

LESSON | United States Colored Troops in the Civil War

GUIDING QUESTIONS | What factors motivated African Americans to enlist in the Union during the American Civil War? How were African American soldiers regarded and treated by the Union? How did African Americans take greater risk fighting against the Confederacy?

STANDARDS & SKILLS *This lesson is aligned with Tennessee State Standards and learning objectives; however, this lesson can be adapted to meet standards in other states.*

Social Studies (8th grade)

8.65. Describe African American involvement in the Union Army, including the 13th U.S. Colored Troops in the Battle of Nashville.

Literacy

8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

Skills

SSP.01: Gather information from a variety of sources.

SSP.02: Critically examine a primary or secondary source.

LESSON OVERVIEW

In this lesson, students will analyze primary and secondary sources to describe the motivations of African Americans who enlisted in the Union Army, the challenges that they faced and overcame during the Civil War, and how they disproved common misconceptions from their white counterparts. Specifically, students will analyze the actions of the 13th USCT during the Battle of Nashville, opinions toward African American soldiers, and the different levels of risk that African Americans faced when in battles with Confederates.

EXIT TICKET

Students will provide a written response to the question: "How did African Americans demonstrate commitment to the ideals of freedom and justice during the Civil War, despite not being recognized as citizens of the United States?" Responses should provide specific evidence from the sources in this lesson.

CLEAR LEARNING TARGETS

- I can describe African American involvement in the Civil War, specifically during the Battle of Nashville.
- I can analyze opinions toward African American Soldiers and consequences they risked facing.

MATERIALS NEEDED

OPTIONAL Homework Assignment

- [OPTIONAL HOMEWORK | USCT Video Analysis](#)

OPTIONAL Class Activity

- [OPTIONAL CLASS ACTIVITY | Medal Of Honor Core Value: Commitment](#)

In-class Activities

- **LAUNCH-** Students will analyze a recruitment poster for the United States Colored Troops using the See, Think, Wonder protocol. Students will identify motivations for enlistment and connect to previous standards
[WARM UP| Recruitment Poster Analysis](#)
[HANDOUT 1 | Recruitment Poster Analysis](#)
 - **EXPLORE-** Students will use the ORQ reading protocol to analyze four different sources that explore the role of the United States Colored Troops at the Battle of Nashville, the opinions of Americans toward the abilities of African American soldiers, and the different dangers African American soldiers faced in battle
[HANDOUT 2 | ORQ Graphic Organizer](#)
[SOURCE 1 | The Battle of Nashville](#)
[SOURCE 2| The Battle of Nashville - Primary Source](#)
[SOURCE 3 | Opinions Toward Black Soldiers](#)
[SOURCE 4 | Confederate Response](#)
 - **SUMMARIZE-** Students will discuss sources as a small group using the [continuous round robin discourse](#) protocol, and then as a whole group. Students will then complete an exit ticket explaining the commitment that African American soldiers showed not being recognized as citizens in the United States
[HANDOUT 3 | Exit Ticket](#)
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ACTIVITIES

- [WARM UP| Recruitment Poster Analysis](#)
- [HANDOUT 1 | Recruitment Poster Analysis](#)
- [HANDOUT 2 | ORQ Graphic Organizer](#)
- [SOURCE 1 | The Battle of Nashville](#)
- [SOURCE 2| The Battle of Nashville - Primary Source](#)
- [SOURCE 3 | Opinions Toward Black Soldiers](#)
- [SOURCE 4 | Confederate Response](#)
- [HANDOUT 3 | Exit Ticket](#)
- [HANDOUT 3 | Exit Ticket Rubric](#)
- [OPTIONAL CLASS ACTIVITY | Medal Of Honor Core Value: Commitment](#)
- [OPTIONAL HOMEWORK | USCT Video Analysis](#)

OPTIONAL HOMEWORK | USCT Video Analysis**FOCUS: Video Analysis**

Students will watch a summarizing video about African American Soldiers during the Civil War and write a five sentence summary of their involvement.

