

Lesson Plan: Camp Douglas Stories You See

Grade Levels: Middle School

Objective: Students will use critical thinking skills to analyze primary source materials and draw conclusions.

Time Frame: 1 to 2 class periods (depending on class period length)

Part I: Reading and Discussion

Equipment/Materials/Handouts:

- “Chicago’s Link to the American Civil War” for each student.
- “Follow-up Questions” for each group of students.
- Pencils: One for each group.

Procedure:

- Place students in groups of three or four, depending on class size.
- Give each student a copy of the “Chicago’s Link to the American Civil War.”
- Instruct all students to individually read “Chicago’s Link to the American Civil War.”
- When students have completed the reading, give each group a copy of the “Follow-up Questions” and a pencil. Tell students to work together in their group to answer the questions. One person in the group should record the group’s answers.
- Give students _____ minutes to complete this.
- Once students have completed the questions, go over the questions by calling on students to answer them. Discuss and respond to students’ questions as needed.

Part II: Analyzing Camp Douglas Photographs

Equipment/Materials/Handouts:

- Handouts: Photographs/Drawings 1 to 10.
- Pencils: One for each group.
- Means to show photographs/drawings to all the students:
 - Photographs/drawings on computer PowerPoint®
 - Projection equipment and screen/smart board, or
 - Transparencies and an overhead projector
 - Pointer – laser or wood

Procedure:

- Students should work in same groups as they did for Part I.
- Tell students that each group is going to get a handout with a photograph taken at Camp Douglas or a drawing made at Camp Douglas.
- Each group will have a different photograph or drawing.
- Each group should work together to answer the questions on the handout. If necessary, go over the questions to make sure students understand the directions.
- Each group should choose someone to speak for the group when the photograph or drawing is shown to everyone.
- Give students _____ minutes to complete the questions.
- Once students have completed the handout, project each of the photographs or drawings one at a time for all students to see.
- Ask the student spokesperson for each group to talk about the group’s photograph.
- Discuss and respond to students’ questions, as needed.