

Lesson Title: John Tyler Morgan

Date: January 11, 2013

Curriculum Area: Social Studies

Estimated Time: 50 minutes

Created by: Many Liu ([aliu@samford.edu](mailto:aliu@samford.edu)) and Jenny Bickerstaff

([jbickers@samford.edu](mailto:jbickers@samford.edu))

Kirby Pool-Student Editor ([mpool@samford.edu](mailto:mpool@samford.edu))

Fifth-Year Alternative Graduate Students-Samford University

Orlean Bullard Beeson School of Education

Dr. David C. Little-Graduate Fifth-Year Program Director ([dclittle@samford.edu](mailto:dclittle@samford.edu))

Grade Level: Fourth

Lesson Title: John Tyler Morgan

Date: January 11, 2013

Curriculum Area: Social Studies

Estimated Time: 50 minutes

**Standards Connection:**

Alabama State Social Studies recognizing Alabamians who have made significant contributions to society.

- John Tyler Morgan

**Learning Objective:**

Fourth grade students will examine the life of John Tyler Morgan and his accomplishments concerning the Civil War as a confederate leader and a United States senator.

**Evaluation of Learning Objectives:**

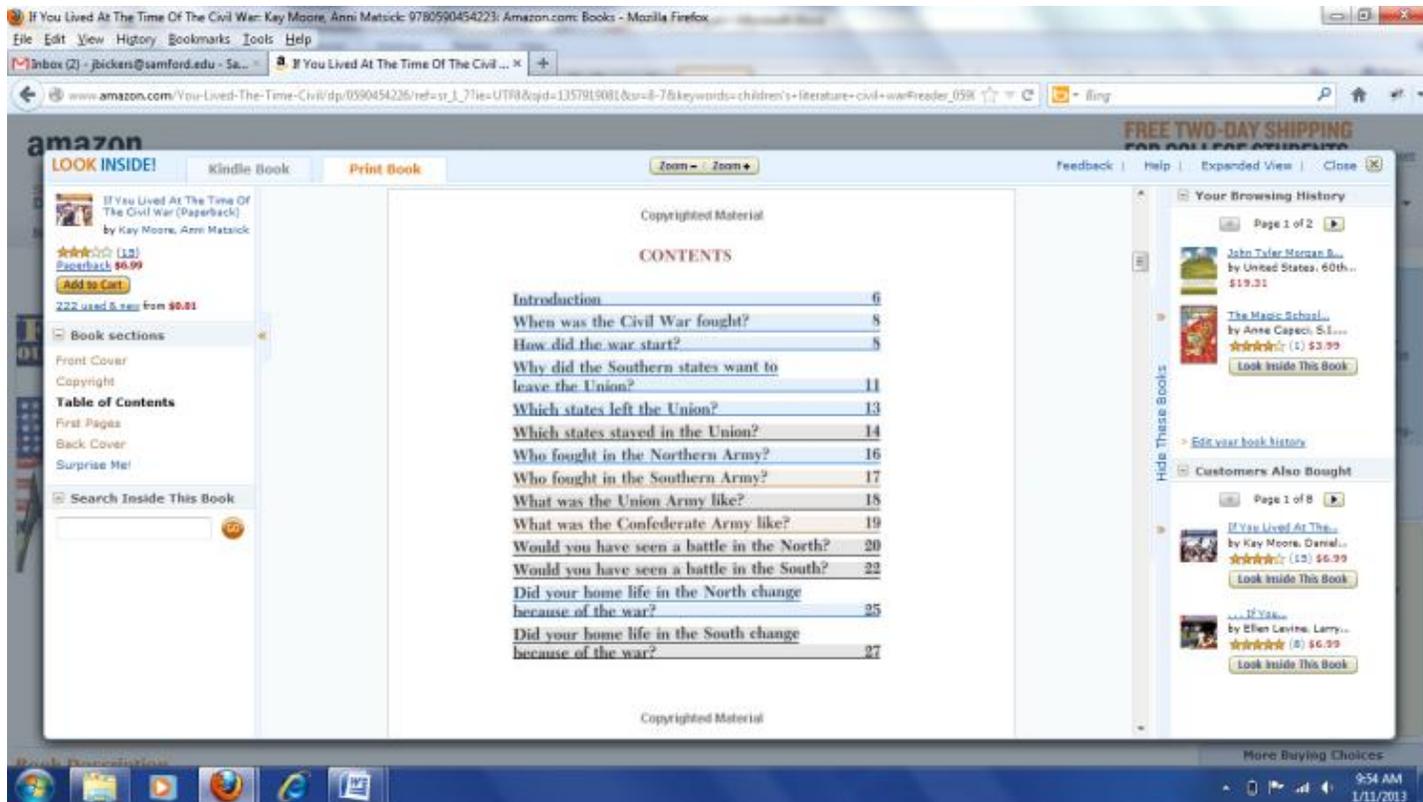
Fourth grade students will create a semantic map using Appendix A-1 and write a reflection using Appendix A-2 being formatively assessed through Appendix A-3.

## Engagement:

The teacher will open class discussion with the following questions found in the table of contents of *If You Lived At The Time Of The Civil War* by Kay Moore.