INSTRUCTION

- Instruct students to review the involvement of African American Soldiers during the Civil War by watching the attached video.
 - ◆ [USCT in the Civil War | American Battlefield Trust](#)
- Instruct students to complete the [3-2-1 learning reflection](#) using complete sentences and citing specific evidence from the video.
- Clarify that the responses should be written in complete sentences, use proper grammar and spelling, and contain at least one specific piece of evidence from the video.

NOTES

- The video covers more than what is covered in the lesson, expanding on what they have learned.

SUGGESTIONS

- Allow bullet points instead of complete sentences.

OPTIONAL CLASS ACTIVITY | Medal of Honor Core Value: Commitment

FOCUS: Students will analyze the Core Value of commitment and discuss how they can show commitment in their own lives.

INSTRUCTION

- Prompt students with the question, "What does commitment mean to you?"
- Allow students 1 minute of private think time.
- Ask 2-3 student to share their thoughts about commitment
- Distribute [OPTIONAL CLASS ACTIVITY | Medal Of Honor Core Value: Commitment](#)
- Provide 5 minutes to students and instruct them to read the worksheet and complete the discussion questions.
- When time is up, instruct students to pair up with their shoulder partner.
- For 1 minute, the left shoulder partner will discuss the responses to the discussion questions.
- After 1 minute, the right shoulder partner will discuss the responses for another 1 minute.
- When time is up, allow for 2-3 pairs to share what they discussed.

NOTES

- Review the Medal of Honor core value of Commitment. (Sample definition: *Commitment means devoting time, energy, or resources to causes in which we believe.*)

SUGGESTIONS

- The teacher could read the passage aloud for all students, or encourage students to read aloud for the class.

SEE	THINK	WONDER
What do you see? What stands out?	What do you think motivated African Americans to Enlist?	What do you wonder about African Americans in the Army during the Civil War?

CLASS ACTIVITY 2 | Sources Analysis

FOCUS: Analyzing Primary and Secondary Sources

Students will analyze four different primary and secondary sources, and learn about the 13th USCT at the Battle of Nashville, the Union's opinion toward African Americans in the Army before their service, and the consequences they faced if caught by the Confederates. These sources will identify the commitment to their country and to the new goal of the war, the discrimination they faced, and the trials they needed to overcome.

INSTRUCTION

- Divide students into groups of 4 and distribute the source set to each group ([Source 1](#), [Source 2](#), [Source 3](#), and [Source 4](#)).

- Introduce the Clear Learning Target and Lesson Essential Question

◆ CLT:

- I can describe African American involvement in the Civil War, specifically at the Battle of Nashville.
- I can analyze opinions Americans had toward African American Soldiers and consequences they risked facing if captured.

◆ Essential Question:

- How did "How did African Americans demonstrate commitment to the ideals of freedom and justice during the Civil War, despite not being recognized as citizens of the United States?"

- The teacher will distribute the [ORQ Graphic Organizer](#) to each student to record observations and analysis.
- Each group member starts with a different source. Students will analyze the source individually for 8 minutes using the graphic organizer.
- Encourage students to focus on key questions: Who created it? What is its purpose? What message or bias is present? How does it connect to the historical context?
- After 8 minutes, students rotate to the next source within their group.
- Continue rotating every 8 minutes until all four group members have analyzed all four sources.
- The Teacher will keep time and clearly signal when to rotate (use a bell, timer, or verbal cue).
- Circulate the room to answer questions, guide analysis, and check for engagement.

NOTES

- The Dred Scott v. Sanford decision stated that African Americans, whether free or slave, were not considered citizens.
- While African Americans were able and encouraged to join the Army during the American Civil War, they were paid less, segregated from white soldiers, and often treated poorly.
- If African American soldiers were captured, the Confederates would not treat them as Prisoners of War, but as escaped slaves.

SUGGESTIONS

- Consider using strategic grouping with students of varying reading levels in each group.
- Consider modeling the ORQ strategy with Source 1. Read the source out loud and walk students through the ORQ before having them complete the other 3 sources independently.

ACTIVITY SOURCES PREVIEW

The preview shows four sources arranged in a row. Source 1 is a letter from General Sherman dated March 1862, discussing the treatment of African American soldiers. Source 2 is a photograph of African American soldiers in uniform. Source 3 is a newspaper clipping from the New York Times dated March 1862, discussing the 13th USCT. Source 4 is a photograph of a battle scene, likely the Battle of Nashville.

