

TPS Professional Development Activity Template

Please submit final version in Word format so that the lesson plan can be vetted for publication.

TPS train-the-trainer workshops are designed to prepare classroom teachers, school librarians, and others, to coach, mentor, and/or lead professional development events with/for colleagues. Those who complete, implement their planned final project, and report back about the experience will be named TPS Coaches. This form provides an outline for planning a wide variety of such activities.

Note: Instructions are italicized and should be removed before publication.

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School or Institution: Florida Council for History Education

Projected Date for Implementation: Spring 2019

Title of Activity	Florida and the Civil War
Overview	Students will conduct primary and secondary source analyses using historical thinking skills to determine Florida's relevance in American Civil War.
Essential or Investigative Question	How did Florida's geography influence military strategies and effect the economy of war?
Audience	<p>This activity is best suited for educators of the following grade levels</p> <ul style="list-style-type: none"> • <i>Grades 3-5</i> • <i>Grades 6-8</i> <p>This activity is best suited for educators of the following content areas <i>English/ Language Arts</i></p> <ul style="list-style-type: none"> • <i>Social Studies/ Social Sciences</i>



Time Required	Three 45 minute lessons
Goal	Students will understand how to interpret primary and secondary sources to build geographical and historical contexts during the American Civil War. Students will use all historical thinking skills: sourcing, contextualization, close reading, and corroboration to better understand the causes and effects of the Civil War.
Standards	<p><u>21st Century Learner Standards</u></p> <p>I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <ul style="list-style-type: none"> • Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning • Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. • Learners adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. <p><u>ISTE Standards for Teachers</u> Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:</p> <ul style="list-style-type: none"> • 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. • 1b Pursue professional interests by creating and actively participating in local and global learning networks. • 1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. <p>Learning Forward The Professional Learning Association Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from loc.gov/teachers. • Access primary sources and teaching resources from loc.gov for instructional use. • Analyze a set of related primary sources in order to identify multiple perspectives. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital	<i>Primary sources from loc.gov:</i>

Resources	<p>SOURCE 1:</p> <ul style="list-style-type: none"> • Johnson’s new illustrated (steel plate) family atlas, with descriptions, geographical, statistical, and historical • 1862 • http://hdl.loc.gov/loc.gmd/g3701s.cw0013950 <p>SOURCE 2</p> <ul style="list-style-type: none"> • Fort Clinch, Fernandina, Fla. • 1861-1865 • Unknown • http://loc.gov/pictures/resource/ppmsca.35166/ <p>SOURCE 3</p> <ul style="list-style-type: none"> • Fort Pickens: Pensacola Harbor, Florida • 1860-1870 • Currier & Ives • http://www.loc.gov/pictures/item/2001699182/ <p>SOURCE 4 (Optional)</p> <ul style="list-style-type: none"> • Saint Augustine, Fla. Artillery inside Fort Marion; tents on rampart • 1860-1865 • Cooley, Sam • http://loc.gov/pictures/resource/cwpb.03320/ <p>SOURCE 5</p> <ul style="list-style-type: none"> • Saint Augustine, Fla. Bastions of Fort Marion • 1860-1865 • Cooley, Sam • http://loc.gov/pictures/resource/cwpb.03316/ <p>SOURCE 6 (optional)</p> <ul style="list-style-type: none"> • Sketch of Pensacola Navy Yard and Fort Pickens from U.S. coast surveys • 186- • Boston, L. Prang, & Co. • https://www.loc.gov/resource/g3934p.cw0120000/ <p>SOURCE 7</p> <ul style="list-style-type: none"> • Fort Pickens, Florida • 1862-1865 • Sneden, Robert Knox • http://hdl.loc.gov/loc.ndlpcoop/gvhs01.vhs00202 <p>Other resources:</p> <ul style="list-style-type: none"> • Florida’s Role in the Civil War: “Supplier of the Confederacy” • https://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.htm • Detail-Secession • http://fcit.usf.edu/florida/maps/pages/9400/f9472/f9472.htm • Detail-Historical sketch of the war for the Union... • http://fcit.usf.edu/florida/maps/pages/9800/f9810/f9810.htm
Classroom Materials	<p>Internet access, Activ panel or computer access.</p>

Preparation	<ol style="list-style-type: none"> 1. Provide access/copies to Stanford History Education Group: Historical Thinking Chart 2. Provide digital access to primary sources (Florida and the Civil War PowerPoint is also available/attached) 3. Provide digital or hard copy of secondary context of Florida’s Role in the Civil War: “Supplier of the Confederacy”
Procedure	<ol style="list-style-type: none"> 1. Use the Florida and the Civil War PowerPoint. Share the essential question on Slide 1. 2. Advance to Slide 2 and Review Stanford History Education Group Historical Thinking Chart. Review each of the four historical thinking skills: sourcing, contextualization, corroboration, and close reading. 3. Introduce the American Civil War from geographical perspective using the following video. Use video in parts or entirety. https://www.battlefields.org/learn/maps/entire-civil-war-animated-map 4. Present Johnson’s new illustrated (steel plate) family atlas, with descriptions, geographical, statistical, and historical map of 1862. Ask participants to identify expected features of the map. Then ask participants to identify what they see that they wouldn’t expect to see. Lead participants to consider the location of Florida with perspective to the map of the U.S. 5. Present the Detail map: Secession, 1860-1861. Ask participants to identify any important locations (i.e. ports, forts) in Florida. Have participants think about if these locations would affect locations outside of Florida. Why? What do these locations have in common? 6. Present the Detail map: Historical sketch of the war for the Union...Have students read the explanations. What does this data suggest about the activity of war within the state? What questions still need to be answered? How could this map be used to reinforce close reading and contextualization strategies? 7. Introduce the primary sources on Fort Marion, Fort Pickens, and Fort Clinch. What do each of these sources have in common? What can be inferred about forts in Florida? What other information is needed to draw further conclusions about forts, their locations, and effects during war? How can these sources build the context for Florida’s role in the Civil War (as a supplier for the Confederacy?) 8. Have participants think about other primary or secondary sources need to draw conclusions about how geography will affect military encounters/economic consequences of the war. Allow participants time to locate such sources and identify which historical thinking skills align with the sources or extension of the existing sources.
Assessment/ Reflection	<ol style="list-style-type: none"> 1. Participants will actively source, close read, contextualize and corroborate sources to understand Florida’s role during the Civil War. 2. Participants will select additional primary or secondary sources to build up the existing lesson and align historical thinking skills to their selected sources. Sources will have at least one historical thinking question or prompt associated for use with students.

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