

54th Massachusetts Infantry Regiment

Lesson Plan

This document is addressed to the instructor. Other documents in this lesson packet are addressed to students.

Overview:

This lesson offers a rare look at Black Civil War soldiers, the varied response to their recruitment, notable battles, and existing memorials. The success of the 54th Massachusetts Volunteer Infantry led to the formation of another Union regiment of Black soldiers, the 55th. Students will learn about key abolitionists and Black soldiers and how these men exhibited courage and dedication in the face of adversity, inspiring more Black Americans to serve in the military in the Civil War era and into the future.

Lesson Prompt:

Have you ever wondered when Black Americans were allowed to become soldiers? What did free Blacks and former slaves do during the Civil War to end slavery? How were these soldiers and their White sergeants remembered?

Share the prepared PowerPoint slide deck with students.

Select activities from the accompanying Activity Pack according to your time allowance and student appropriateness. Included in the Activity Pack are:

Multiple Choice Questions (grades 2-8)

Critical Thinking Exercises (grades K-5 with guidance; 6-8 unassisted)

Word Scramble (grades K-5)

Coloring Page (grades K-3)

Matching Quiz (grades 2-8)

Letter from members of the 54th (grades 4-8)

Selected Videos

Vocabulary:

K-2 Loyalist, Abolitionist, Regiment, Captive, Valor, Infantry, Integrated

3-5 Loyalist, Abolitionist, Regiment, Captive, Valor, Infantry, Integrated, Mutiny, Guerilla, Vigilante, Siege, Barrage, Lauded, Contemporaries

6-8 Loyalist, Abolitionist, Regiment, Captive, Valor, Infantry, Integrated, Inciting, Insurrection, Battery, Ambivalent, Parapet, Mutiny, Guerilla, Compunction, Contemporaries, Jayhawker, Vigilante, Siege, Barrage, Lauded, Galvanized, Infamously, Renowned, Iconic

Standards and Learning Objectives

Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies

Grades K-1

Civics:

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.5.K-2. Explain what governments are and some of their functions.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

History:

D2.His.2.K-2. Compare life in the past to life today.

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.6.K-2. Compare different accounts of the same historical event.

D2.His.9.K-2. Identify different kinds of historical sources.

D2.His.10.K-2. Explain how historical sources can be used to study the past.

D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

Grades 3-5

Civics:

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

History

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

D2.His.14.3-5. Explain probable causes and effects of events and developments.

D2.His.16.3-5. Use evidence to develop a claim about the past.

Grades 6-8

Civics:

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

History:

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.