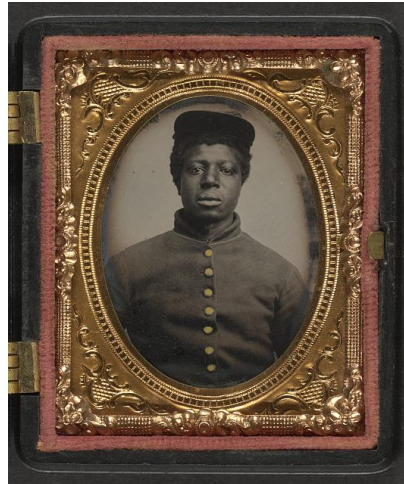


TPS Professional Development Activity



<https://lccn.loc.gov/2010648773>

African American Soldiers in the Union Army

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Overview This activity will focus on the Civil War and the role of African American soldiers in the Union Army. Many times information is presented about the Civil War that mentions how African Americans were used as labor in the armies or escaped with the Union Army. Not much is shared about the role of African Americans as soldiers in the Army.

Investigative Question *What was the role of African American soldiers during the Civil War?*

Audience This activity is best suited for educators of the following grade levels

- *Grades 3-5*
- *Grades 6-8*
- *Grades 9-12 (Use the letter and extension for this grade level)*

This activity is best suited for educators of the following content areas

- *English/ Language Arts*
- *Social Studies/ Social Sciences*

Time 2 hours

Goal Participants will be able to...

- Locate resources using the Library of Congress Website
- Understand the importance of African American Union Soldiers
- Contextualize the role of African American Soldiers during the Civil War



Standards	<ul style="list-style-type: none"> • ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers <ul style="list-style-type: none"> ○ I.A.1 and I.A.2 ○ III.A.1, III.A.2, and III.A.3 • Learning Forward The Professional Learning Association <ul style="list-style-type: none"> ○ Promote active engagement
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from loc.gov/teachers. • Access primary sources and teaching resources from loc.gov for instructional use. • Analyze primary sources in different formats. • Analyze a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
Digital Resources	<p>Primary sources from loc.gov:</p> <p>Title: The Negro as Soldier <i>Date created/published:</i> November 11, 1895 <i>Creator/Author:</i> Howard University Print, Atlanta, <i>URL:</i> https://www.loc.gov/resource/mfd.41016/?sp=10</p> <p>Title: [Unidentified young African American soldier in Union uniform] <i>Date created/published:</i> [between 1863 and 1865] <i>Creator/Author:</i> Liljenquist Family Collection of Civil War Photographs <i>URL:</i> https://www.loc.gov/item/2010648773/</p> <p>Title: [Two unidentified African American soldiers in Union sergeant's uniforms] <i>Date created/published:</i> [between 1863 and 1865] <i>Creator/Author:</i> Liljenquist Family Collection of Civil War Photographs <i>URL:</i> https://www.loc.gov/item/2016649615/</p> <p>Title: [Unidentified African American soldier in Union cavalry uniform with sword] <i>Date created/published:</i> [between 1863 and 1865] <i>Creator/Author:</i> Liljenquist Family Collection of Civil War Photographs <i>URL:</i> https://www.loc.gov/resource/ppmsca.32652/</p> <p>Title: [Unidentified African American soldier in Union uniform with wife and two daughters] <i>Date created/published:</i> [between 1863 and 1865] <i>Creator/Author:</i> Liljenquist Family Collection of Civil War Photographs <i>URL:</i> https://www.loc.gov/resource/ppmsca.36454/</p> <p>Other resources: <i>Title:</i> <u>From Slave to Soldier</u> by Deborah Hopkinson</p>
Classroom Materials	<p><i>Poster Paper or Large Post it Notes</i> <i>Laptop and projector</i> <i>Markers</i></p>
Preparation	<ul style="list-style-type: none"> • Familiarize yourself with the read aloud- <u>From Slave to Soldier</u> by Deborah Hopkinson • Make copies... <ul style="list-style-type: none"> ○ Images - one set per group ○ LOC observation tool- two per person

- *Negro as Soldier Letter-one per person*
- *[Dessert partners](#) – one per person. There are 4 per page for less printing.*
- *Have a laptop and projector ready to use to show one of the images and model how to complete the observation tool.*
- *Have poster paper posted around the room with markers for observations.*

Procedure

1. Break participants into 4 groups by choosing dessert partners.
Ask participants to find four people to sign up as partners. One for each dessert.
2. Introduce
3. Begin by asking students to share aloud a few things they already know about African-Americans in the Civil War? Take a few responses. (5- 7minutes)
4. Ask participants to listen as you read a story about a young enslaved African who became a soldier. (10 minutes)
5. Ask a few comprehension questions and have participants write their answers in the initial thoughts box on their graphic organizer. How did Johnny come to join the army? What role did he serve? How old do you think he was?
6. Show an image----- Model how to use the LOC observation tool.
7. Participants will complete a gallery walk and note observations using the LOC tool.
Return to seats.
8. Collaborate with apple pie partners regarding their findings.
9. Participants will silently read the letter and make observations on a clean LOC observation tool for documents.
10. Collaborate with chocolate cake partner to complete the LOC tool.
11. Reflect on the three questions asked earlier. Were there any changes in initial thoughts? Share with ice cream partner.
12. Let's create what we now know about African American Union soldiers based on our observations. Share with peach cobbler partner.
13. OPTIONAL EXTENSION---How do you think this impacted the move toward freedom and civil rights?
14. Show participants how to navigate the LOC website to find...
 - LOC observation tool
 - Primary Resource Sets

Assessment/ Reflection *Ask participants to think about how this resource and activity can be used in their classrooms. Share with their apple pie partner. Complete Exit Survey.*

**African American Soldiers in the Union Army
Exit Survey**

1) How would you rate the overall presentation?

1-Poor 2- Fair 3- Good 4- Very Good 5- Excellent

2) How would you rate the usefulness of the information presented?

1-Not useful 2- Somewhat Useful 3- Useful 4- Useful

3) How likely are you to use what you learned in your classroom?

1-Not likely 2- Somewhat likely 3- Likely 4- Highly Likely

4) Do you feel as like you met the objectives below?

- Describe examples of the benefits of teaching with primary sources.

1-YES 2- SOMEWHAT 3-NO

- Analyze a primary source using Library of Congress tools.

1-YES 2- SOMEWHAT 3-NO

- Access teaching tools and primary sources from loc.gov/teachers.

1-YES 2- SOMEWHAT 3-NO

- Access primary sources and teaching resources from loc.gov for instructional use.

1-YES 2- SOMEWHAT 3-NO

- Analyze primary sources in different formats.

1-YES 2- SOMEWHAT 3-NO

- Analyze a set of related primary sources in order to identify multiple perspectives.

1-YES 2- SOMEWHAT 3-NO

- Facilitate a primary source analysis using Library of Congress tools.

1-YES 2- SOMEWHAT 3-NO

- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

1-YES 2- SOMEWHAT 3-NO

Dessert Partners



Apple Pie _____



Chocolate Cake _____



Ice Cream _____



Peach Cobbler _____

Dessert Partners



Apple Pie _____



Chocolate Cake _____



Ice Cream _____



Peach Cobbler _____

Dessert Partners



Apple Pie _____



Chocolate Cake _____



Ice Cream _____



Peach Cobbler _____

Dessert Partners



Apple Pie _____



Chocolate Cake _____



Ice Cream _____



Peach Cobbler _____