

Causes and Effects of the Civil War



Abi Ansley

4th Grade Unit

Spring 2014

CAUSES AND EFFECTS OF THE CIVIL WAR

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Section 1: Unit Planning

Unit Objective

When given a summative assessment, the students will be able to identify and explain the causes and effects of the Civil War, including reasons for Alabama's secession from the Union.

4th Grade CCRS Social Studies Standard: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

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Content Specifications Chart

Skills	Concept	Facts	Vocabulary
<p>The students will be able to...</p> <ul style="list-style-type: none"> - understand the Underground Railroad and how this connected to the Civil War. - identify attributes of Abraham Lincoln's presidency. - pick a side on an issue and write a paragraph with details to support their opinion. - explain the differences between the North and the South that led to the Civil War. - read and comprehend nonfiction text. - work cooperatively in groups and with partners. - interact with a Promethean Board using ActivExpression clickers. - participate in class discussion. - create and understand a timeline. - take notes effectively on various graphic organizers. - create a Venn diagram to compare and contrast the major generals of the Civil War. - translate a Morse code message. - highlight important information in text that is read to them. - participate in a reader's theater. - write an acrostic poem. - reflect on their learning. 	<p>CAUSE AND EFFECT</p>	<ul style="list-style-type: none"> - Abraham Lincoln was the 16th president of the United States and the president of the Union during the Civil War. - Lincoln wanted to end slavery. - Many southern slaves escaped to freedom in the North via the Underground Railroad. - One slave named Henry Box Brown mailed himself to freedom. - Jefferson Davis was the President of the Confederacy. - The North wanted a strong national government to make equal laws for everyone. - The South wanted a weak national government so they could make their own laws. - Our national government currently has more power than state governments. - More than 1/3 of the South's population was enslaved. - At the beginning of the Civil War, the Northern states had a combined population of about 22 million and the Southern states had a combined population of about 9 million. - The North's economy was based on small farms and manufacturing industries. - The North also wanted high tariffs so their own goods would be sold. - The South's economy was dependent upon plantations and the labor of slaves. - The South wanted low tariffs so they could trade their cotton with other countries in exchange for goods. 	<ul style="list-style-type: none"> 13th Amendment Abolitionist Confederacy Emancipation Proclamation Manufacturing Regiment Secede Underground Railroad Union

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		<ul style="list-style-type: none">- The North had almost 4 times as many free citizens as the South.- Defending their homeland gave the South a strong reason to fight.- People in the South had skills that made them good soldiers.- The North had more than 70% of the nation's rail lines.- Many of the best officers in the U.S. were from the South; 7 of the country's 8 military colleges were in the South.- The North had a strong navy and a large fleet of private trading ships.- The South had few factories and railroads to produce and move weapons, railroad tracts, and other supplies.- About 9 million people lived in the Confederacy's 11 states and 22 million in the Union's 23 states.- The Union (North) won the Civil War.	
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Unit Plan Big Ideas

Bridge: Read *Henry's Freedom Box* and talk about why the North and South disagreed about slavery

Bridge: Finish our Civil War KWL flipchart and talk about what we still want to learn

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Abraham Lincoln and Slavery - Lincoln's views on slavery - Underground Railroad - Discuss views on slavery	Disagreement in the Union - Differences between the North and South - Southern states secede, including Alabama	Forming of Confederacy/Civil War begins - Andrew Jackson - Confederacy is established - Major battles of the War	North versus South - Advantages and disadvantages of each side - Compare and contrast Gen. Lee and Gen. Grant	Effects of the Civil War -Emancipation Proclamation - Union wins -13 th Amendment - Acrostic poem to sum up the Civil War

Bridge: Begin filling out a timeline for the Civil War

Bridge: Talk about Morse code and communication during the Civil War, including speeches by President Lincoln

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Section 2: Instruction

This unit consists of five lessons that describe the causes and effects of the Civil War, as well as many important details about the War. The unit standard focuses on Alabama's role in the Civil War, including reasons for Alabama's secession from the Union. I decided to take that a little further and go ahead and teach my students about the Civil War itself, focusing on causes and effects. The unit progresses as the Civil War progresses, from Lincoln's election as President to the signing of the 13th Amendment.

I introduce the unit by performing a monologue of President Lincoln's Gettysburg Address. Although this speech is given later in the War, I wanted to introduce students to Lincoln's beliefs and also engage them by dressing up and acting like someone else. I use multiple learning strategies in my lessons each day through group discussion, small group work, partner reading, and individual work. Technology is incorporated into every lesson, and students read, write, speak, and listen in every lesson. Some of the learning strategies I use include completing a KWL as a class, having students use ActivExpression clickers to answer review questions on the Promethean Board, allowing students to reflect on their learning and then share this with the class, providing a notes outline or graphic organizer for students to write down important notes for their test, and showing multiple videos to extend and engage learning. I incorporate literacy strategies by conducting a reader's theater and reading the book *Henry's Freedom Box: A True Story from the Underground Railroad* by Ellen Levine and asking comprehension questions. Students have more opportunity to explore and discover using technology through the lesson extensions each day.

Each day, I help the students to connect their knowledge by beginning or ending with activities that connect to the day before or after in some way. I always sum up what we learned each day so that students can take away at least one important piece of information. I encourage students to dig deeper in the content by asking them critical thinking questions or telling them to "look it up" when they ask me a question. Each day, I make sure to ask at least two good questions that we will cover during the lesson. I am always connecting content to students, the world, or other content we have learned.

I love the closure for this unit. First, the students rehearse and perform a reader's theater about Abraham Lincoln's life, which sums up the most talked-about person in our unit. The students then write an acrostic poem about the Civil War (this connected with the poetry unit that I was teaching in reading). Finally, the students write down one new piece of information they learned in this unit and share that with the class. I think it is so important to reflect on learning so that students are able to see the purpose of learning. The students then complete a culminating activity, which is a newspaper page about an important event in the Civil War. To review for the summative assessment, we went through the clicker questions from Day 3's assessment a couple times. I hope you enjoy reading this unit as much as I enjoyed teaching it!

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DAY 1

Instructor: Abi Ansley

Lesson Title: Abraham Lincoln and Slavery

Curriculum Area: Social Studies

Grade Level: 4th

Date: March 3, 2014

Estimated Time: 60 minutes

Standards Connection: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

Learning Objective: The students will formulate a paragraph with at least five sentences and three reasons to support their decision to be for or against slavery and receive a grade based on a rubric.

