

FLCHE-TPS Fourth Grade

The Burning of Jacksonville

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

Enduring Understandings:

Identify author's perspective on a historical event.

Identify and evaluate author's purpose in producing a document.

Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose.

Essential Questions:

How can we learn about perspective from historical documents?

Vocabulary/Targeted Skills:

evacuation, exaggerations, cotemporaries, wrath, regiment, barbarous, brutality, hussars, shelling, Secessionists, atrocities, infinite, infamy, disgrace

Unit Assessment/Culminating Unit Activity:

Independently, the students will answer Part 2, using text evidence to support their views. Be sure to preface with it is acceptable to give their opinion and let them know there is not a right or wrong answer, as long as they support their answer with evidence.

Part 2: Independently respond to these two questions in paragraph form, providing specific evidence from the primary source.

1. I think the audience is...
2. I do/don't trust this document because...

Lesson title: The Burning of Jacksonville

Time: 60-90 minutes

Standard(s):

Florida Social Studies Standards

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

Language Arts Florida Standards

ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

ELA-Literacy.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Content Purpose:

(I will) Use primary and secondary sources (so I can) to identify author’s perspective.

Assessment/Evaluation (for this lesson):

Number 6 (below) could be the assessment piece to this lesson, focusing on content and not syntax.

Reading Materials/Primary Source links:

“Section of Light battery in Jacksonville, Florida”:

<https://www.loc.gov/resource/cwpbh.03360/>, newspaper article of burning of Jacksonville (<http://www.nytimes.com/1863/04/17/news/the-burning-of-jacksonville-we-are.html>), transcribed version of newspaper article with definitions, tampered version of newspaper article, Burning of Jacksonville sourcing activity

Suggested Procedures:

1. The teacher will project “Section of Light Battery in Jacksonville, Florida” on ActivBoard or Smart Board or make copies.
2. Have the students find 5 things they notice. Have the students find 5 more things they see. Repeat two more times.
3. Have the student turn and talk to a partner regarding what they think is being portrayed in the photo. Then tell them it is a picture of Jacksonville, Florida during the Civil War, and it is where a small military group was staying temporarily. Share with them that today’s lesson is about an event that takes place during the Civil War in Florida.
4. The teacher will read aloud/model read the excerpt of the New York Times article, while students follow along with their fingers.
5. The students will partner read the same excerpt a second time for understanding, while marking up the text to better understand it. The teacher will encourage students to add thoughts, questions, or word choices that make the excerpt easier for them to read. (tampered version available—antiquated language removed for lower reading level needs)
6. The students will move to a different partner and verbally summarize what they read with the second partner. Students will mix around the room, stop to pair up with a different partner and share their verbal summary. Each time, both partners

give their summary. By the time the students are done, they've verbalized their response twice and heard two other students' summary. This will help the lowest learners to create their own written summaries.

7. The students will independently write a summary of the excerpt.
8. Finally, the students will return to the text by completing the sourcing activity. In teams of 3-5, or in pairs, the students will discuss and record responses to Part 1. The teacher should emphasize that some answers do not have a right or wrong answer, as long as the students are providing text evidence for supporting their response.
9. Independently, the students will answer Part 2, using text evidence to support their views.

Extensions:

Locate Jacksonville on the map, reading a newspaper article on the burning of Atlanta to compare and contrast with the Jacksonville event, or locating additional sources on the burning of Jacksonville and comparing the different perspectives. Extensions could include locating Jacksonville on the map, reading a newspaper article on the burning of Atlanta to compare and contrast with the Jacksonville event, or locating additional sources on the burning of Jacksonville and comparing the different perspectives.

Note: Read how a reporter claims that others have written exaggerations of the Burning of Jacksonville.

THE BURNING OF JACKSONVILLE

Published: April 17, 1863

We are glad to find that the horrible reports, which have been published by some journals, of the burning of the town of Jacksonville, Florida, by our forces, on its **evacuation**, at the close of last month, are **exaggerations**. One of our **cotemporaries** published an account of the affair, the other day, written in the Ercles vein of **wrath** and fury, showing how the place was "burned, scorched and crisped, if not entirely consumed to ashes, by the devouring flames." All this, we were told by the same authority, was not done by the brave negro **regiment** at the post, but by the **barbarous** white men of New-England -- the Eighth Maine and Sixth Connecticut Volunteers. Another journal, of opposite politics, but like spirit, next took up the subject, and dwelt upon it in a style calculated to bring tears to the eyes of a crocodile -- showing conclusively the **brutality** of the "black **hussars**."

We give in this issue the report of Col. RUST, who was in command of the Union troops at Jacksonville at the time of the evacuation. On the day he arrived there he found the rebels **shelling** the town, which they continued next day; and a few days afterward Col. RUST, by order of Gen. HUNTER, withdrew his forces. "While the evacuation was taking place," says he, "several fires were set -- a portion of them undoubtedly by **Secessionists**; perhaps twenty-five buildings were destroyed." This, it seems, is the whole tale. It is certainly unfortunate that we should have among us a class of patriots who will twist and exaggerate an insignificant affair like this into one of the most shocking Union **atrocities** -- to the **infinite infamy** of our army and the **disgrace** of the whole nation.

WORD BANK

evacuation-clearance by removal of troops or equipment

exaggerations-the act of magnifying the truth

cotemporaries-something that exists at the same time period

wrath-a fit of anger

regiment-a unit of military forces

barbarous-cruel and harsh

brutality-the act of being cruel and vicious

hussars-a member of similar troops (military forces)

shelling-to fire shells (shoot) upon

Secessionists-a person who is part of the group who withdraw from the union to form confederacy

atrocities-the acts of being atrocious (extremely cruel and wicked)

infinite-unmeasurable or unlimited

infamy-extremely bad reputation

disgrace-a person, act, or thing that causes shame

Source: NY Times, April 17, 1863, retrieved from <http://www.nytimes.com/1863/04/17/news/the-burning-of-jacksonville-we-are.html> on February 2, 2012.

Name _____ # _____ Date _____

“The Burning of Jacksonville”

Sourcing, using historical thinking skills

Part 1: For questions 1-4, use your primary source document “The Burning of Jacksonville” and work with your team to determine your answers. Remember to provide evidence from the document when responding. Short answers are fine.

1. What is the author’s point of view?
2. Why was this article written?
3. When was it written?
4. Is this source believable? Why? Or Why not?

Part 2: Independently respond to these two questions in paragraph form, providing specific evidence from the primary source.

3. I think the audience is...
4. I do/don’t trust this document because...

Adapted from Burning of Jacksonville Newspaper Article

Tampered Version

We are glad to find the bad reports of the burning of Jacksonville are just exaggerations. The reports from other journalists were overly dramatic, but also a tragedy, and it made people very mad. We were told all of this by the same people: these actions were not done by the black military forces, but instead by the cruel, harsh white New England army. A different journalist said the complete opposite of what the first journalist said: it was the black military forces who set fire to Jacksonville.

In this newspaper, we will give you the report of Col. Rust, who was in control of the Union troops in Jacksonville at the time of evacuation. When he arrived there, he discovered the Rebs shelling (shooting) the town, which continued the next day. A short time after that, Col. Rust, by order of General Hunter, withdrew his forces. Col. Rust stated, “While the evacuation was going on, several fires were set. A portion of them undoubtedly by Secessionists. Perhaps twenty-five buildings were destroyed.” Even though it is sad and shocking, some journalists took the story to extremes!