**Home Front SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Life on the Home Front

"1863: Shifting Tides." *The Civil War Curriculum*. Civil War Trust, 2013. Web. 17 Feb. 2014.

Students will develop a concept of what life was like for those on the home front and evaluate the role of news from the field in life on the home front.

**Materials Needed:**

* Paper
* Pencils
* Markers/colored pencils
* Construction paper
* Home Front Power point
* J. Henry Blakeman Letter

**Standards**

* 10.1.1: Interpret and evaluate a variety of visual representations of data.
* 10.1.2: Interpret and evaluate documents to enhance the understanding of social studies content.
* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies
* 10.2.2: Evaluate the impact of various factors that led to the transformation of the nation.
* 10.2.8: analyze the struggle for equal opportunity.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.

**Objectives:**

* Students will be able to discuss the impact of the war on families, especially women and children.
* Students will be able to describe how news during the war was received on the home front and how they communicated.
* Students will be able to construct a written response in letter form addressing a typical scenario during the Civil War from the point of view of someone on the home front.

**Learning Activities/Lesson:**

* Print out power point with notes before class starts. You will be the only one that will see the notes and the students will see the actual presentation.
* As a class, go through the power point answering discussion questions as you go
* When time comes in the power point, hand out Blakeman letters to the class that will be read during the power point.
* After going through power point, show the class three stations they can pick to expand on their learning:
* 1st station: Students will write a story about a family who has family in the war. Students may choose what side of the war they are on, which family members they sent/have left at home, and what happens to them. Students will most likely have to finish the story at home. Minimum of 2 pages.
* 2nd station: Students will draw a detailed picture of a family homestead during the war. They will make sure to draw at least 6 things that families had during that time. Students will be graded on content, quality, and effort.
* 3rd station: Students who pick this station will act out a scene of a family during the Civil War. Students may have as many as they want in the group and act out any conversation whether it be kids, parents, or other family members. It must be at least 10 mins long, have information of a real family during that time period, and students must show effort.

**Assessment:**

* Students in the first group will be assessed by their story and how well they wrote their papers.
* Students in the second group will be assessed by their drawing and how well they drew it. They will also be assessed by the content in the picture to make sure it was accurate of the time.
* Students in the third group will be assessed by their drama and how well it was. They will be assessed by the content of the drama and its accuracy to the times during the Civil War.
* Students will be assessed during the power point by how much they participated with the discussions.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect on discussion questions and if the students were able to answer them with good critical thinking without struggle.
* Reflect on how well the students stayed on task during the group works.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.