

CIVIL CONVERSATION
(Pre and Post Civil War)

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Noble School / Summer 2008



John Dyson, old FSA (Farm Security Administration) borrower. He was born into slavery over eighty years ago. Saint Mary's County, Maryland (from 1940 – LOC)

*Students will Role Play conversations representing, indentured servants, free whites, enslaved Africans or free Africans demonstrating knowledge of their life experiences. Resources used will be narratives from the Library of Congress.

Overview	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> ● Read and analyze Primary and Secondary resources of Narratives from the Library of Congress website. ● Identify and highlight differences in lifestyle and freedoms of free whites, free Africans, indentured servants and enslaved Africans. ● Write and present role play dialogue with a partner discussing their lives, positive and negative. (including freedoms, restrictions, quality of life, earnings, etc.)
Recommended time frame	3-4 fifty minute class periods
Grade Level	Grade 8
Curriculum fit	American History, ELA
Materials	<ul style="list-style-type: none"> ● Access to Internet ● Paper and pen ● Props/costumes ● Construction paper ● Rubric and Checklist ● Student Instruction Sheet

<p>MI Grade Level Content Expectations</p>	
	<p>American History</p> <ul style="list-style-type: none"> 8-U5.1.1 Explain the differences in the lives of free blacks (including those who escaped slavery) with the lives of free whites and enslaved peoples. (C2) <p>ELA</p> <ul style="list-style-type: none"> W.GN.08.02 Write an historical expository piece such as a journal, biography or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.
<p>PROCEDURES</p>	
	<p><u>Day One:</u> Teacher: (See document 1)</p> <ul style="list-style-type: none"> Review definition of Primary and Secondary Sources. Students to give examples and where they might be found. Teacher to list ideas on board or overhead. Introduce students to the Library of Congress and the website. www.loc.gov. Teacher to guide students to the American Memory site. Students to search use key words like, Civil War memoirs, slave diaries, (journals), indentured servants writings, etc. <p>Students:</p> <ul style="list-style-type: none"> Search some of the examples of things posted. May listen to examples of Interviews using “Voices from the Days of Slavery” www.loc.gov <p><u>Day Two:</u></p> <ul style="list-style-type: none"> Review Day One. Pass out assignment sheet and review. Allow students to select a partner. <p>Students:</p> <ul style="list-style-type: none"> Read and search memoirs focusing on: <ul style="list-style-type: none"> a. life style b. mood c. concerns d. fears Students to take notes of these ideals to develop dialogue for their skits. Use those notes and discussion to write script to present role play to class. Practice <p><u>Good for Day three to be a Monday to add to practice time.</u></p> <p><u>Day Three:</u></p> <ul style="list-style-type: none"> Presentations (May use more time if needed) <p>Homework: Day One- review, Day two – practice skits and revise.</p>

EVALUATION	
	Students are to be graded on presentation following attached rubric. Students will also be graded on the Extension Activity using an ELA writing rubric.

EXTENSION	
	<p>Students are to create a journal. (Construction paper and lined paper) Journal should contain three entries from three separate days. Journal entries can include: chores, activities, meals, fears, thoughts etc. Writings should be descriptive and show emotion.</p> <ul style="list-style-type: none"> • Teacher could also video tape presentations to share for later use. (Skits and journal readings) •

Primary Resources from the Library of Congress

Students are to use the following site from The Library of Congress to research journal writings and memoirs.

Picture of John Dyson:

Vachon, John, John Dyson, old FSA (Farm Security Administration) borrower. September, 1940, *America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945*, (The Library of Congress), Retrieved August 1, 2008, [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/fsaall:@field\(NUMBER+@band\(fsa+8c17841\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/fsaall:@field(NUMBER+@band(fsa+8c17841)))

Web Site for research:

<http://www.americanmemory.org/AmericanMemory/index.htm>

Civil War Stories: Samples of letters or journals: (You may add to these)

[http://memory.loc.gov/cgi-bin/query/r?ammem/mtaft:@field\(DOCID+@lit\(mtaftmtaft2div10\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtaft:@field(DOCID+@lit(mtaftmtaft2div10)))

Rubric (Skit Presentation)

Students are to be scored on the following rubric:
The skit is worth 25 points. Extra points are possible.

	Possible Points
Content.....	15
Dramatization.....	10
Costume.....	5
A=25-23	
B=22-20	
C=19-15	
D=14-12	
Failing Grade 11-below	

*Score may include scoring of classmates and an average.

Student Assignment Sheet **“Civil Conversations”**

Name: _____

Date: _____

Homerroom: _____

Part One:

Students are to complete this part of the assignment with a partner. Each pair of students is to research the journal writings or memoirs of slaves, indentured servants, free blacks or whites of the Civil War era. (Using the Library of Congress site) Collect data from the writing to use as a reference.

Together prepare a script of conversation between two fictional characters discussing their lives and how they view the events of the era. The conversation should reflect the differences each person experiences due to their position in life. (Example: Indentured servant knows that his term of servitude is to end because of a pre arranged agreement.)

Each script must include the following:

- The person’s name and age.
- The position of the person.
- Where the person is from and how they got where they are.
- Details about their family.
- Their feelings on the Civil War and the government.
- Their troubles, hopes and dreams.
- Include a citing of resource from Library of Congress used.
(Cite resources see-LOC website The Learning page-How to cite Electronic Sources-list at least 3)

Turn in a copy of the script when presenting.

Due Date:

NOTES:

(Student’s Signature)

(Parent’s Signature)

“Civil Conversations” **Extended Assignment**

Assignment: Students are to create a three day journal detailing the life of a fictional historical character from the Civil War era. This person may be either a slave, freedman, white person who is either for or against slavery.

Details should include:

- The person’s ethnicity, gender and age.
- The person’s viewpoint on the issue of the Civil War and slavery.
- An account of their daily routine, chores and experiences.
- The time frame of their experience. (month, day, year)
- Any emotional feelings or exchanges that may have taken place.
- The positions taken by those closest to them.

Journals should be made out of construction paper with lined paper inserts for pages. Credit will be given for creativity and authenticity.

Journal’s Grade Value: _____

Scale:

Entries: _____

Cover Appearance: _____

Historical Role Play: Civil Conversation

Teacher Name: **Mrs. Lockridge**

Student Name: _____

CATEGORY	4 Excellent	3 Good	2 Fair	1 Needs Improvement
Content	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.

Date Created: **Aug 13, 2008 05:20 pm (CDT)**

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