CLASS ACTIVITY 3 | Student Discussion

FOCUS: Structured student source discussion

Students will use the Continuous Round Robin Kagan Structure to discuss their observations from the sources.

INSTRUCTION

- Ensure students have completed their ORQ worksheets or notes from the source analysis activity (e.g., recruitment posters, speeches, documents, etc.).
- Explain to students that they will use the Round Robin strategy to discuss the sources with the group.
 - ◆ One student will start by sharing an observation, then each member will share going clockwise around the group.
 - ◆ Instruct students to be specific, and reference evidence from the sources (ex. "In source 3, I noticed...").
 - ◆ Students will share continuously for 2-3 minutes.
 - ◆ While students share, roam the room and encourage them to continue sharing and connecting to the sources.
 - ◆ While students are sharing, prompt them to think about the commitment these men showed and the challenges they faced.
- While students are discussing, prepare for activity 4 by distributing [Handout 3: Exit Ticket](#).
- When the time is up, lead a whole-class discussion. Allow students to volunteer their observations and/or other students observations that they heard during the Round Robin discussion.

NOTES

- Choose a feature to determine who will start the Round Robin (ex., Student with the longest hair, tallest student).
- Remind students to stick to the sources and use evidence.

SUGGESTIONS

- Allow students to use their graphic organizers.
- Provide sentence starters such as "I observed in Source..."

Students will synthesize their understanding of African American participation in the Civil War by citing specific evidence from class sources (e.g., recruitment posters, primary documents, discussions) to explain how they demonstrated commitment to the ideals of freedom and justice during the American Civil War.

- At the end of Class Activity 3, students should already have [Handout 3: Exit Ticket](#)
 - ◆ “How did African Americans demonstrate commitment to the ideals of freedom and justice during the Civil War, despite not being recognized as citizens of the United States?” Use at least two specific pieces of evidence from the sources we examined today (Recruitment Poster, Battle of Nashville Sources, Opinions, Fort Pillow Massacre).
- Give students 5 minutes to write a short paragraph (4–6 sentences).
- Reference the [exit ticket rubric](#) (this could be printed double-sided so that the rubric is on the back of the exit ticket).
- Remind students to reference at least one source from the lesson. Examples might include:
 - ◆ The Emancipation Proclamation
 - ◆ Quotes or references to Frederick Douglass or General Butler
 - ◆ Details from battles like Fort Pillow and Nashville
 - ◆ A specific incentive or risk discussed in the Think-Pair-Share activity
- Ask for one or two students to share their responses.
- Collect the exit tickets as students leave or at the end of the class. Use responses to:
 - ◆ Check for understanding
 - ◆ Assess use of evidence
 - ◆ Inform the next day’s discussion or lesson direction

- Use a timer to hold students accountable.
- Roam the room and remind students of the sources they examined.

→ Allow for alternate forms of Check for Understanding, such as an oral report instead of written.

2025 Teacher Fellow Lesson

HANDOUT 3 | Exit Ticket

Name: _____

Directions: How did African Americans demonstrate commitment to their country during the Civil War? Use at least one specific piece of evidence from the sources we examined today (Such as the Emancipation Proclamation, Battle of Nashville Sources, Opinions, Fort Pillow Massacre)

[illegible]

