

		Notes	
<b>Lesson Title and number:</b>	In "Love and War": A Civil War Webquest		
<b>Know Understand Do</b>	<p>After completing this lesson students will:</p> <p><u>Know:</u></p> <ul style="list-style-type: none"> <li>The conditions and experiences faced by Civil War soldiers during the course of battle.</li> <li>The different divisions of warfare that were used during the Civil War.</li> </ul> <p><u>Understand:</u></p> <ul style="list-style-type: none"> <li>How the Civil War impacted the lives and relationships of the men and women who experienced the course of battle.</li> </ul> <p><u>Do;</u></p> <ul style="list-style-type: none"> <li>Students will be able to describe the conditions faced by Civil War soldiers during the course of battle by creating an authentic assessment piece using material they have gathered through the analysis of primary source materials.</li> </ul>		
<b>Vocabulary</b>	<p>Infantry, Cavalry, Brigade, Secessionist</p> <p>Note: For this lesson, teachers will need to discuss with students the use of certain racially charged historical language that may be offensive to some readers.</p>		
<b>Technology integration</b>	For this lesson, students will need internet access either through a school computer lab, personal computer or class laptops. Students will use the internet to examine transcripts of Civil War soldier James P. Love to his fiancée Molly. Should teachers have a class website.		
<b>Preparation:</b>	Teachers should begin preparation for this lesson by arranging for class use of school laptops or computer lab. Should such resources not be available, the teacher should examine and print off a number of letters (a minimum of ten) for students to examine during their research.		
<b>Equipment:</b>	Computers with internet access,		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>Should internet access be unavailable for students, teachers may print off letters of their selection from the Missouri Historical Society Website.</li> <li>Venn Diagram (see below)</li> <li>Webquest analysis sheet (See below)</li> </ul>		
<b>Resources:</b>	<p>Missouri Historical Society Website:</p> <p><a href="http://www.historyhappenshere.org/archives/5616">http://www.historyhappenshere.org/archives/5616</a></p>		
	<b>Teachers</b>	<b>Students</b>	
	<p>1. The teacher should begin class by providing students with the Venn diagram sheet below. Students should then be asked to brain storm, what they feel life is like for a modern soldier who is away at war. Students should then compare their thoughts to</p>	<p>1. Students should work either individually, with a shoulder partner or within a small group (at teacher discretion) to complete the Venn diagram comparing the experiences of modern and past American</p>	<p>To further enhance student thought, teachers could also begin this lesson by showing students a short news article displaying the life of an American soldier in Iraq or Afghanistan.</p>

<p>experiences faced by Civil War soldiers, finally completing the center portion of the diagram to demonstrate the similarities of both present and past soldiers.</p>	<p>soldiers.</p>	
<p>2. After students have completed the Venn diagram, the teacher can lead the class in a group discussion by posting results on a Venn diagram on a board or using Smartboard technology. To promote thought, the teacher can prompt students with questions such as: What do you think soldiers do in their spare time? What difficulties do you think they face?</p>	<p>Students should be encouraged to participate, describing their thoughts regarding life for past and present soldiers in the field of combat.</p>	
<p>3. After completing class discussion and brainstorming, direct students to their individual computers. If computers are not available, place students in small groups with individual copies of the letters you have selected for analysis. Hand out the webquest analysis sheet.</p>	<p>Students should move towards their individual computers or groups and take with them a writing utensil and their webquest analysis sheet.</p>	
<p>4. Before allowing students to begin their research, the teacher should introduce students to the expectations of the RAFT assignment that will serve as the assessment piece for the lesson. Students should be encouraged to ask any questions for clarification regarding the assessment.</p>	<p>Students should be encouraged to ask questions regarding clarification of the assessment piece of the lesson.</p>	
<p>5 Students should be instructed to read through and analyze letters from James P. Love to his fiancée Molly using the letters compiled by the Missouri Historical Society. Instruct students to answer the questions on the webquest analysis sheet as they examine letters. Students should be encouraged to not read the letters chronologically, but move through them randomly to find information they find useful and relevant to their research.</p>	<p>Students should work individually or in small groups to analyze letters from James P. Love to his fiancée Molly using either printed copies of letters or the archives at the Missouri Historical Society. As students work, they should complete the Webquest analysis sheet to help them prepare for the assessment piece of the lesson.</p>	
<p>6. After students have completed their research, instruct them to begin writing their RAFT using the information they have gathered from reading the letters of James P. Love.</p>	<p>After completing their research, students should begin writing their RAFT using information they have gathered from the</p>	
<p>7. To end class, the instructor will lead students in a summary discussion, posing the question, what is the one thing you feel modern and past soldiers MOST have in common? What do you think is the most different? Why do you</p>	<p>Students should be encouraged to participate in the summary discussion after turning in their RAFT assignments.</p>	

