

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.