HANDOUT 3 | Exit Ticket Rubric

Exit Ticket Rubric: Civil War Commitment

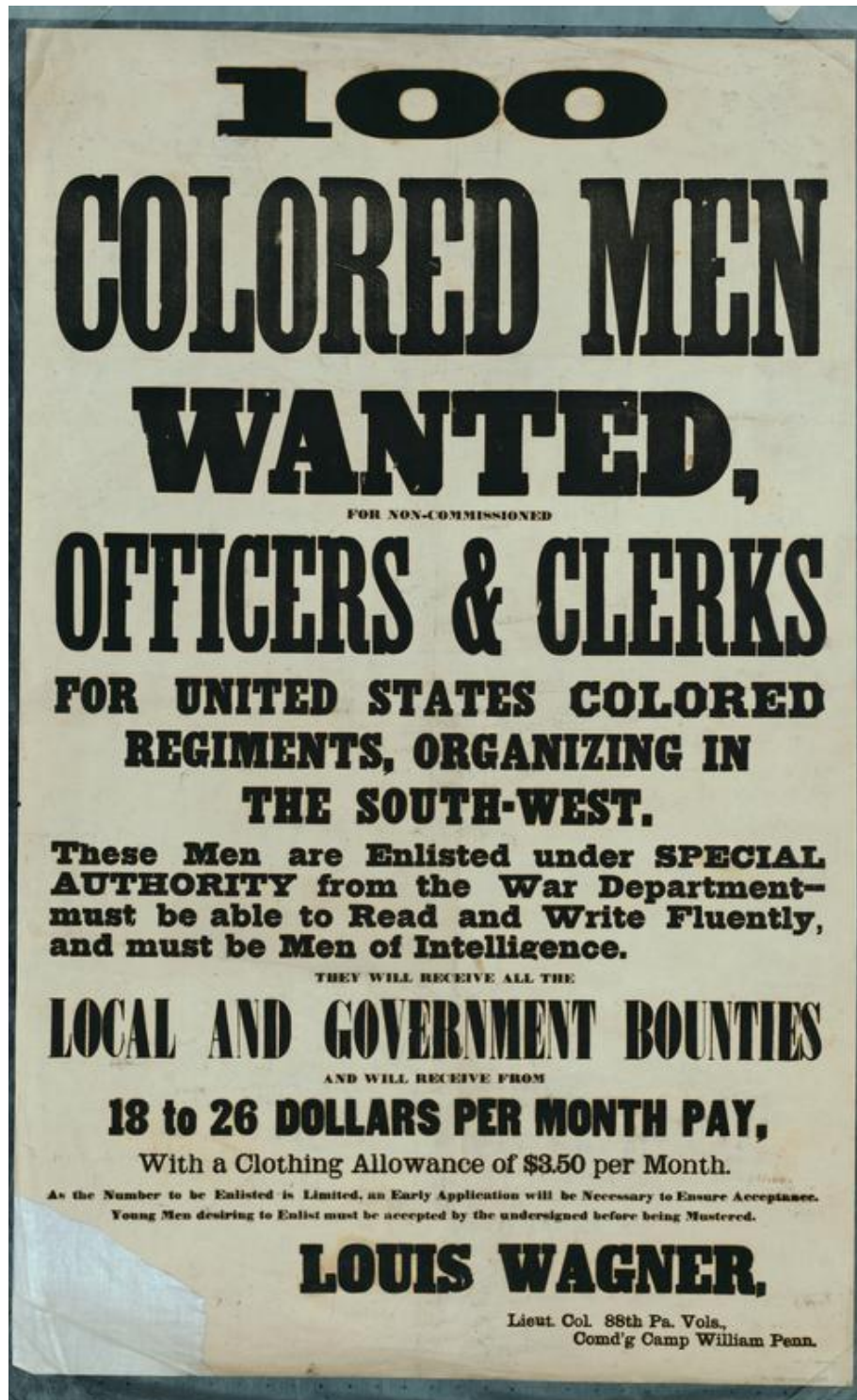
Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Use of Evidence (a,2)	Cites 4 or more specific, accurate details of evidence from the lesson that support the answer.	Cites 3 pieces of evidence from the lesson that support the answer.	Cites only 1 piece of evidence or users evidence that is too general or unclear.	No specific evidence from the lesson is included.
Explanation & Detail (a,2)	Provides a thorough, detailed explanation of how clearly Americans showed commitment.	Provides a clear explanation with some supporting detail.	Explanation is somewhat vague or lacks supporting detail.	Explanation is minimal, unclear, or off-topic .
Historical Context (a,2)	Accurately reflects the lack of citizenship rights and how this made their commitment more significant.	Acknowledges African Americans' status during the era with some connection to their commitment.	Mentions African Americans' situation but does not fully connect it to the idea of commitment.	Does not address the historical context of the situation or why their commitment was significant.
Writing Quality (a,2)	Writes a clear, coherent response with no complete sentences and minimal errors.	Writes at least 4 sentences with minor grammar or clarity issues.	Writes fewer than 4 sentences or has frequent grammar issues that hinder clarity.	Writing is incomplete or very difficult to understand.

