

Aesthetic Lesson Plan	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Creating the Expressive Objective	
<p>What am I going to teach that is in the curriculum? How can students have a wow experience with the content?</p>	<p>This lesson will engage students with actual people from the era surrounding the Civil War, and present first-hand accounts of what life was like at the time. Students will be brought face to face with the reality that freedom in America hasn't always been for everyone.</p>
Designing the Experience from the Inside Out: Connections	
<p>Looking at the four types of connections, in what ways can we help the students make meaningful connections to the content?</p> <p><i>Intellectual:</i> Some students will connect to the ideas right away. My task is to keep them engaged.</p> <p><i>Social:</i> Some students will connect to the content through social interactions.</p> <p><i>Sensorial:</i> Some students will connect to the content any or all of their five senses.</p> <p><i>Personal:</i> Some students will connect to the content through personal connections to time, culture, place, or people.</p>	<ul style="list-style-type: none"> <li>● Students will be given the “Freedom For All?” worksheet with three charts on it. Each chart will have three columns, Political, Social, Economic <ul style="list-style-type: none"> <li>○ The first chart lists the key elements of freedom in each area, and then provide examples of freedoms in each area</li> <li>○ The second chart will ask students to write down a few of their own freedoms or lack of freedom in each of the three areas</li> <li>○ The third chart will have seven categories: Union Govt/Milt, Confederate Govt/Milt, Abolitionist, Slave, Union Citizen, Confederate Citizen. Each category will have a box labelled: Political, Economic, Social</li> </ul> </li> <li>● Students will each receive a Baseball card style card, each detailing an important Civil War figure. Some examples would include: <ul style="list-style-type: none"> <li>○ Abraham Lincoln, Jefferson Davis, Stephen A. Douglas, Dred Scott, John Brown, Frederick Douglas, Harriet Tubman, Ulysses S. Grant, Robert E. Lee, Sojourner Truth, Stephen Douglas</li> <li>○ Each card will have a small symbol in the bottom right corner indicating their group</li> <li>○ <a href="https://www.nps.gov/civilwar/people.htm">https://www.nps.gov/civilwar/people.htm</a></li> </ul> </li> <li>● Students will have to trade cards with each other and use them to fill out the third chart on their worksheet, until they have one figure from each category</li> </ul>

**ROBERT E. LEE**



Robert E. Lee  
1807-1870  
Confederate Army  
Commander



**Robert E. Lee**  
Born: *January 19, 1807*, Stratford, VA  
Died: *October 12, 1870*, Lexington, VA

**Important Facts**

Trained himself as a lawyer and in 1836, began working at a law firm in Springfield, IL.

Ran in Illinois for the U.S. Senate in 1858, but lost to Stephen A. Douglas.

Nominated as the Republican candidate for President in 1860, and won the election.

Passed the Emancipation Proclamation in 1863, freeing all slaves in the Confederacy.

"Now I confess myself as belonging to that class in the country who contemplate slavery as a moral, social and political evil..."  
*Debate at Galesburg, IL, 1858*

**SOJOURNER TRUTH**



Sojourner Truth  
1797-1883  
Abolitionist



**Sojourner Truth**  
Born: *1797*, Rifton, NY  
Died: *November 26, 1883*, Battle Creek, MI

**Important Facts**

Trained himself as a lawyer and in 1836, began working at a law firm in Springfield, IL.

Ran in Illinois for the U.S. Senate in 1858, but lost to Stephen A. Douglas.

Nominated as the Republican candidate for President in 1860, and won the election.

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*Debate at Galesburg, IL, 1858*

**ABRAHAM LINCOLN**



Abraham Lincoln  
1809-1865  
President



**Abraham Lincoln**  
Born: *February 10, 1809*, Hodgenville, KY  
Died: *April 15, 1865*, Washington, D.C.

**Important Facts**

Trained himself as a lawyer and in 1836, began working at a law firm in Springfield, IL.

Ran in Illinois for the U.S. Senate in 1858, but lost to Stephen A. Douglas.

Nominated as the Republican candidate for President in 1860, and won the election.

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**(I actually made these!)**

**Building out the Experience by looking at the RISPA Menu**

What else can I do to help students realize the expressive objective? Consider risk-taking, imagination, sensory experience, perceptivity, and active engagement

Through the baseball card activity, students will have the opportunity to interact with one another, handle and manipulate the cards, and move around the room to trade with each other. I see this as a highly social, kinetic activity that should be really exciting for the students.

Risk taking: interacting with each other to see who has the cards they need. This is intentionally a less structured aspect of the lesson (there isn't a set rotation of cards), but instead students

	<p>must interact with each other to hunt down the missing cards they need.</p> <p>Active engagement: Students are actively engaged, not only in moving around and interacting with people, but also actively engaging in analyzing their own freedoms and/or lack of freedom alongside the historical figures.</p> <p>Sensory Experience: The students will be using the baseball cards, which is a form of sensory experience</p> <p>Imagination: This lesson is shooting to yield an intuitive sense of imagination, where at the end, the two previously discussed concepts of freedom then and now collide, as students (hopefully) realize that freedom is still not a guarantee.</p>
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### Sequencing the Events

<p>How will I open the lesson? (Beginning)</p> <p>What is the order of experiences? (Middle)</p> <p>How will we critique the students' experience? (End)</p>	<p>Beginning: Build off of Lesson 1.4, remind students that the Civil War's issues all revolved around freedom. Handout <i>Freedom For All?</i> worksheet, through class discussion, fill out Section 1. (10 minutes)</p> <p>Early Middle: Students will fill out Section 2 (personal freedoms) on their own (5 minutes)</p> <p>Middle: Introduce the Baseball Cards activity, pass out cards as I explain the activity. The students will then be freed to trade cards and fill out Section 3 (20 minutes)</p> <p>End: Discussion: Do you think all people had equal levels of political, economic, and social freedom at the time of the Civil War? Do you think that all people have equal levels of freedom today?</p> <p>Epilogue: Students get into their Historical Heads groups and finish up their posters (They will be encouraged to use the baseball cards from the lesson to help them add to their posters). After finishing them, they will turn them in, and I'll hang them around the classroom for the remainder of the unit. (15 minutes)</p>
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Notes:

**Standards:**

- Students will be able to experience different viewpoints of major figures in the Civil War time period which they will display through the Freedom For All? Worksheet.
- Students will be able to distinguish between political, social, and economic freedoms and reflect on how they apply to their lives, which they will display through the Freedom For All? Worksheet.

**Materials:** For this lesson, I'll need access to a large printer that can print out the Historical Heads templates, as well as colored pencils & markers for students to fill them in. I will also

need to be able to print out the baseball cards (preferably on cardstock paper) and have them laminated so I can reuse them.

***Time and Space:*** The lesson is planned for 50 minutes, and it will take place in the classroom.