Kid Friendly Objective: Today you are going to learn about Abraham Lincoln's presidency and why the northern and southern states disagreed on the issue of slavery. Then you will decide whether you would have been for or against slavery in that time and write a paragraph with at least three reasons to support your decision.

Evaluation of Learning Objective: TTW have each student write one paragraph with at least five sentences to describe why or why not they would have supported slavery during Lincoln's presidency. The students should give at least three reasons to support their opinion. TTW score these paragraphs using a rubric that has three categories: Number of Sentences, Supporting Reasons, and Quality of Supporting Reasons. The students may score a 0, 2, or 4 in each category for a total of 12 possible points. The students are expected to score at least 83 percent (10/12) on the rubric (two 4's and a 2).

Engagement: TTW tell the students to clear their desks and wait patiently. TTW go in the hallway and put on the Abraham Lincoln hat, jacket and beard. TTW walk back into the room and proceed to read the Gettysburg Address in character. Afterwards, TTW bow and wait for applause. *Who am I?* TTW allow the students to answer. *I am President Abraham Lincoln, your 16th president! What I just read to you was a famous speech that I gave during the Civil War in America in 1863. This week in social studies we are going to be learning more about me, President Lincoln, and the causes and effects of this Civil War.* TTW take off her costume.

Learning Design:

- Teaching:** TTW turn on the Promethean board and pull up the Abraham Lincoln PowerPoint. *President Abraham Lincoln was the 16th president of our United States. He was elected President of the Union on November 6, 1860.* TTW go to the next slide. *What is a "union?" Think about it and raise your hand if you can tell me.* TTW allow students to think and then call on those with hands raised. *A Union can be defined as a group of states that are ruled by one government or that agree to work together. The Union that President Lincoln led is also known as our United States.* TTW go to the next slide (map). *This is a map of our country during the Civil War. Many of the western states had not been formed yet, so they are separated into territories such as Dakota Territory, New Mexico territory, and*

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Washington Territory. Because of multiple disagreements, the northern and southern states divided to fight the Civil War. The North was known as the Union, ruled by President Lincoln, and the South was known as the Confederacy, ruled by Jefferson Davis. TTW go to the next slide.

President Lincoln was known for his honesty, which explains why his nickname is “Honest Abe.” However, many of the Union’s southern states were not happy when Lincoln was elected, because he wanted to end slavery. Why do you think someone who lived in the South would be upset about ending slavery? TTW give students time to think and then call on students with hands raised. Most of the southern states depended on slavery for their livelihood. Some slave owners treated their slaves very badly, but others were kind to them. Nonetheless, many slaves tried to escape their owners and flee to the North during the 1850s through something called the Underground Railroad. Many people living in the North were abolitionists, or people who disapproved of slavery. The root word of abolitionist is abolish, which means to or get rid of something. People in the Union wanted to abolish slavery for good. This is why many of them helped African American slaves escape on the Underground Railroad. Take out your social studies notebook, please. TTW give the students a minute to do this. Turn to the next blank page in your notebook. I want you to think about what you know about the Underground Railroad. Then I want you to write one sentence about the Underground Railroad. You may tell me what it was, tell me about an important person involved in this event, or you may simply describe what is happening in this picture if you have never heard of the Underground Railroad. However, try to sum up what you know in only one sentence. TTW give the students a couple minutes to write and walk around to monitor them working. (Student’s name), tell me what you wrote. TTW allow the student to read his or her sentence aloud. Nice job! TTW call on about four more students to read their sentences about the Underground Railroad. You guys know a lot more about the Underground Railroad than I thought you did! Nonetheless, let’s watch a video to learn a little bit more about this event. TTW play the Underground Railroad BrainPop. Raise your hand if you learned something new that you did not know before. TTW look for raised hands. Awesome!

- 2. Opportunity for Practice:** TTW pull up the “For or Against Slavery” flipchart on the Promethean board. *We are about to have some small group discussion in your table groups. First of all, I want to remind you that during this time, I need you to keep your voices right above whisper level so that every group can hear each other. The question that I would like for you to discuss is on the board: If you lived in Alabama in the 1850s while slavery still existed, would you have been for or against slavery? Once you think about this and decide where you stand, come up with some reasons why you feel that way. Base your reasons on the information we have learned about slavery today. You will have about five minutes to discuss, and then I am going to take a tally of how many people would have been in favor of slavery and how many would have been against slavery. Be prepared to give me your reasons! Are there any questions? TTW wait for students to respond. You may begin!*

TTW walk around during this time to monitor student behavior and answer any questions or facilitate discussion. After about five minutes, TTW redirect the students to get them quiet. In 5, 4, 3, 2, 1. (Students should now be silent.) I heard some great discussions

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going on during that time. Now raise your hand if you decided that you would be in favor of slavery if you lived in Alabama during the 1850s. TTW put a tally mark in the "For Slavery" column for each student with a hand raised. Alright, raise your hand if you would have been against slavery when it existed. TTW put a tally mark in the "Against Slavery" column for each student with a hand raised. TTW call on a student who said they would have been in favor of slavery. (Student's name), why did you choose to be "for slavery"? Give me a couple reasons. TTW allow the student to respond and then call on another student who is "for slavery." (Student's name), why did you decide you would be "for slavery"? TTW allow the student to respond. Alright, those are some good reasons! TTW call on a student who said they would have been against slavery. (Student's name), what are some of your reasons for choosing to be against slavery? TTW allow the student to respond. Very good. (Student's name), why did you choose to be against slavery? TTW allow the student to respond. Those are also some great reasons! You have portrayed a great picture of why the North and South disagreed on the issue of slavery.