Scoring Guide:

- **14–16 points:** Excellent understanding and communication of key concepts.
- **10–13 points:** Good understanding with room for improvement in clarity or evidence.
- **6–9 points:** Partial understanding with weak evidence or limited explanation.
- **0–5 points:** Minimal effort or misunderstanding of key concepts.

WARM UP| Recruitment Poster Analysis

Directions: Analyze the image below using the See, Think, Wonder strategy. Think about the different motivations African Americans may have had to enlist into the Union Army during the Civil War.



Source:

"100 Colored Men Wanted." Recruitment Poster. Chromolithograph by Currier & Ives. Courtesy of the New-York Historical Society, Shelby White & Leon Levy Digital Library.
<https://digitalcollections.nyhistory.org/items/136662-100-colored-men-wanted-non-commissioned-officers-clerks-united-states-colored#block-views-block-rights-and-reproductions-rights-block>

HANDOUT 1 | Recruitment Poster Analysis

Name: _____

Directions: Analyze the image using the See, Think, Wonder strategy. Think about the different motivations African Americans may have had to enlist into the Union Army during the Civil War.

SEE What do you see? What stands out?	THINK What do you think the poster is trying to do?	WONDER What do you wonder about this poster?

HANDOUT 1 | Recruitment Poster Analysis

Name: _____

Directions: Analyze the image using the See, Think, Wonder strategy. Think about the different motivations African Americans may have had to enlist into the Union Army during the Civil War.

SEE What do you see? What stands out?	THINK What do you think the poster is trying to do?	WONDER What do you wonder about this poster?

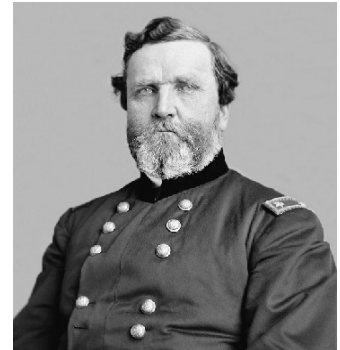
SOURCE 1 | The Battle of Nashville

Directions: Read the summary on the Battle of Nashville and complete the ORQ for **Station 1: Battle of Nashville Secondary Source.**

Battle of Nashville & the 13th USCT

The Battle of Nashville took place on December 15–16, 1864, during the American Civil War. It was fought between the Union Army (North) and the Confederate army (South) in and around Nashville, Tennessee. The Union Army, led by General George H. Thomas, won a big victory that helped bring the war closer to an end.

A very important part of this battle was the role of African American soldiers. The 13th United States Colored Troops (USCT) was one of the Black regiments that fought in the battle. These men were former slaves and free Black men who volunteered to fight for the Union and to help end slavery.



George Henry Thomas
PHOTO: Library of Congress



During the battle, the 13th USCT was ordered to attack a strong Confederate position at a place called Overton Hill. It was a very dangerous mission. Even though they were under heavy fire and many were killed or wounded, the men of the 13th USCT kept going. A Union officer watching them said, **“No troops ever behaved more gallantly.”**

Their bravery helped weaken the Confederate defenses and played a key role in the Union victory. After the battle, General Thomas praised the USCT soldiers and said, **“The colored troops behaved with great gallantry... they fully sustained the**

reputation they had earned at other points.”

The courage of the 13th USCT and other Black soldiers at Nashville showed the country that African Americans were strong, courageous, and capable. Their actions helped prove they deserved freedom, respect, and equal rights.



USCT at Peach Orchard Hill

Peach Orchard Hill, also called Overton Hill, was the site of significant fighting during the second day of the Battle of Nashville on December 16, 1864. The majority of fighters were from the 12th, 13th and 100th United States Colored Troops (USCT) within the 2nd Colored Brigade, commanded by Maj. Gen. James Steedman. They had little to no combat experience. Almost 40% of the 13th regiment were wounded or killed as they fought to reach the Confederate line, including 5 color bearers.

