



POINT OF VIEW

*Thinking strategies to enhance skills of analysis, creativity, and problem solving.*

## SAVING THE BLUE AND GRAY

**Brief Description of the Lesson:** Students will examine various perspectives to make a decision about which conditions to improve to best reduce loss of life on the battlefields.

**SOL/ POS Objective:** *(List number and specific objective)*

**SS USI.9**

The students will demonstrate knowledge of the causes, major events and effects of the Civil War by:

- e) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.
- f) describing the effects of war from the perspectives of Union and Confederate soldiers, including African-American soldiers, women and slaves.

**Instructional Strategy:**

Identifying Similarities and Differences- Students will compare and contrast various perspectives on the Civil war battlefield conditions.

**Materials:** civil war resources on the lives of soldiers, doctors, and general

**Enduring Understanding:**

- There are many different ways to view and interpret the world.
- Personal experiences impact perspective.
- An individual’s perspective may impact their actions.

**Essential Questions:** (For example, *What influences your reaction to an issue or a problem?*)

- How have individual perspectives shaped our history?
- How and why do people view the same things differently?
- How do differing perspectives cause conflict?

**Teach and Explore Strategy:** (Steps in teaching the process and exploring applications)

- The Civil War of 1861-1865 took more American lives than any other war in history, leaving more than 620,000 dead. Many soldiers and civilians died from causes other than being shot on the battlefield. The causes of fatalities included: disease, wounds, grueling marches, scurvy, harsh winters, heat stroke, and poorly armed. What changes could you make that would reduce this loss of life?
- Investigate the perspectives of the soldier, the doctor, and the general to make a decision about which conditions to improve to best reduce loss of life on the battlefield.



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- As a class generate a list of questions to ask each individual about the conditions on the battlefields that have resulted in great loss of life.
- Use the generated questions to interview each individual.
- Identify the similarities in the answers provided among all three individuals. Select at least three areas based on the responses you received to improve present practices.
- Write a persuasive letter to Abe Lincoln or Jeff Davis proposing changes to Civil War battlefield practices to prevent the great loss of life.

**Assessment Evidence:** (Discussion, teacher observation, completed product, student reflection...)

- Persuasive letter
- Reflection

**Metacognition/ Reflection:** (Discuss thinking involved and applications for using the strategy.)

- Either in their Thinking Journals or during a class discussion, students can reflect on the benefits of viewing situations from differing perspectives.

**Extension:**

- Have students write a letter from a different perspective.
- Have students create debate on which area needs greatest improvement to reduce the loss of life on the battlefields.