

Emancipation/Citizenship - 9th Grade Lesson Plan

Mississippi Studies College and Career Standards	MS.6 Recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state.	MS.6.5 Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.	MS.6.4 Trace the various attempts at reconstruction in Mississippi and the responses to them.
	Ms.12.4 Examine the contributions of various ethnic groups in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	MS.5 Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery. (Strands: Civics, Civil Rights, Geography, History, Economics)	MS.12 Examine the contributions of various ethnic groups in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)
College, Career, and Civic Life C3 Framework	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
Common Core State Standards Initiative	CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science	CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Introduction

One of the best ways to understand the past and primary source documents in particular is to be able to explain them to others. In this activity, students will identify vocabulary they are unfamiliar with and define those terms. Students will then analyze the given document(s) using primary source analysis tools from the National Archives. Lastly, students will take that information, and create a “media presentation.”

Note about the documents: For this activity, two documents were chosen from the twenty available. The two chosen provide opportunities for both struggling learners to become familiar with primary sources and primary source analysis while providing more advanced students an opportunity for more in-depth analysis. Teachers should feel free to swap out documents as needed/desired to fit their class curriculum and needs.

Materials

- Dictionary (physical or digital/online)
- Laptop or Personal Computer
- [National Archives Written Document Analysis Sheet \(hyperlinked\)](#) For Lower Students
- [Primary source sheet](#) For on level students and higher flyers
- Document: [Letter from Crigler in Oktibbeha County, Miss., asking permission to form a local militia company to protect citizens from the local African-American population.](#) (*struggling learners*)
- Document: [Letter from Isaac Applewhite to Mississippi Governor John J. Pettus](#) (*all learners*)
- Document: [Letter from Rayner in Raleigh, North Carolina, concerning a plan to have the federal government pay southerners for enslaved persons now freed.](#) (*advanced learners*)
- Document: [Letter from Bolivar County by Montgomery, captain of the Herndon Rangers, concerning raids being made by armed African Americans led by Milford Coe.](#)
- Document: [Letter from Swann in Jackson, asking Sharkey to explain the president's proclamations in regard to the emancipation of enslaved persons.](#)

- Rubric (included)

Procedures

1. The teacher will introduce the lesson to students, explaining what a primary source is and why they are valuable.
2. The teacher will introduce the National Archives analysis tool to students, explaining the parts of the tool and answering any questions that may be presented. (For Lower Students) The teacher will explain the Primary Source analysis sheet. (For on level students and high flyers)

3. The teacher will assign students one of the three documents to analyze using the analysis tool and predetermined learning levels. For the students on level, the first two letters are selected. For advanced students the last letter is selected and the other two are used as well.
4. The students will use the analysis tool, along with a chromebook, to analyze their given primary source.
5. The teacher will aid students as needed with questions and analysis.
6. The students will then design and create a flipgrid video/TikTok video/Reels for their document. The directions and rubric will be included below.
7. Once this is completed the students will create a two page critique of their primary source sheet. This critique functions as both a written presentation of their analysis and an understanding of how at least two of the letters compare to each other.

Prompt: Write a critique in which you compare the reality expressed by one letter to the reality expressed by another. One of the letters will be the letter you have been assigned and the other is to be a letter of your choice. Provide key details and examples from the passage to support your writing. Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

**The exhibit activity can be modified to a digital assignment using Google Slides as the “exhibit space.” For more technologically gifted students, a program like Adobe Spark (free to use) could also be considered.*

Media Presentation

1. Students will present a brief description of their given document that will explain it to the “audience.” The students will have 5 minutes to upload their presentation onto flipgrid. <https://flipgrid.com/6f491267> they can upload tiktok/reels to the flipgrid platform as well. Those links can also easily be shared as long as the student’s profile aren’t private. To circumvent that, one could create a page on whatever social media platform they want to use specifically for that class and allow uploads there.
2. Once all videos have been uploaded students will vote individually via google form on the top three presentations.
3. Once the winner has been chosen by the teacher, students should begin a google slide presentation of no more than 4 slides presenting their research with the national archives written analysis sheet.
4. Students will upload their google slides to the learning platform. The exhibits could also be displayed in the classroom or in the hallway.

Rubric

Category	4 - Distinguished	3 - Proficient	2 - Apprentice	1 - Novice
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Topic and Length	Contains multiple facts and details about the document. Project was creative and unique.	Contains a few facts and details about the document. Project was creative.	Information was more opinion than fact. Project needed more details.	Project does not contain accurate information or sufficient details.
Content	Project displayed understanding of the topic and answered all questions.	Project showed some understanding of the topic and answered most questions.	Project was on the topic and answered a few of the questions.	Project was not accurate and did not answer the given questions.
Spelling and Grammar	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made ten or less spelling, punctuation, and grammar errors.	Made more than ten spelling, punctuation, and grammar errors.
Sentence Structure	Most sentences were varied in length and structure. Writing had a natural flow and was easy to read.	Many sentences varied in length and structure. Some sentences did not flow smoothly.	A few sentences varied in length. Most sentences did not flow smoothly.	Sentences were short and choppy and did not flow well.
Design	Project was well organized and creative. Design made the reader want to continue viewing the exhibit.	Project was organized and the design made the project attractive to viewers.	Project used too many or not enough colors, making the exhibit difficult to view and read.	Project had no real design or layout.

Compare and Contrast Critique Rubric

Compare / Contrast Rubric

<u>Key Traits</u>	<u>3 (Strong)</u>	<u>2 (Average)</u>	<u>1 (Weak)</u>
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<p><u>IDEAS</u></p>	<p>The writer orients the reader by clearly stating the subjects being compared and contrasted.</p> <p>The thesis statement is clear and focused and identifies similarities and differences.</p> <p>Relevant details and examples support each similarity and/or difference.</p> <p>The writer connects solid examples to defend the thesis in thoughtful ways.</p>	<p>The writer somewhat orients the reader by stating the subjects being compared and contrasted.</p> <p>The thesis statement is too broad or too narrow, but loosely identifies similarities and differences.</p> <p>Details and examples support most similarities and/or differences.</p> <p>The writer connects examples to defend the thesis in adequate ways.</p>	<p>The writer does not state the subjects being compared and contrasted.</p> <p>The thesis statement is unclear or missing; it does not identify similarities and differences.</p> <p>Details and examples are irrelevant or missing and do not support similarities and/or differences.</p> <p>The writer does not connect examples to defend the thesis.</p>
<p><u>VOICE</u></p>	<p>The tone and voice are appropriate for the purpose and audience.</p> <p>The writing reflects active engagement with the topic.</p>	<p>The tone and voice are acceptable for the purpose and audience but not strongly individual or direct.</p> <p>The writing lacks consistent engagement with the topic.</p>	<p>The voice lacks individuality and is not concerned with or not matched to the audience.</p> <p>The writing is lifeless or mechanical and reflects no engagement with the topic.</p>

CONVENTIONS

Spelling, capitalization, and punctuation are generally correct.

Grammar and usage are correct.

Paragraphing is correct and reinforces comparison-contrast organization.

Spelling, capitalization, and punctuation are sometimes uneven.

Grammar and usage do not distort meaning but are not always correct.

Paragraphing is attempted but is not always sound.

Spelling, capitalization, and punctuation are frequently incorrect.

Grammar and usage mistakes are frequent and distort meaning.

Paragraphing is missing, irregular, or too frequent.