Sources:

“13th United States Colored Infantry Regiment.” *American Battlefield Trust*,
<https://www.battlefields.org/learn/articles/13th-united-states-colored-infantry-regiment>

“Battle of Nashville.” *Tennessee State Library and Archives*,
<https://sos.tn.gov/tsla/exhibits/blackhistory/battle.htm>

McPherson, James M. *The Negro's Civil War: How American Blacks Felt and Acted During the War for the Union*. Vintage Books, 2003.

National Park Service. “The United States Colored Troops.” *NPS.gov*,
<https://www.nps.gov/civilwar/usct.htm>

SOURCE 2| The Battle of Nashville - Primary Source

Directions: Read the summary on the Battle of Nashville and complete the ORQ for **Station 2: Battle of Nashville Primary Source.**

USCTs and the Confederate Right Flank at Nashville

13th U.S. Colored Infantry, 1864

On December 15, 1864, several regiments of United States Colored Troops (USCT) engaged in fierce fighting with Confederate forces as the Battle of Nashville began.

After its defeat at Franklin, the Confederate Army of Tennessee stubbornly moved to recapture Nashville. Among the Union forces opposing this threat were the 1st and 2nd Colored Brigades, consisting of eight USCT regiments, recruited primarily from Tennessee, serving with a provisional detachment of white infantry and artillery soldiers.

The foggy morning of December 15th brought a new combat experience. Union leaders ordered the USCT brigades to launch a diversionary assault against the Confederate right flank... as the 13th USCT occupied the earthworks and exchanged shots with the Confederates for the rest of the day, eventually the southerners were forced to withdraw.

Charles Clayburn, born in Williamson County, Tennessee, enlisted as a private in the 17th USCT, Company G, on April 5, 1864. The 18-year-old died in action on December 15, 1864, leaving his effects "on the field." There is no record of his burial. Clayburn's commander recalled that day, saying:

"Colored soldiers had fought side by side with white troops. They had mingled together in the charge. They had supported each other. They had assisted each other from the field when wounded, and they lay side by side in death... A new chapter in the history of liberty had been written."



Source:

American Battlefield Trust. "USCTs and the Confederate Right Flank at Nashville." American Battlefield Trust, <https://www.battlefields.org/visit/heritage-sites/uscts-and-confederate-right-flank-nashville>.

SOURCE 3 | Opinions Toward Black Soldiers

Directions: Read the following written opinions on African Americans serving as soldiers and complete the ORQ for **Station 3: Opinions Toward Black Soldiers**.

Frederick Douglass: Fighting Rebels with Only One Hand (September, 1861)

Why does the Government reject the Negro? Is he not a man? Can he not wield a sword, fire a gun, march and countermarch, and obey orders like any other? Is there the least reason to believe that a regiment of well-drilled Negroes would deport themselves less soldier-like on the battlefield than the raw troops gathered up generally from the towns and cities of the State of New York? We do believe that such soldiers, if allowed to take up arms in defence of the Government, and made to feel that they are hereafter to be recognized as persons having rights, would set the highest example of order and general good behavior to their fellow soldiers, and in every way add to the national power."

Union Officer (1863)

"A great many [White people], have the idea that the entire Negro race are vastly their inferiors. A few weeks of calm, unprejudiced life here would disabuse them, I think. I have a more elevated opinion of their abilities than I ever had before. I know that many of them are vastly the superiors of those... who would condemn them to a life of brutal degradation."

Letter from Ohio Union Soldiers to General Cox (July 29, 1865)

"We did not want to see the Union broken up, nor do we now want to be placed on a level with negroes, as a reward for our services. As you are a soldier, General, we have a right to look to you to defend our rights, and if you will stand by the boys, they will stand by you; but if you go placing us upon an equality with negroes, then we'll all go against you. The boys didn't like the idea of the negro soldiers, for we were able to whip the rebels ourselves; and although the negroes wore the uniform, you know, General, that the white soldiers did the fighting."

Letter from Confederate Howell Cobb to James A. Seddon (January 8, 1865)

"You cannot make soldiers out of slaves, nor slaves of soldiers. The moment you resort to negro soldiers your white soldiers will be lost to you... you can't keep white and black troops together, and you can't trust negroes by themselves...If slaves will make good soldiers, our whole theory of slavey is wrong—but they wont make good soldiers."

