

**TEACHING AMERICAN HISTORY PROJECT – 2009-2012**

***Lesson Title – Sullivan Ballou’s Letter***

Grade - 10

Length of class period – **80 min. block (or abbreviated class)**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

**How does a soldier going into battle reconcile his patriotic duty with his love and longing for his wife and children?**

Objectives (What content and skills do you expect students to learn from this lesson?)

- **Students will read RI Volunteers Major Sullivan Ballou’s (primary source) letter to his wife Sarah**
- **Students will empathize with the emotional strain of being a soldier/soldier’s family**
- **Students will orally share their responses to a series of critical thinking questions**

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- **Introductory sheet**
- **Copy of Sullivan Ballou’s letter to his wife Sarah**
- **Video clip of narration of Ballou’s edited letter, set to music with Civil War photo backdrop**
- **Question sheet**

Activities (What will you and your students do during the lesson to promote learning?)

- 1. Continuing our discussion of the Civil War, students and teacher will orally read the introduction to Sullivan Ballou’s letter, addressing any questions in class.**
- 2. Student interest will be activated via the 4 min. videoclip “Sullivan Ballou’s letter” (attached), which offers an edited reading of the letter with narration and music from Ken Burns Civil War Series (featuring different visuals) followed by student/teacher comments.**
- 3. In class independently, in pairs, small group or whole group (teacher option) students will read the full letter.**
- 4. Students will think critically to answer the accompanying questions. (Homework option)**
- 5. At the end of the period, or the next day, students will discuss their responses in class.**

How will you assess what student learned during this lesson?

- **Informal assessment for comprehension during group discussion**
- **Collect and read student responses to the question sheet**
- **Add a short essay question to the Civil War unit test (optional)**

Connecticut Grade Level Expectations-

.Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making
- display empathy for people who have lived in the past
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

+ Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good