

## Teaching with Primary Sources Lesson Outline

**Grade Level:** 11-12  
**Standard(s) or Objectives:** CCSS.ELA-LITERACY.RH.11-12.1  
 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### Library of Congress:



<http://www.loc.gov/pictures/collection/pga/item/2001700355/>

### Topic Background:

This image is a family sending off their father to fight the war effort. The wife is kissing her husband and the son is hugging his parents. There is a big house and an American flag in the background. There is also soldiers standing in the background of the image.

### Source(s) Used:

This was a print published in 1861. This is the beginning of the Civil War in America. The creators were Currier & Ives.

### Answer Key:

1. Student circle two parts of the image that support the claim:  
*Soldiers had to leave behind everything when they went to war.*  
 Examples being the house, son, and wife.
2. C

Off to War  
1861



1. Circle two pieces of evidence that supports this claim and explain why. CCSS.ELA-LITERACY.RH.11-12.1

*CLAIM: Soldiers had to leave behind everything when they went to war.*

2. What claim best explains the class of the people in this picture (REMEMBER TO LOOK FOR EVIDENCE THAT IS IN THE PRINT)? CCSS.ELA-LITERACY.RH.11-12.1
  - A. The people in this photo are part of the lower class because their attire is simple.
  - B. The people in this photo are part of the lower class because the people look malnourished in the photo.
  - C. The people in this photo are part of the higher class because their attire is elaborate and well taken care of.
  - D. The people in this photo are part of the higher class because they have slaves.