- 3. Assessment:** *Now I need you to get out a blank piece of paper and a pencil. TTW allow the students to do this. You are going to write one paragraph with at least five sentences to tell me which position you chose to take on the issue of slavery in the 1850s. Give me at least three reasons for why you chose to take that position. You should include a topic sentence and a closing sentence, just like you have practiced in writing paragraphs. Take about 10 minutes to write. Once you finish, place your paper in the basket on your teacher's desk. Are there any questions? TTW allow students to respond. Think about what you are going to write before you start writing so that this will be your best writing. You may begin! TTW play soft music from Pandora on the internet and answer any questions during this time. After about 8 minutes, TTW tell students how much time they have left. After about 10 minutes (unless everyone is finished before that), TTW turn off the music and ask everyone to turn in their papers. If you are not finished, you may finish this for homework and bring it to me tomorrow. Thank you for working quietly.*
- 4. Closure:** *To finish today's lesson, I want to read you a wonderful book called Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine. I think you will be intrigued by this slave's escape to freedom. TTW hold up the book. Looking at the cover, what do you think this book is going to be about? TTW give the students a minute to think. Turn and tell your elbow partner what you think this book will be about. TTW give the students about 30 seconds to talk. Alright, eyes on me and mouths closed. Let's find out. TTW begin reading the book and stop to ask comprehension questions throughout: How would you feel if your family was taken away from you and you had no clue where they went? What might happen if Henry's master finds out about his plot to escape? What do you think Henry thought might happen after he was free? Do you think he believed that he would make it to freedom? Why or why not?*

After: Tell me something that surprised you about this story. TTW allow students to think and then call on a few students. TTW read the summary at the end of the book to at details to the story of Henry Box Brown. Today we talked about Abraham Lincoln and his desire to end slavery. We also learned that the Union was split between the North and the South over

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multiple issues, especially the issue of slavery. Many people were passionate about either keeping or ending slavery. Tomorrow we will talk about some other reasons why the North and South disagreed and what happened because of that.

Materials:

- Abraham Lincoln attire: top hat, suit coat, and long black beard
- Microphone
- Laptop computer
- Promethean Board
- ActivPen
- The Civil War PowerPoint
- Underground Railroad BrainPOP
- "For or Against Slavery" flipchart
- One sheet of notebook paper per student
- For or Against Slavery Writing Rubrics
- Pencils
- Pandora classical music station
- *Henry's Freedom Box: A True Story from the Underground Railroad* by Ellen Levine
- Student iPads
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm

Resources:

- <http://www.enchantedlearning.com/history/us/pres/lincoln/>
- <http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>
- <http://www.civilwar.org/education/history/civil-war-overview/staterights.html>

Differentiation Strategies:

Extensions:

Any students who finish early may get an iPad or get on a computer and go to "The Underground Railroad: Escape from Slavery" virtual tour on [scholastic.com](http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm) (http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm).

Adaptations and Modifications:

- TTW call on all students throughout the lesson to keep them engaged.
- TTW ask for questions periodically throughout the lesson to give students a chance to speak up if they do not understand.
- After explaining the assessment to the class, TTW go to each ELL student's desk to make sure they understand the assignment.
- TTW have ELL students tell her about their opinion on slavery after writing it down to clarify any unclear written work.

Reflection:

This lesson went very well! The students loved the reading of the Gettysburg Address at the beginning. They were startled and then laughed when I walked in the door dressed up as

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Abraham Lincoln and began reading in the microphone. I did not realize that the students had already learned as much as they knew about the Underground Railroad, so I added the quick write during the lesson to see exactly what they knew about the Underground Railroad. The students enjoyed talking about their beliefs on slavery, and they had great reasons to support their position in the opinion paragraph at the end. I did my best to act neutral on the issue of slavery so that students could form their own opinions based on what life was like during the 1850s and 1860s. In the first class, everyone decided that they would have been against slavery, but there were about five students in the second class that said they would have supported slavery. Out of a total of 45 students in both classes, 35 students scored 12/12 on the rubric, 7 students scored 10/12, and 3 students scored 9/12 or below. I was impressed with the results!

If you lived in Alabama in the 1850s while slavery still existed, would you have been for or against slavery? Why?

For Slavery	Against Slavery

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Causes and Effects of the Civil War



Will the Union come together as one?

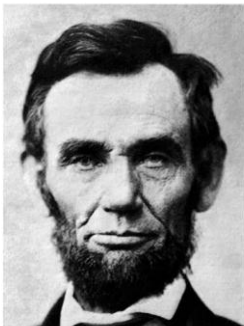
The Gettysburg Address

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate -- we can not consecrate -- we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln: 16th President of our United States



What is a Union?

A Union is...

- a group of states that are ruled by one government or that agree to work together.



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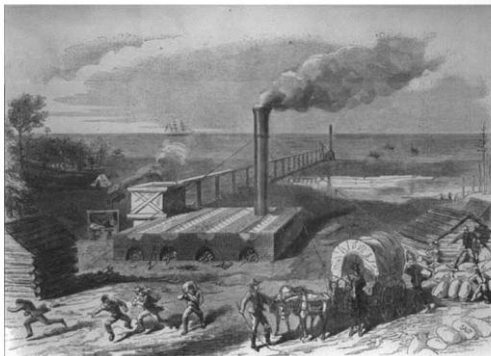
Underground Railroad



**BrainPop

Abraham Lincoln's Presidency

1. Abraham Lincoln thought slavery was morally wrong.
TRUE!
2. Abraham Lincoln thought black and whites were equal.
TRUE!
3. Abraham Lincoln thought southerners were evil people for having slaves.
FALSE!
4. Abraham Lincoln did not want slavery to expand into westward territories or states.
TRUE!
5. Many Southern states wanted to secede from the Union to protect the right to own slaves.
TRUE!



Northern Economy



Southern Economy

North Versus South



Order of secession:

1. South Carolina - December 20, 1860
2. Mississippi - January 9, 1861
3. Florida - January 10, 1861
4. Alabama - January 11, 1861
5. Georgia - January 19, 1861
6. Louisiana - January 26, 1861
7. Texas - February 1, 1861
8. Virginia - April 17, 1861
9. Arkansas - May 6, 1861
10. North Carolina - May 20, 1861
11. Tennessee - June 8, 1861

Advantages

- The **North** had almost 4 times as many free citizens.
- Defending their homeland gave the **South** a strong reason to fight.
- The **North** had many people to grow food and work in factories making supplies.
- People in the **South** had skills that made them good soldiers.
- The **North** had more than 70% of the nation's rail lines.
- Many of the best officers in the United States were from the **South**.
 - *7 of the country's 8 military colleges were in the South
- The **North** had a strong navy and a large fleet of private trading ships.

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Disadvantages

- The **South** had few factories to produce weapons, railroad tracts, and other supplies.
- The **South** had few railroads to move troops and vital supplies.
- The **Northern** soldiers were invading unfamiliar land.
- The **South** had a small population.
 - *About 9 million lived in the Confederacy's 11 states and 22 million in the Union's 23 states.
- More than one-third of the **South's** population was enslaved, so fewer people could be soldiers.
- The **North** had a more difficult job to accomplish: to invade, conquer, and occupy the South.

