

Topic	U.S. Civil War
Lesson Title:	Battle of Shiloh
Objectives:	<ol style="list-style-type: none"> 1. Students will create compelling and supporting questions about the importance of the Battle of Shiloh and its near alternative outcome 2. Students will analyze contradictory information from primary sources sifting through the truth and justifying the cause of the false information 3. Students will conduct research describing the importance of railroads during this time 4. To conclude the lesson, students will write an essay using their research and sources of how they think a Confederate victory at Shiloh would have affected the Civil War.
Mississippi Social Studies Framework Connections	SS 8.2: Understand how technology, geography, and social conflict has impacted the development of the United States.
NCSS Theme (2)	<ol style="list-style-type: none"> 1. Time, Continuity, and Change 2. People, Places, and Environments
CCSS ELA or CCSS ELA SS	<p>CCSS ELA-Literacy.RI.8.2, 8.3, 8.6, 8.9</p> <p>CCSS.ELA-Literacy.W.8.1, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9</p>
Assessment	<p>Formative: Student ability to analyze primary sources; Student ability to generate compelling and supporting questions, student ability to conduct research</p> <p>Summative: Student's essays will be assessed for proper citing and general accurate content, proper format, grammar, and overall understanding of the subject.</p>

Procedures:

1. Before

Begin the lesson by showing the article from a Charleston, SC newspaper in 1862. Have the students take 5-10 minutes reading and analyzing the article. Upon reading the article, the class will be asked who they think won the Battle of Shiloh (the article points to the Confederacy). Most students will have a very limited knowledge of specific battle outcomes during the Civil War but those who know will be asked to remain quiet. The class will discuss what evidence in the article they based their decision on.

Upon completion of the discussion, the class will be given a page out of an 1862 edition of New York's *Harper's Weekly*. The students will be directed to a portion of the page that has contradicting information about the victor of the battle. The class will now analyze both sources and either stick with their old argument or create a new one. After the discussion, there will be some time dedicated to studying the actual outcome of the battle and why there were two conflicting stories, and that while primary sources are helpful, they do not always contain accurate information.

At this point in the lesson, students will be asked what they know about the Civil War (KWL). This should produce a broad spectrum of answers, some of which may have already been covered in previous lessons. The student's thoughts will then be directed to what they knew about the Battle of Shiloh prior to coming to class, what they know now and what they would like to learn about the topic.

The teacher will share the definition of compelling and supporting questions with the students (C3 Framework, p. 17). The teacher will then guide students in the development of questions about the importance of the Battle of Shiloh and what affects would have stemmed from a different outcome. After students have proposed several questions, the class will decide on one to do an inquiry into and to ultimately

write an essay on (For the sake of the lesson we will use the compelling question “How would a Confederate victory at Shiloh have affected the war as a whole?”).

2. During

At this point in the lesson, primary sources 3 (painting of Union troops retreating the battlefield) and 4 (map of Corinth-Shiloh area) will be introduced. The painting will be used to aid in portraying the view that the South had prematurely seen Shiloh as a victory and that they had good reason to believe so. The map will be used to aid in visualizing the battlefield and the area around it. Students will be asked to make a claim on why Corinth was a key factor in Union plans using the map and roughly 10 minutes of research as a group. Students will also analyze primary source 5 (northern gunboats). This painting illustrates the technology and industry the Union had at their disposal. The students will discuss the advantage it gave them This will support the compelling question.

Using the research and the claim the students developed, TTW instruct students to write an essay (individually) that explains the importance of the railroad in Corinth and the Battle of Shiloh and will explain their opinions of how a different outcome at Shiloh would have affected the war and the country. The students will share their research one with another, but will write their own narrative. The teacher will monitor student progress to insure that they are basing their essay on the supporting questions, writing to support the claim, and are using sources to support their essay. This is an opportunity to share with students the concept of citations.

3. After

Students will get back in their old research groups and choose one essay that all members agree on to read in front of the class. This allows students to learn from each other and to see how one source can lead people in different directions.

Following this, the teacher will go back and review the Battle of Shiloh and the importance of the railroad to follow up and confirm what the students have learned. This will allow the students some direct instruction, will open the floor for any questions, and will show the students how they can learn the information on their own using research and primary sources. It shows them that their research lines up with what the teacher said and that they can be a historian too. This is a good time to ask students what they have learned using the primary sources, which leads back into our KWL. Students will fill out what they have learned. This gives students the opportunity to realize what all they have learned in the last couple of class periods.

4. Assessment

Students will be evaluated on their essays based on the following criteria:

1. Does the student show a general understanding of the topic?
2. Did the student use his/her research and primary sources properly?
3. grammar/punctuation
4. Students made a claim that fit the compelling question

Students will also be assessed on class participation in discussion and group work