

# Roberson Museum and Science Center

## Civil War Post-Visit Lesson Plan *The Civil War*

**Grade Level:** 4<sup>th</sup>-12<sup>th</sup>

**New York State Learning Standards:** ELA 7 8 9 SS 1.1 1.4 1.5 RL 7.2 7.3 8.2 8.3 9.2 9.3

**Pennsylvania Learning Standards:** 1.1 1.3 1.4 8.1 8.2 8.3 8.4

**Objectives:** In this activity students will write a short R.A.F.T. paper using information they learned at the Roberson Museum and through their own studies. Students will pick from several different R.A.F.T. paper assignments or the teacher will allow students to create their own R.A.F.T. topics. Each assignment explores a theme from the Civil War that students studied at the Roberson Museum. Students will use complete sentences to write three to five full paragraphs (4-6 sentences each). The teacher may also allow students to combine more than one topic and theme. This activity encourages students to consider what life was like during the Civil War.

### **Materials:**

- Packet of the Civil War exhibit characters and themes
- Paper and pens for writing
- Worksheet

### **Set up:**

1. Print and pass out a copy of the Civil War packet and worksheet for each student.

### **Activity:** 1-2 Days

1. Introduce the assignment and explain R.A.F.T. assignments to students.
2. R.A.F.T. stands for Role, Audience, Format, and Topic
  - a. **Role of the Writer:** Who or what are you as the writer?
  - b. **Audience:** To whom are you writing? A friend? Readers of a newspaper?
  - c. **Format:** In what format are you writing? A letter? A poem? A speech?
  - d. **Topic:** What are you writing about? Why? What's the subject or the point?
3. Students can pick a R.A.F.T assignment from the list provided or the teacher can either create their own list or allow students to make their own assignment.
4. Students should then use the packets, questions on their worksheets, and what they learned at the Roberson Museum and in class to gather information to complete their R.A.F.T. paper.
5. Some possible questions students might want to consider while preparing to write their paper:

- a. Explain how the character or topic was affected by the Civil War.
  - b. What was the outcome of the character or topic?**
  - c. How does the character or topic affect us today?**
6. Allow the students to work on their papers, periodically checking their progress.
  7. Students can either handwrite or type their papers.
  8. When students are finished with their papers, the teacher can ask if any students would like to volunteer to read their papers to the class.
  9. Examples of RAFT Assignments

Role	Audience	Format	Topic
Daniel S. Dickenson	Northern Democrats	Political Speech	Slavery/State's Rights
Galusha Grow	Republicans	Political Speech	Slavery/State's Rights
Jermain Loguen		Newspaper Article	Slavery
Delia Judd	Herself	Diary	Life/hardships on the home front
Sara Wakeman	Family	Letter	Life as a female soldier
George Englis	Family	Letter	Life as a soldier
Col. David Ireland	Local Citizens	Newspaper Advertisement	Reasons why soldiers should fight for the union and join his regiment
John C. Robinson	Members of the G.A.R.	Speech at Annual Meeting	The importance of the Civil War and remembering Civil War veterans.

**Attachments:**

- Civil War packet with themes from exhibit
- Worksheet
- Grading Rubric

**Developed by:** Shane Johnson

**Date:** 3/14/2011

# Civil War R.A.F.T. Paper Worksheet

Name: \_\_\_\_\_

Task: Using information you learned at the Roberson Museum and through your own studies, you will write a R.A.F.T. paper. R.A.F.T. stands for Role, Audience, Format, and Topic. When you write your R.A.F.T. paper you will assume the perspective, or **ROLE**, of a historical figure and discuss a **TOPIC** through a certain **FORMAT** (letter, diary, ect...) to an **AUDIENCE**. You will pick from a list of assignments. Each assignment explores a theme from the Civil War that you studied at the Roberson Museum. You will use complete sentences to write three to five full paragraphs (4-6 sentences each) on the topic. You will be provided with biographical information on the historic figures and with some important background information on the main themes. You should use the questions on this worksheet to help you brainstorm for your paper.

## R.A.F.T. Topics:

Role	Audience	Format	Topic
Daniel S. Dickenson	Northern Democrats	Political Speech	Slavery/State's Rights
Galusha Grow	Republicans	Political Speech	Slavery/State's Rights
Jermain Loguen		Newspaper Article	Slavery
Delia Judd	Herself	Diary	Life/hardships on the home front
Sara Wakeman	Family	Letter	Life as a female soldier
George Englis	Family	Letter	Life as a soldier
Col. David Ireland	Local Citizens	Newspaper Advertisement	Reasons why soldiers should fight for the union and join his regiment
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1. What R.A.F.T. topic are you writing about?
  
  
  
  
  
  
  
  
  
  
2. List three or four important things about the individual whose role you are assuming.



### RAFT Rubric

	4	3	2	1
Accuracy	Information, details in RAFT always accurate. Properly reflects information, ideas, and themes related to the subject.	Provides accurate information in RAFT but could use more support.	Provides information in RAFT that has some inaccuracies or omissions.	Provides information in RAFT that is incomplete and/or inaccurate.
Perspective	RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.	Explains how character would feel about the event(s).	Shows little insight into how character would feel or act during the event(s).	Does not accurately develop characters, thoughts or reactions to the event(s).
Focus	RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.	Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.	Spends some time discussing issues off topic.	Spends most of RAFT on issues that do not directly deal with the RAFT chosen.
Class Time	Uses class time appropriately to research the era and create well-written stories.	Seldom needs to be reminded to get back on task.	Uses library and computer time to do work for other classes and/or chat with friends or lounge on couches.	Treats research time as an open period to be seen chatting with friends.
Mechanics	Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.	Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.	Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.	Essay contains mechanical mistakes; is marred by numerous errors.

A+ (20)   A (19)   A- (18)   B+ (17)   B (16)   B- (15)   C+ (14)   C (13)   D (12)  
 F (11 and below)