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For or Against Slavery Writing Rubric

Student: _____

Date: _____

	0	2	4	Score
Number of Sentences	The student wrote an incomplete paragraph with less than three sentences.	The student wrote a three-to four-sentence paragraph.	The student wrote a complete paragraph with five or more sentences.	
Supporting Reasons	The student did not give any reasons to support his or her position on slavery.	The student included one to two reasons to support his or her position on slavery.	The student included three or more reasons to support his or her position on slavery.	
Quality of Supporting Reasons	The student's supporting reasons (if any) were irrelevant to his or her position on slavery.	The student's supporting reasons were mostly relevant to his or her position on slavery.	The student's supporting reasons completely relevant to his or her position on slavery.	

TOTAL Score: ____/12

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DAY 2

Instructor: Abi Ansley

Lesson Title: Disagreement in the Union

Curriculum Area: Social Studies

Grade Level: 4th

Date: March 4, 2014

Estimated Time: 60 minutes

Standards Connection: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

Learning Objective: When given a post-assessment, the students will answer five true/false questions about Abraham Lincoln's beliefs about slavery with 80 percent accuracy (4 out of 5).

Kid Friendly Objective: Today you will answer some true/false questions about Abraham Lincoln's beliefs about slavery before and after our lesson. The questions will be the same both times, and we will talk about the answers, so I expect you to miss one or zero questions when you answer the questions for a second time.

Evaluation of Learning Objective: TTW give students a pre- and post-assessment on Abraham Lincoln's beliefs about slavery. There will be five true/false questions. Only the post-assessment will be taken for a grade, and students are expected to miss no more than one question. This assignment will be counted as a five-point grade.

Engagement: TTW ask a volunteer to pass out the Abraham Lincoln's Presidency Pre-Assessment to each student. *You are getting a half-sheet with five true or false questions. I want you to answer these questions to the best of your ability. You may remember that we talked about most of this information yesterday, but there is one or two that we have not discussed yet. It is okay if you miss one or two, because we will be talking more about all of this today. I just want to see how much you know about President Lincoln and the Union so far. Do your best by reading each statement carefully and circling either true or false for each question. This is individual, so work silently. When you finish, turn over your paper and wait quietly. You may begin!* TTW begin pulling up the PowerPoint.

Once everyone has turned over their papers, TTW pull up the Pre-Assessment questions on the Promethean board. *Go ahead and use a red pen to check this, but it will not be a grade!* TTW read the first statement: *Abraham Lincoln thought slavery was morally wrong. True or false?* TTW allow the students to answer aloud. *True!! Abraham Lincoln thought black and whites were equal. True or false?* TTW allow the students to answer aloud. *True!! True or False: Abraham Lincoln thought southerners were evil people for having slaves. Raise your hand if you think true.* TTW wait for students to raise hands. *Raise your hand if you think false.* TTW wait for students to raise hands. *The answer is false! Lincoln did not approve of slavery, but that does not mean that he thought slave-owners were evil. Ok, number four: Abraham Lincoln did not want slavery to expand into westward territories or states. Raise your hand if you think true.* TTW wait for students to raise hands. *Raise your hand if you think false.* TTW wait for students to raise hands. *The answer is true! Lincoln did not want slavery in current Union territory, but especially not in new territory. Finally, number five: Some Southern states wanted to secede*

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from the Union to protect right to own slaves. True or false? TTW allow the students to respond. The answer is true! I am going to take these up, but this will not be counted as a grade.

Learning Design:

1. Teaching: *Go ahead and take out your social studies notebook. I know you have already written down some vocabulary words on this chapter, so turn to those. This is chapter 6. TTW wait for the students to get to this page. Someone raise your hand and tell me what it means to secede. TTW call on a student and allow them to respond. Yes, to secede means to withdraw. Like I mentioned yesterday, when President Lincoln was elected, many Southern states wanted to secede from the Union. There were more reasons for this than simply the issue with slavery. The North and South disagreed about other issues as well.*

TTW switch over to using the document camera and ask a volunteer to pass out the “A Divided Nation” graphic organizer to each student. TTW put a blank graphic organizer under the document camera. *The North and South were divided because of their beliefs about state rights, their population, their economy, and their beliefs about slavery. Go ahead and copy what I write onto your graphic organizer. First of all, as far as state rights, the North wanted a strong national government that would make equal laws for everyone. TTW write this in the first box under “NORTH.” The South wanted a weak national government so they could make their own laws. TTW write this in the first box under “SOUTH.” Do you think you would want a weak or a strong national government and why? TTW give the students a minute to think and then call on a couple to respond. Ok, good reasoning. What type of national government do we have today? TTW allow students to think and then call on someone. Yes, our national government currently has more power than state governments. Some people like having equal laws for everyone, but others wish that they had more power in deciding how to live their lives. Next, the North had a larger population than the South, with almost four times as many free citizens. TTW write this in the Population box under NORTH. More than one-third of the South’s population was enslaved. TTW write in the population box under SOUTH. At the beginning of the Civil War, the Northern states had a combined population of about 22 million and the Southern states had a combined population of about 9 million. The economies of the North and South were very different as well. The North’s economy was based on small farms and manufacturing industries. TTW write this in the box under NORTH for economy. Someone look back at your vocabulary and tell me what manufacturing means. TTW give the students time to look and then call on someone. Yes, manufacturing is the process of making goods by hands or with machines. The North also wanted high tariffs. TTW write this in the same box. What is a tariff? You may look in your notebook! TTW call on students. Yes, a tariff is a tax on goods that are brought into one country from another to be sold. The North wanted high tariffs so their own manufactured goods would be sold. On the other hand, the South’s economy was dependent upon plantations and the labor of slaves. The South wanted low tariffs. TTW write this in the box under SOUTH for economy. Southern states wanted to be able to trade their cotton with other countries in exchange for goods. In a few minutes, I will show you a couple pictures of what the Northern and Southern economies looked like. Finally, slavery was a huge issue that divided the North and South. The Northern states were abolitionists, meaning that they wanted to end slavery. TTW write this under NORTH in the*

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box next to "slavery." *As the Union expanded into the West, the Northern states did not want slavery to expand there as well. Slavery was a part of their way of life in the South.* TTW write this under SOUTH in the box next to "slavery." *Southerners did want slavery to be a part of the Western economy so that they could maintain their way of life.*

**Let's go ahead and glue this graphic organizer into our notebooks. Fold it hamburger style and glue it in. I will show you what to put in the table of contents.* TTW get her social studies notebook and write the date, "North vs. South" and the page number next in the table of contents. TTW give the students a couple minutes to glue and fill in their table of contents. *Now close your notebooks and look up at the board so I can show you some pictures.*

TTW switch over to the PowerPoint and show the pictures of manufacturing and plantations during the 1850s and 60s. *This gives you a picture of how different the lifestyles of those in the North and South were.* TTW allow students to ask questions and comment on the pictures.