Sources:

"Fighting Rebels with Only One Hand." *Frederick Douglass Heritage*, Frederick Douglass National Historic Site,

<http://www.frederick-douglass-heritage.org/speechfighting-rebels-wiighting-rebels-with-only-one-hand/>.

"The Colored Tennessean. [Volume] (Nashville, Tenn.) 1865–1866, July 29, 1865, Image 2." *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84028645/1865-07-29/ed-1/seq-2/>.

"Frederick Douglass (ca. February 1818–20 February 1895)." *Encyclopedia Virginia*, Virginia Humanities, <https://encyclopedia.virginia.org/12515-e08d69fe52619d3/>.
Butler, Benjamin F. *General Order No. 46, 18th Army Corps, Department of Virginia and North Carolina*. 6 Nov. 1864. U.S. War Department, *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*, Series I, Vol. 42, Part 1, Government Printing Office, 1893, pp. 771–773.

<https://www.gilderlehrman.org/collection/glc00698>

SOURCE 4 | Confederate Response

Directions: Read the following source describing the different consequences for African American soldiers that are captured by Confederates and complete the ORQ for **Station 4: Confederate Response**.

On April 12, 1864, about 1,500 Confederate soldiers led by General Nathan Bedford Forrest attacked 567 Union soldiers at Fort Pillow, Tennessee. The battle lasted until 3 p.m. when both sides agreed to a short break. Even though they were outnumbered, the Union soldiers didn't give up. At 4 p.m., the Confederates attacked again and quickly took over the fort. Out of 300 Union soldiers who were killed, nearly 200 were African American members of the United States Colored Troops. While 70% of the white soldiers lived, only 35% of the Black soldiers survived. Still, this terrible event didn't stop African Americans from joining the Union Army. "Remember Fort Pillow" became a powerful phrase that motivated Black soldiers to keep fighting. First Lieutenant Mack Leaming, who served in the 13th Tennessee Regiment, wrote about what happened years later:

"I was dragged a distance of forty or fifty yards from the burning building and left on the field, with a number of other wounded, white and black, within a few feet of me. I heard considerable firing near me on different parts of the field, and presently a rebel soldier walked past me, halted, and with a curse aimed his gun at a wounded colored soldier who lay with his head and shoulders resting against a stump, some ten or twelve yards away. The soldier begged for his life, but the next instant a bullet crashed through his brain. Another colored soldier was standing a few feet away. He had an ugly wound through his wrist, and on him the same rebel turned, reloaded his piece and aimed at his head; the wounded man, meanwhile, pleading for his life... The murderer's gun snapped, and, as coolly as an executioner at a hog killing, the rebel brought down his weapon, jarred the powder into the tube, placed on a fresh percussion cap, again took aim, and the wounded soldier joined his comrade in death. These two murders of wounded colored soldiers I saw committed the day following the battle... Among the stories of the stormy days of the Republic, few will longer be remembered than the heroic defense and almost utter annihilation of the garrison of Fort Pillow."



Source:

Leaming, Mack J. Unpublished Manuscript Relating Events of the Battle of Fort Pillow. 15 Apr. 1893. The Gilder Lehrman Institute of American History. <https://www.gilderlehrman.org/collection/glc0508006>

HANDOUT 2 | ORQ Graphic Organizer

Name: _____

Directions: As you analyze each source, complete each part of the graphic organizer. Be specific and use textual evidence to support your responses.

Station 1: Battle of Nashville Secondary Source		
Observe <i>List 3 observations from this source.</i>	Reflect <i>Reflect on your observations. What is the purpose of the source? What might happen because of this source?</i>	Question <i>Create one question that is not answered by this source.</i>
Summarize the source in one sentence:		
Station 2: Battle of Nashville Primary Source		
Observe <i>List 3 observations from this source.</i>	Reflect <i>Reflect on your observations. What is the purpose of the source? What might happen because of this source?</i>	Question <i>Create one question that is not answered by this source.</i>
Summarize the source in one sentence:		

