

## Lesson Plan: “Ghosts in the Schoolyard”

**Grade Level:** High School Students

**Objectives:** Students will explain and describe an event in the history of Chicago.  
Students will identify, discuss, and evaluate different points of view.

**Duration:** 1 to 2 class periods (depending on class period length).

### Equipment/Materials:

- Handout: “What Do You Know About Camp Douglas?”
- Handout: “Answers to What Do You Know About Camp Douglas?”
- Camp Douglas photographs/drawings
- Abraham Lincoln optical illusions
- Twelve copies of the Readers’ Theater script: “Ghosts in the Schoolyard” for students and one copy for the teacher. Highlight participants’ lines in each copy of the script. For example, highlight the Narrator’s lines in the copy of the script to be given to the student who will read the Narrator’s lines.
- Means to show photographs/drawings and optical illusions to all the students:
  - Computer PowerPoint®
  - Projection equipment and screen/smart boardOR
  - Transparencies and an overhead projector

### Procedure:

#### Part I: Introduction to Camp Douglas

1. Give each student a copy of “What Do You Know About Camp Douglas?” Ask students to indicate whether they think the statements are T for true, or F for false. Give students adequate time to complete this.
2. When students have completed the above, give each student a copy of the “Answers to What Do You Know About Camp Douglas?”
3. Discuss the information on the handout with students. Show students the photographs of the camp.
4. *Another Option:* Display the answers and additional information using a PowerPoint or transparencies on an overhead projector and discuss. Show students the photographs of the camp.

#### Part II: Readers’ Theater

1. Arrange eleven chairs in the front of the class.
2. Show the optical illusions to students.
  - a. Ask: If you see a man, who is he?
  - b. What else do you see in the second optical illusion? (Lincoln Face: clown on top of head, mouse, horse’s head, snail over eye, dog, bird)
3. Tell students: When we first see these optical illusions, our eyes focus on one thing. But as we look closer, we see much more. That’s also true when we seek understanding of events. We must be willing to examine the circumstances from different perspectives and different points of view, not just our own.
4. That’s what we’re going to do with a Readers’ Theater. That is a style of theater in which the participants use a script. There are no costumes, no props, no scenery. We’ll need eleven volunteers who like to read—with expression would be a bonus—and have strong voices. Each reader will have a script with his/her part highlighted.

5. The Readers' Theater is called "Ghosts in the Schoolyard." The parts are a narrator; three students; 3 Camp Douglas Union guards; and 4 Confederate prisoners-of-war. The guards and the prisoners were all males, but for our purposes, it doesn't matter if males or females read the parts.
6. Select students who volunteer for the parts. Have them take seats in the front of the class and begin the Readers' Theater.
7. Following the Readers' Theater, choose a follow-up activity from the "Post Readers' Theater Suggestions" to complete the lesson.