- 2. Opportunity for Practice:** *Take out your Social Studies textbook and turn to page 143.* TTW give the students a minute to do this. *This page is about two men from Alabama who disagreed on whether Alabama should secede from the Union. You and the person next to you are going to read this passage together and then talk about why one man thought Alabama should secede and why the other man thought differently.* TTW display these two questions under the document camera: *Why does Yancey think Alabama must secede from the Union? What reason does Jemison give for not seceding? Here are your discussion questions. Once everyone has finished reading and discussing, we will come back together to talk about your answers.* TTW begin telling each student who they will be working with. *Make sure you do not get too loud and stay on task. You may begin reading.*

TTW walk around during this time to monitor behavior and listen to discussion. TTW praise those who are having good discussion and doing what they have been told so that others will want to follow their example. After about 7 minutes, TTW say *S-I-L* and wait for the students to say *E-N-T*. *Thank you. I heard some great discussion going on. Let's talk about our questions. Why did Mr. Yancey believe that Alabama needed to secede from the Union, (student's name)?* TTW allow the student to respond and call on someone else if he or she needs help. *Yes! Based on his quote, Yancey believed that people in the North and the government of the United States wanted to destroy the rights of people in the South. And what reason did Jemison give for not seceding, (student's name)?* TTW allow the student to respond and call on someone else if he or she needs help. *Very good! He believed that there were enough people in Alabama against leaving the Union that it would not go through. And what ended up happening? Did Alabama secede?* TTW allow the students to respond. *They did! You may close your books and get out a pencil.*

- 3. Assessment:** TTW ask a volunteer to begin passing out the "Abraham Lincoln's Presidency Post-Assessment." *You are getting the same quiz that I gave you at the beginning of today's lesson. This one will be taken for a grade, so work individually and think about each answer. You should all know them by now! Once again, circle either "true" or "false" for each statement. Once you finish, place your quiz in the basket on your teacher's desk. Are there*

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any questions? TTW wait for students to respond. Raise your hand if you do not know what a word means and I will help you. You may begin! TTW walk around during the assessment to answer questions and monitor behavior. After about 5 minutes, TTW ask the students to finish up and turn in their quizzes.

- 4. Closure:** TTW begin passing out a timeline to each student. *Over the next few days, we are going to be filling in this timeline as we learn about new events in history. This will be a good reference. Today, I would like for you to glue this in your social studies notebook after your "A Divided Nation" chart. TTW give the students a minute to glue this in. Above the first tic mark, we are going to write the date, Nov. 6, 1860, under line. Above the line, what are you going to write? TTW allow the students to respond. Yes! President Lincoln is elected. Once you have written this, go ahead and close your notebook and read quietly. We are going to add more dates to our timeline tomorrow.*

Materials:

- Laptop computer
- Promethean Board
- Document camera
- The Civil War PowerPoint
- Social studies notebook
- One "A Divided Nation" graphic organizer per student
- Pencils
- One "Abraham Lincoln's Presidency Pre-Assessment" per student
- One "Abraham Lincoln's Presidency Post-Assessment" per student
- *Social Studies: Alabama* textbook by Scott Foresman
- Civil War Timeline for each student
- Poster boards
- Markers

Resources:

- <http://www.civilwar.org/education/teachers/lesson-plans/southern-sec/southern-secession-and.html>
- <http://www.civilwar.org/education/history/faq/>

Differentiation Strategies:

Extensions: TTW divide students up into two equal groups. One group will represent the North and the other will represent the South. Each group will create an ad on a half-sized poster to convince people to join their side for the war. The students must have three supporting reasons and use colorful graphics. The posters must be neat and attractive.

Accommodations/Modifications:

- For the pre-assessment, TTW read the true/false statements with ELL students to be sure they understand what to do.

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- TTW call on all students throughout the lesson to keep them engaged.
- During the opportunity for practice, TTW read with partner groups that have struggling readers to help them comprehend and keep up with other groups.

Reflection:

This lesson was a little boring compared to yesterday, but it was information that the students needed to learn. Although the students were not as enthusiastic about learning, most of them still seemed to be engaged and interested in the topic. Their lack of enthusiasm could partly be due to the fact that they touched on some of this information before my unit. If I could change one thing about this lesson, I would have read the textbook page aloud with the class. When we came back together to talk about the reading, many students did not seem to understand what they had read and therefore discussion was limited. Nonetheless, the lesson ended positively. The students did very well on the pre- and post-assessment. Out of 45 students, 35 of them scored 100 percent on the pre-assessment. Only 4 students missed more than one question. On the post-assessment, 38 students scored 100. The rest of the students only missed one.

CAUSES AND EFFECTS OF THE CIVIL WAR

Name _____

March 4, 2014

Abraham Lincoln's Presidency

Pre-Assessment

Circle True or False for each statement.

1. True or False: Abraham Lincoln thought slavery was morally wrong.
2. True or False: Abraham Lincoln thought black and whites were equal.
3. True or False: Abraham Lincoln thought southerners were evil people for having slaves.
4. True or False: Abraham Lincoln did not want slavery to expand into westward territories or states.
5. True or False: Many Southern states wanted to secede from the Union to protect the right to own slaves.

Name _____

March 4, 2014

Abraham Lincoln's Presidency

Post-Assessment

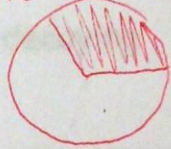
Circle True or False for each statement.

1. True or False: Abraham Lincoln thought slavery was morally wrong.
2. True or False: Abraham Lincoln thought black and whites were equal.
3. True or False: Abraham Lincoln thought southerners were evil people for having slaves.
4. True or False: Abraham Lincoln did not want slavery to expand into westward territories or states.
5. True or False: Many Southern states wanted to secede from the Union to protect the right to own slaves.