Station 3: Union Opinions		
O bserve <i>List 3 observations from this source.</i>	R eflect <i>Reflect on your observations. What is the purpose of the source? What might happen because of this source?</i>	Q uestion <i>Create one question that is not answered by this source.</i>
Summarize the source in one sentence:		
Station 4: Confederate Response		
O bserve <i>List 3 observations from this source.</i>	R eflect <i>Reflect on your observations. What is the purpose of the source? What might happen because of this source?</i>	Q uestion <i>Create one question that is not answered by this source.</i>
Summarize the source in one sentence:		

Directions: "How did African Americans demonstrate commitment to the ideals of freedom and justice during the Civil War, despite not being recognized as citizens of the United States?" *Use at least one specific piece of evidence from the sources we examined today (Such as the Emancipation Proclamation, Battle of Nashville Sources, Opinions, Fort Pillow Massacre)*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

HANDOUT 3 | Exit Ticket Rubric

Exit Ticket Rubric: Civil War Commitment

Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Use of Evidence (x2)	Cites 2 or more specific, accurate pieces of evidence from the lesson that clearly support the answer.	Cites 2 pieces of evidence from the lesson that support the answer.	Cites only 1 piece of evidence or uses evidence that is too general or unclear.	No specific evidence from the lesson is included.
Explanation & Detail (x1)	Provides a thoughtful, detailed explanation of how African Americans showed commitment.	Provides a clear explanation with some supporting detail.	The explanation is somewhat vague or lacks supporting detail.	Explanation is minimal, unclear, or off-topic .
Historical Context (x1)	Accurately reflects the lack of citizenship rights and how this made their commitment more significant.	Acknowledges African Americans' status during the war , with some connection to their commitment.	Mentions African Americans' situation but does not fully connect it to the idea of commitment.	Does not address the historical context of citizenship or why commitment was significant.
Writing Quality (x1)	Writes a clear, coherent response with at least 4 complete sentences and minimal errors.	Writes at least 4 sentences with minor grammar or clarity issues.	Writes fewer than 4 sentences or has frequent grammar issues that hinder clarity.	Writing is incomplete or very difficult to understand.

Scoring Guide:

- **14–16 points:** Excellent understanding and communication of key concepts.
- **10–13 points:** Good understanding with room for improvement in clarity or evidence.
- **6–9 points:** Partial understanding with weak evidence or limited explanation.
- **0–5 points:** Minimal effort or misunderstanding of key concepts.

OPTIONAL CLASS ACTIVITY | Medal Of Honor Core Value: Commitment

Name: _____

Directions: Read about the Medal of Honor Core Value of Commitment. Think about how you can demonstrate commitment in your life. Then, answer the Discussion questions

Commitment means devoting time, energy, or resources to causes in which we believe. The Medal of Honor recipients showed incredible commitment through their actions. They stayed dedicated to their mission and fellow service members even when facing extreme danger.

There are three important ways we can show commitment in our own lives:

1. Find What Drives You
Before making a commitment, think about what motivates you. When you understand why something matters to you, it's easier to stick with it even when things get tough.
2. Keep Your Word
When you make a promise, follow through with it. Be careful to only make promises you know you can keep. Your word should be something others can count on.
3. Take Responsibility
Being committed means owning up to your actions - both successes and failures. While it can be hard to admit mistakes, taking responsibility shows true commitment to doing what's right.

Discussion Questions		
What is a commitment you've made in your life? What motivated you to make and keep that commitment?	Why do you think commitment is such an important quality for Medal of Honor Recipients to have?	How might showing commitment in school help prepare you for bigger responsibilities later in life?

Note: This reading has been adapted for 8th-grade reading level from content by the Congressional Medal of Honor Society.
<https://www.cmoHS.org/news-events/medal-of-honor-values/commitment/3-ways-to-live-the-value-of-commitment/>

HOMEWORK | USCT Video Analysis 3-2-1 Learning Reflection

Name: _____

Directions: Watch the [video](#) and complete the 3-2-1 learning reflection. Write **three** new things you learned, **two** connections you made to what you already know, and **one** thing you want to learn more about

3 THINGS I LEARNED**2 CONNECTIONS I MADE****1 THING I WANT TO LEARN MORE ABOUT**