- How did the war start? – page 8
- Which states left the union? – page 13
- What was the confederate army like? – page 19

After around 5-8 minutes of discussion, the teacher will read the sections that answer the questions from *If You Lived At The Time Of The Civil War* by Kay Moore posed to the class, which can be purchased at [http://www.amazon.com/You-Lived-The-Time-Civil/dp/0590454226/ref=sr\\_1\\_1?ie=UTF8&qid=1357926701&sr=8-1&keywords=If+You+Lived+At+The+Time+Of+The+Civil+War+by+Kay+Moore](http://www.amazon.com/You-Lived-The-Time-Civil/dp/0590454226/ref=sr_1_1?ie=UTF8&qid=1357926701&sr=8-1&keywords=If+You+Lived+At+The+Time+Of+The+Civil+War+by+Kay+Moore).



## Learning Design:

### I. Teaching

The teacher will ask the students to pretend they were of age to be recruited for the Civil War by John Tyler Morgan as well as display a picture of John Tyler Morgan via projector. (<http://www.occidentaldissent.com/wp-content/uploads/2012/03/john-tyler-morgan.jpg>).



Once the stage has been set, the teacher may start presenting the facts below about John Tyler Morgan.

- a. John Tyler Morgan was born in Athens, TN in 1824 moving to Alabama in 1833 as the son of George Morgan and Frances Irby.
- b. In 1845, he was admitted to law and married Cornelia Willis from Alabama.
- c. In 1855, Morgan moved to Selma until his death in 1907.
- d. John Tyler Morgan is famous for being a Confederate General and a United States Senator. (Information from -

<http://www4.samford.edu/groups/amhf/inductees.html>)

- Morgan's accomplishments include winning high praise and a General's star from General Robert E. Lee.
- He was an efficient recruiter for the Confederate army with glowing appeal and dazzling appearance.

The teacher will pause at this point and ask the students the rhetorical question to begin generating thought for their opportunity for practice, "How would you feel if John Tyler Morgan tried to recruit you into the Confederate army?" pointing to the picture of John T. Morgan displayed at the front of the classroom.

- Initially Morgan was a Private in the Confederate army, then promoted to Lieutenant Colonel.
  - After successful campaigns, Morgan was made a Brigadier General. (Information from - <http://www4.samford.edu/groups/amhf/inductees.html>)
- e. His second most well-known position was becoming a United States senator, after the war in 1876.
    - John Tyler Morgan saved millions of dollars for the U.S. government for land to build railroads.
    - He was a central figure for inter-oceanic trade

The teacher may expand by asking, "Does anyone know what inter-oceanic trade means?" After students' responses, the teacher will explain inter-oceanic trade means:

trade across oceans and point to a map in the classroom or projected similar to the one below (<http://static.ddmcdn.com/gif/willow/panama-canal0.gif>).

The teacher will ask students, “Why do you think the building of the Panama Canal was important?” (Have students see how the Panama Canal allowed trade travel time from the Atlantic and Pacific Oceans to be cut in half.



- John Tyler Morgan influenced the Mobile Harbor, promoted the Isthmian canal, and Panama canal. (Information from - <http://www4.samford.edu/groups/amhf/inductees.html>)
- Morgan became known for his reputation of knowledge and authority on almost all subjects pertaining to the United States Senate and was deemed “The Universally Informed Senator from Alabama.” (Information from - [http://www.archives.state.al.us/famous/j\\_morgan.html](http://www.archives.state.al.us/famous/j_morgan.html))

## II. Opportunity for Practice

The teacher will close the instruction with the same question prompted during earlier teaching, “How would you feel if John Tyler Morgan tried to recruit you into the Confederate army? and posing a new question of “Why was John Tyler Morgan’s promotion of the Panama Canal important to inter-oceanic trade?”

The teacher will distribute Appendix A-1 to all students, instructing them to complete the map with information previously discussed pertaining to John Tyler Morgan’s inter-oceanic trade work. Once they have completed this assignment, the students will be given Appendix A-2. They will be tasked to place themselves in the shoes of a Confederate soldier when John Tyler Morgan tried to recruit them. The student will be assessed through the rubric found in Appendix A-3 for their writing.

## III. Assessment

The student will be assessed through the rubric found in Appendix A-3 for their semantic map and writing reflection.

#### IV. Closure

The teacher may choose a few students to share their writing samples with the rest of the class to close the lesson.

#### **Plan for Individual Learners:**

If students complete their assignments before the allotted time, they may deepen their understanding by reading the following books which will allow those slower learning students additional time.

- a. *Civil War On Sunday (Magic Tree House #21)* by Mary Pope Osborne and Sal Murdocca (May 23, 2000)
- b. *A Picture Book of Robert E. Lee (Picture Book Biographies)* by David A. Adler, John Wallner and Alexandra Wallner (Apr 1, 1998)
- c. *Eyewitness Civil War (DK Eyewitness Books)* by John E. Stanchak (Mar 21, 2011)

#### **Content and Resources:**

1. Computer and Projector
2. Appendix A-1, A-2, and A-3
3. *Civil War On Sunday (Magic Tree House #21)* by Mary Pope Osborne and Sal Murdocca (May 23, 2000)
4. *A Picture Book of Robert E. Lee (Picture Book Biographies)* by David A. Adler, John Wallner and Alexandra Wallner (Apr 1, 1998)
5. *Eyewitness Civil War (DK Eyewitness Books)* by John E. Stanchak (Mar 21, 2011)
6. *If You Lived At The Time Of The Civil War* by Kay Moore.
7. [http://www.archives.state.al.us/famous/j\\_morgan.html](http://www.archives.state.al.us/famous/j_morgan.html)
8. <http://static.ddmcdn.com/gif/willow/panama-canal0.gif>
9. <http://www.occidentaldissent.com/wp-content/uploads/2012/03/john-tyler-morgan.jpg>
10. <http://www4.samford.edu/groups/amhf/inductees.html>

#### **Reflection:**