Name _____

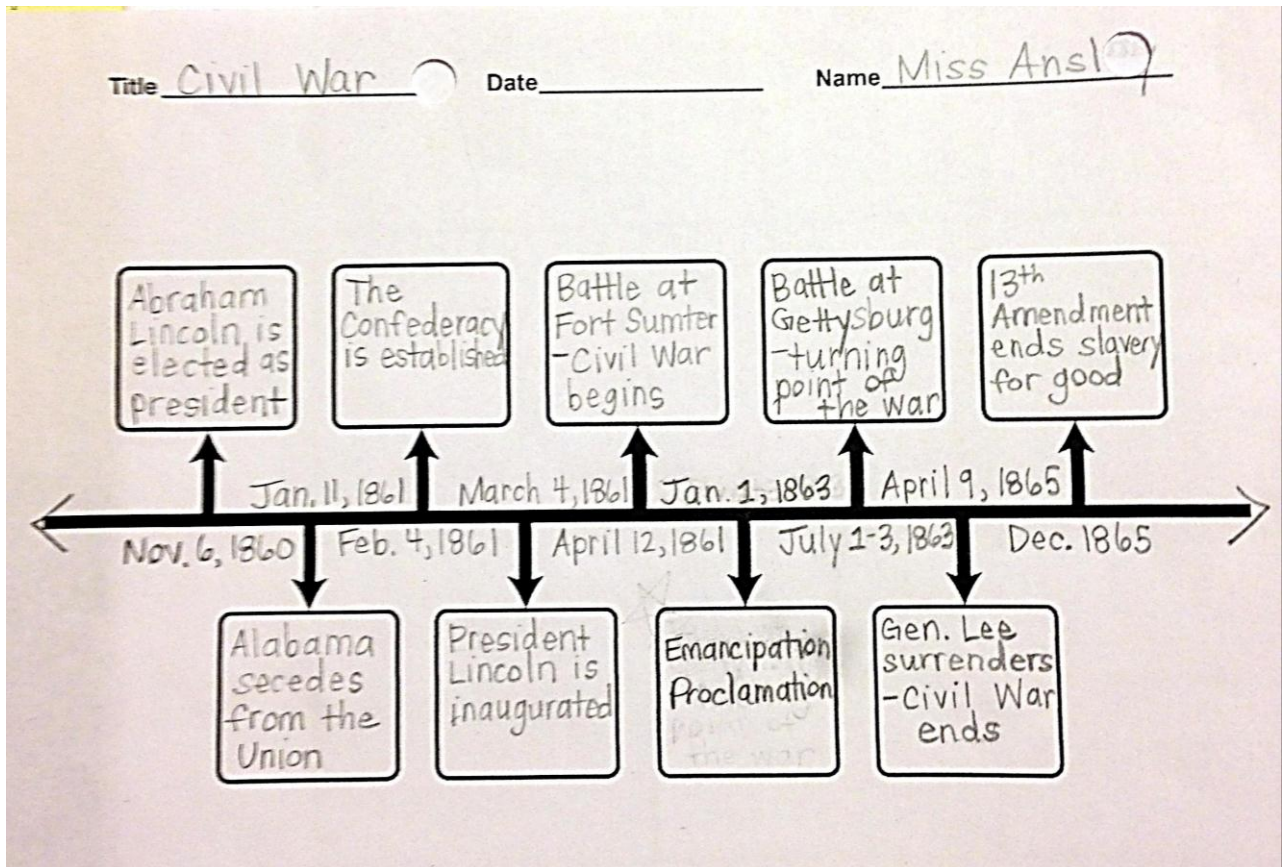
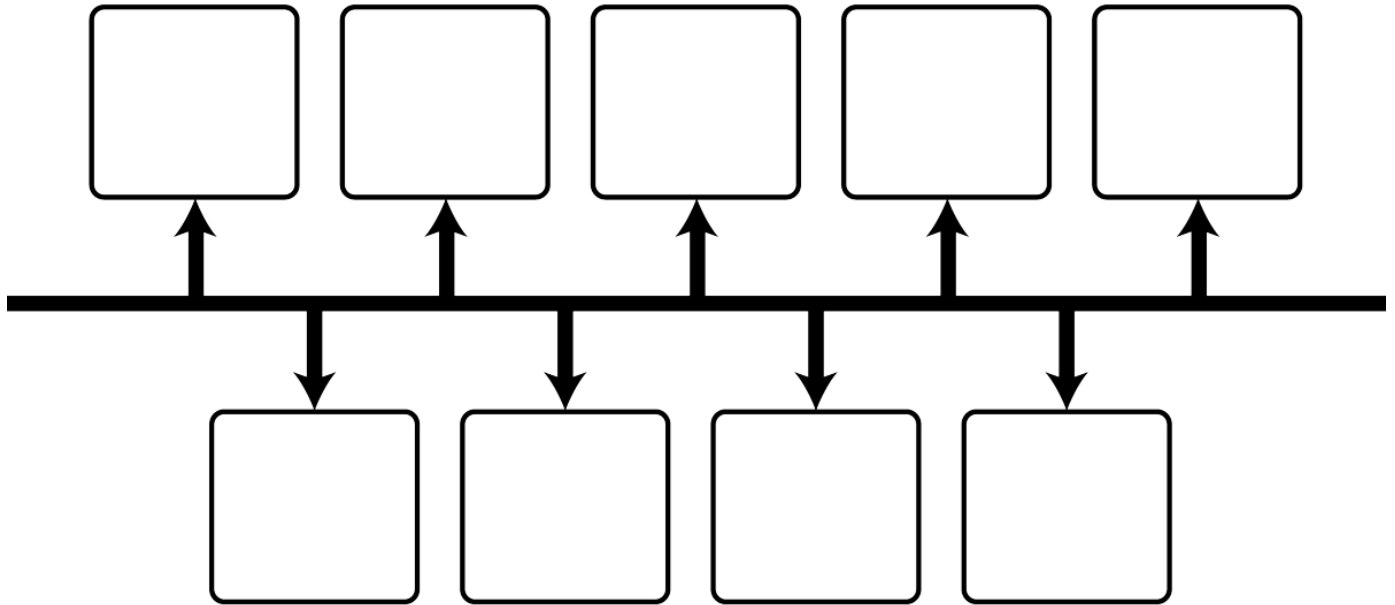
Appendix 1

