

West Virginia Studies Resource Development

Title of Lesson: West Virginia Colored Troops- the 45th Infantry
Grade level: 8th Grade
Summary: Students will research the history behind the 45 th Infantry Colored Troops and cite the impact this racial minority had on the outcome of the Civil War.
WV CCR Social Studies Standards: SS.8.22 Demonstrate an understanding of the American Civil War including its causes, effects, and and the major events that led to West Virginia statehood. <ul style="list-style-type: none">• Explain the effects of key events leading up to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid).• Describe the moral, ethical, and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia).• Compare and contrast the military strategies and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
Essential Question (content): <ul style="list-style-type: none">• How did the 45th Infantry come about and assembled?• What was the nationality of the men of the 45th Infantry?• Where were they stationed in West Virginia?• What Battles did they fight in?• What impact did they have on the Civil War?
Students will be able to do (skills): <ul style="list-style-type: none">• Students will research how the 45th Colored Troops Infantry was established, and by whom.• Students will identify the nationality of the men in the 45th infantry.• Students will research the battles in which the infantry fought, and cite what their impact was on the Civil War for the Union.• Students will write a five paragraph essay detailing their findings.
Materials & Resources: <ul style="list-style-type: none">• Computer lab, laptops, mobile labs, or tablets• Library resources, magazine articles, newspaper articles, etc.• Notebook paper for notes and rough draft.• On line resources: https://wvcivilwar.com/union-regiments/45th-infantry-united-states-colored-troops/• On line pictures of 45th Colored Infantry: https://www.google.com/search?safe=active&rlz=1C1GCEV_en&tbm=isch&q=pictures+of+th

[e+45th+infantry+Civil+wAr+troop&chips=q:pictures+of+the+45th+infantry+civil+war+troop,online_chips:colored+infantry&usg=AI4 -](https://www.google.com/search?q=pictures+of+the+45th+infantry+civil+war+troop,online_chips:colored+infantry&usg=AI4-)

Learning Plan:

- The teacher will open up the lesson with a discussion about the ethnicities of the men who fought for America in WWI, and WWII, and ask students if they know what ethnicities or racial minorities fought in the Civil War.
- Teacher will show pictures of the Colored 45th Infantry from on-line sources provided.
- Working independently, students will research the 45th Infantry United States Colored Troops, the battles they fought in, and what impact their unit had on the Civil War .
- Students will then write a five paragraph essay detailing all research .

Checking for Understanding:

- Teacher will rephrase the assignment in a question form.
- Students will restate the assignment, or will explain each part of the assignment.
- A final product will also show the student's ability to synthesize information into a cohesive work.
- Teacher will also be walking around the room checking work, and giving suggestions and additional help where needed.

Accommodations:

- A below average student may be paired with an average or above average student to help them complete the assignment, or given more time to complete it on their own.
- Above average students may do further research and write an additional paragraph.
- IEP students may hand write the assignment rather than type it, or write a 3 paragraph essay with less information.