who created this primary source?b. When was it created?c. Where does your eye go first?2. See key details<ol style="list-style-type: none">a. What did you see that you didn't expect? |

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| | <p>b. What powerful words and ideas are expressed?</p> <p>3. Personal response</p> <p>a. What feelings and thoughts does the primary source trigger in you?</p> <p>b. What questions does it raise?</p> <p>B. Show teachers how to find a poster they are interested in. Have them engage in three steps above.</p> <p>C. Student Inquiry</p> <p>1. What was happening during this time period?</p> <p>2. What was the creator's purpose in making this primary source?</p> <p>3. What does the creator do to get his or her point across?</p> <p>4. What was this primary source's audience?</p> <p>5. What biases or stereotypes do you see?</p> <p>D. Find a poster from another state. Repeat above steps.</p> <p>E. Critical thinking and analysis</p> <p>1. Scenario: You have just seen this recruitment poster and decide to enlist! Write a letter to your parents telling them about your decision. What regiment will you join? Why are you enlisting? What are the benefits of enlisting? Are there any downsides? How long will you be in the army? Be sure to use evidence from the Primary Source for your narrative. Your letter must be at least two paragraphs long. Use a computer and word processor. Be sure your final project cites the sources you used in your research.</p> |
| <p>Standards Alignment</p> | <p>AASL 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning</p> <p>AASL 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>AASL 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>AASL 2.1.4: Use technology and other information tools to analyze and organize information.</p> <p>AASL 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>AASL 3.1.3: Use writing and speaking skills to communicate new understandings effectively.</p> <p>AASL 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>AASL 3.1.6: Use information and technology ethically and responsibly.</p> <p>PACCS 1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>PACCS 1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>PA1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level standards for literature and informational texts.</p> |
| <p>Timeline for Implementation</p> | <p>Fall 2014</p> |