A Divided Nation

	NORTH	SOUTH
States' Rights	wanted a strong national government that would make equal laws for everyone	wanted a weak national government so they could make their own laws
Population	greater population - almost 4 times as many citizens	More than 1/3 of the population is enslaved 
Economy	based on small farms and manufacturing high tariffs	dependent upon plantations and the labor of slaves low tariffs
Slavery	Abolitionists	Slavery is part of their way of life

CAUSES AND EFFECTS OF THE CIVIL WAR

Title _____ Date _____ Name _____



CAUSES AND EFFECTS OF THE CIVIL WAR

DAY 3

Instructor: Abi Ansley

Lesson Title: Forming of the Confederacy/Civil War Begins

Curriculum Area: Social Studies

Grade Level: 4th

Date: March 7, 2014

Estimated Time: 60 minutes

Standards Connection: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

Learning Objective: The students will use ActivExpression clickers to answer 12 multiple-choice questions about secession from the Union, the forming of the Confederacy, and major battles of the Civil War with 84 percent accuracy.

Kid Friendly Objective: Today we are going to learn about how and when the southern states of the Union seceded and formed the Confederacy. We will also talk about major battles of the Civil War and then use our clickers to answer a few questions about what we learned, answering at least eight out of ten correctly.

Evaluation of Learning Objective: TTW have the students use ActivExpression clickers to answer 12 multiple-choice questions about the South's secession from the Union, forming of the Confederacy, and major battles of the Civil War. At the end of the day, TTW print out the results of the students' answers and see how many questions each student answered correctly out of 12. TTW double this number to get a grade out of 24. Students are expected to score at least 84 percent (10 out of 12).

Engagement: TTW pull up the KWL flipchart on the Civil War. *Today is going to be a fun day, because we get to talk about some of the battles of the Civil War! First, I want to know what you know about the Civil War. So raise your hand and tell me anything you know about this important war in the history of our country.* TTW allow students to think and then call on students to respond. TTW type facts students know about the Civil War in the "Know" column of the flipchart. *Wow, you guys know a lot! So with that, tell me some things that you want to learn about the Civil War. This is something that you do not already know.* TTW allow students to think and then call on students to respond. TTW type these responses in the "Want to Know" column of the flipchart. *Well I am excited about discovering this new information with you!*

Learning Design:

- 1. Teaching:** *Go ahead and take out your social studies notebook and turn to the timeline that I gave you yesterday.* TTW pull up the PowerPoint and go to the slide with the "North versus South" map and order of secession from the Union. *So Lincoln was elected president on November 6, 1860. Many Southern states were already upset over the disagreements with the North, and this put them over the edge. Because Lincoln was so against slavery, the Southern states did not want to be led by him. South Carolina was the first state to secede from the Union on December 20, 1860. Other states in the South followed their lead soon after. Alabama was the fourth state to secede from the Union on January 11, 1861. Let's add*

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this to our timeline. TTW switch over to the document camera and show the student how to write the date (Jan. 11, 1861) above the next line and “Alabama secedes from the Union” below that line. TTW give the students a minute to write. *On February 4th, 1861, delegates from South Carolina, Mississippi, Florida, Alabama, Georgia, and Louisiana met in Montgomery, Alabama, to establish the Confederate States of America. Let’s write this on our timeline.* TTW show the student how to write the date (Feb. 4, 1861) below the next line and “Confederacy is established” above that line. TTW give the students a minute to write. *These states were eager to set up their own laws. On February 9th, they inaugurated Jefferson Davis as their president. Montgomery became the first capital of the Confederacy, and Jefferson Davis became the Confederacy’s first and only president. The capital moved to Virginia in May of 1861, because Virginia had the largest population in the Confederacy. By June of 1861, 11 states had seceded from the Union. Let’s watch a video to learn a little more about the Confederacy’s president, Mr. Jefferson Davis.* TTW play the video called “Jefferson Davis-Mini Biography” at www.biography.com/people/jefferson-davis-9267899.

It was after the seventh state, Texas, seceded that the Civil War broke out at Fort Sumter in Charleston, South Carolina. TTW pull up the video “The Civil War: Fort Sumter” at pbs.org. *Although no one was killed in this battle, it sure had a significant effect on what was to come! Let’s watch a short video to find out more about this important day in history.* TTW play the video. *This battle was the start of many more battles between the Union and Confederacy. Let’s add that to our timeline.* TTW switch over to the document camera and show the students what to write on their timeline. *So in the next box, write, “Battle at Fort Sumter-Civil War begins.” The date is April 12, 1861. Next, we are going to learn about some other important battles of the Civil War.*

- 2. Opportunity for Practice:** TTW have two helpers pass out a Major Civil War Battles chart and a list of key battles to each student. TTW show a Major Civil War Battles chart under the document camera. This is what you are going to complete in small groups today. *I am going to use our numbered sticks to split you into groups. You and your group will work together to fill in this chart. You will use the information you are getting on key battles of the Civil War to fill in the dates of the battle, the location, tell me who won, and provide an interesting fact about the battle. Remember that when we work in groups, you must be respectful of your group members and everyone must contribute to the conversation. I do not want to have to take names, so remember to remain at almost a whisper while you are in groups. Once everyone had filled in their chart, you will go back to your seat and read quietly while you wait for everyone else to finish. If you would like, you may also get an iPad and go to Mrs. Sullivan’s website. There are some Civil War games and activities on the “Links” page of her website. Are there any questions?* TTW allow students to think and then answer any relevant questions. *I am going to pass out sticks and then tell you where to go with your group.* TTW pass out the numbered sticks and then call each number one by one and tell that group where to sit in the room to complete their chart. *You will have about 15 minutes...go!*

TTW float around the room and monitor students as they work. TTW contribute to and facilitate conversation about the key battles of the Civil War. Once each group has finished working, TTW call everyone back to their desks. *You will be in your desk and silent in 5-4-3-*

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2-1. Thank you for following the group work rules today and working cooperatively in your groups. Now let's talk about what you discovered about the key battles of the Civil War in your scavenger hunt! Someone tell me about the Battle at Shiloh. TTW call on a student and ask for each section included on the chart. TTW add any other important information about that battle. TTW do the same thing for Antietam, Fort Sumter, Bull Run, Vicksburg, and Gettysburg. Wow, you guys discovered some great information! Go ahead and fold this sheet and we are going to glue it into your social studies notebook so you will have it to study.

