

Chad Meyers
African Americans during the Civil War
Grade 9
Summer 2002

Title: African-Americans During the Civil War

Author/School: Chad Meyers/James Ford Rhodes High School

Course: American History

Grade Level: 9th grade

Standards:

American Heritage > #s 2,3, 4(a+b),6,7,10
People in Societies > #s 1(b+c), 6

Scope of Curriculum: 2 80 minute block periods

Introduction: The purpose of this lesson is to compare and contrast the experiences of African-Americans during the Civil War. This will be done by looking at narratives about a member of the Mass. 54th regiment and a slave from Kentucky.

Objectives:

- Students will analyze the different circumstances facing African-American during the Civil War.
- Students will understand what allowed African-Americans to join the Union army.
- Students will create a compare and contrast paper about the experiences of African-Americans during the Civil War.

Day 1:

- T and S will review the various factors that contributed to the Civil War.
- T will explain that they will do Socratic Seminar on the two handouts, *Ms. Holmes Slave Narrative* and *My Uncle, Sergeant Carney*.
- S will take appx. 25 minutes to Close Read both handouts.
- T will posit the essential question, “ How did the institution of slavery affect these 2 people and their perspective of what it meant to be an African-American during the Civil War?”
- T and S will seminar question for rest of class period.

Day 2:

- T will ask S if there are any questions or comments about yesterday’s seminar.
- T will then show short clips from *Glory* and T’s visit to McCloud Plantation, which was used as the Mass. 54th field hospital before their assault on Fort Wagner.
- T will then take S to the Media Center where they will do more in-depth research on Slave life in the South and life of Free Blacks in the North.

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- T will tell S that they are to write a 3-5 page paper, citing sources, answering the question, Compare and contrast the socio-cultural impact of the institution of slavery on Slaves in the South and Free African-Americans in the North.

Beyond the Classroom: To the best of their ability, S will do oral interviews to find out about their heritage, with the intention of finding out where their family was during the Civil War (or where their family came from if immigrants postbellum). This activity is valid and important for all students, not just African-Americans.

Bibliography:

<http://xroads.virginia.edu/~hyper/wpa/holmes11.html>

<http://www.cobblestonepub.com/pages/footpeek.html>

Appendix (see attached handouts):

Ms. Holmes Slave Narrative
My Uncle, Sergeant Carney

Lesson Plan

Subject: American History-9th grade

Date:

Unit Topic:

Music as Social Change-Addendum

Unit Lesson:

African Instruments- 1 85 minute block

Introduction:

The purpose of this lesson is for the students to make a connection between Africa and the Americas in terms of the instrumentation used in music on both continents. Students will also learn the socio-cultural purpose of the instruments. Further, students will explore the adaptability to an environment by creating their own instrument.

Objectives:

- Students will listen to a demonstration of various African instruments.
- Students will research the origins of individual instruments and their American counterparts.
- Students will create their own instruments out of items found around their house or neighborhood.

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Activities:

- T will ask S to list some of the instruments used in the music they listen to.
- T will then introduce their speaker, Dr. Halim El-Dabh, an Egyptian composer and ethnomusicologist. Dr. El-Dabh will give a demonstration of various African instruments and discuss their social/cultural uses.
- T and S will then go to the library to research the origins of these instruments and their American counterparts.
- T will explain to S that they are to create their own instrument from materials readily available to them.

Materials/Web Resource Links:

<http://cti.itc.virginia.edu/~arj4g/shell.html>
<http://www.lacma.org/art/exhibition/african/body.htm>
<http://www.andrew.cmu.edu/course/79-326/slave03.htm>
<http://www.mbirra.org/instrument.html>
<http://www.asza.com/iudu.shtml>
http://www.udu.com/udu_html/udugalry.html

Assignments:

- S will create their own African-American instrument using items found in their house or around their neighborhood. S will also write a 1-3 page essay on the origin of the instrument, its socio-cultural usage and give examples of how that particular instrument has become uniquely American.

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