- 3. Assessment:** TTW switch to the Promethean board and pull up the flipchart with clicker questions from today's lesson. *Now I want to see how well you remember everything we have talked about today. You are going to answer a few questions on secession, the forming of the Confederacy, and the major battles of the Civil War. You may use your notes for this. Go ahead and take out your clickers and turn them on, please.* TTW give the students a minute to get their clickers ready. *The first question is going to be about the first state that seceded from the Union. Give me a thumbs-up if you are ready.* TTW look for all thumbs to be up and then go to the first question. TTW read each question and the answer choices and then turn on the voting process to allow the students to vote. After every student has answered (the distribution of answers will show), TTW say each answer choice again, have students raise their hand for what they chose, and then confirm the right answer. There will be 12 questions. *So you guys did great, but I see that we still have some work to do! And that's ok because you just learned most of this information today! I will be adding questions to this flipchart as we go along so we can continue to use these questions as a review before our test at the end of this unit. You may turn off and put up your clicker and then look at the board.*
- 4. Closure:** TTW pull up the Civil War KWL flipchart that was started at the beginning of class. *Now that we have finished today's lesson, I want to know what you learned about the Civil War today.* TTW give students time to think and then call on students to respond. TTW type these responses in the "Learned" column of the KWL chart. *I am so glad that you learned a lot today! We learned about when the southern states seceded from the Union, how and when the Confederacy was formed, and what the battles of the Civil War were like. I cannot wait to continue to learn more with you next week!*

Materials:

- Laptop computer
- Promethean board
- Civil War KWL flipchart
- ActivPen
- Civil War timeline (in student notebooks)
- Pencils
- Civil War Unit PowerPoint
- (Jefferson Davis video) www.biography.com/people/jefferson-davis-9267899
- (Fort Sumter video) <http://video.pbs.org/video/1832507650/>

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- Major Civil War Battles chart-one per student
- Key Battles summaries-one per student
- Civil War Clicker Questions flipchart
- ActivExpression clickers
- Student iPads or computers
- <http://mrnussbaum.com/civlib/>
- <http://mrnussbaum.com/paramedics/lincolnpp>
- <http://mrnussbaum.com/readingcomp/civilwar1/>

Resources:

- <http://www.civilwar.org/education/history/faq/>
- *Social Studies: Alabama* textbook by Scott Foresman
- <http://www.civilwar.org/battlefields/vicksburg.html?tab=facts>
- <http://www.pbs.org/wgbh/americanexperience/features/timeline/death/>

Differentiation Strategies:

Extensions: The students may get an iPad or use a computer and go to the “Links” page on the teacher’s website. The links below will be posted there; they are online activities that are related to the Civil War.

- <http://mrnussbaum.com/civlib/>
- <http://mrnussbaum.com/paramedics/lincolnpp>
- <http://mrnussbaum.com/readingcomp/civilwar1/>

Adaptations/Modifications:

- During the small group time, TTW visit the groups with ELL students and lower learners to make sure they are understanding and contributing to the group in some way.

Reflection:

This lesson ended up being a little long, but the students and I enjoyed it! I tried to fit each lesson into one day, but this one took up two days. In order to make the opportunity for practice go faster, I should have done the first battle with the students so they would know exactly what to do. However, the students loved learning about the battles of the Civil War. They also love using their clickers, so the assessment portion was enjoyable. I had to remind the students multiple times during the assessment that they had to stay silent because this was an individual assessment. Some of them like to blurt out or pick the wrong answer on purpose. I had to remind them that I would be looking at their answers at the end. The students get excited when they get an answer correct, so I finally developed a silent way for them to celebrate. They would do silent cheers if they got the answer correct. For the assessment, 30 students out of 45 scored 84 percent or above (10 out of 12). I was not extremely pleased with these results, but some of the questions we had not gone over a lot, so I was not too worried. I love doing KWL charts, because the students are able to see how much they improved in just one lesson.

CAUSES AND EFFECTS OF THE CIVIL WAR

The Civil War

1861-1865

Key Battles

The First Battle of Bull Run
 Union troops gathered around Washington D.C. in hope of seizing Manassas, VA, which was a vital railroad, but the Confederate troops aligned the creek waiting for Union forces at Bull Run. This was the first large battle of the war. The Confederate forces defeated the Union.

The First Battle of Bull Run (First Manassas) on Sunday July 21, 1861

The Battle of Gettysburg
 Almost accidentally, Confederate troops discovered Union cavalry in Gettysburg, Pennsylvania. The Confederates attacked, paving the way for the largest battle of the war, lasting three days. The Union Army won the Battle of Gettysburg, destroying Lee's hopes of carrying the fighting further up North.

Began July 1, 1863

The Battle of Antietam
 General Lee, commander of the Northern Virginia Army, moved to strip Union territory in Maryland. A Confederate messenger dropped a copy of Lee's battle plans, which was found by a Union soldier. The Union then learned that Lee's forces were divided, so General Grant attacked. Antietam (Sharpsburg) was a day long battle on September 17, 1862 at Antietam Creek in Maryland. The battle ended in a draw.

The Bloody Lane of Antietam, September 17, 1862

The Battle of Shiloh
 This battle was the first after the Union dispersed troops into the West, as well as the East. The Battle of Shiloh was fought as one of the battles of the "War in the West." General Grant led his army into Tennessee and continued to advance. Confederate forces attacked near Shiloh, resulting in thousands of casualties between both armies in two days of fighting. The Union won the bloodiest battle of the Civil War, even though they suffered more losses than the Confederates.

The Bloody Point of Shiloh in Tennessee 1862
 April 6-7,

The Battle of Fort Sumter
 April 12 - 14, 1861
 CHARLESTON HARBOR, SOUTH CAROLINA

United States Major Robert Anderson and his force of 85 soldiers moved into Fort Sumter in December of 1860. Just after the inauguration of President Abraham Lincoln on March 4, 1861, Major Anderson reported that he had only a six week supply of food left in the fort and they were losing patience in waiting for opposing forces. On April 11, 1861, Confederate Brigadier General P.G.T. Beauregard sent aides to Major Anderson to demand the fort's surrender. Anderson refused. The next morning, at 4:30 a.m., Confederate batteries opened fire on Fort Sumter and continued for 34 hours. The Civil War had begun! Incredibly, no soldiers were killed in battle.

On April 13, Maj. Anderson surrendered, giving the South their first victory.

The Battle of Vicksburg
 May 18 - July 4, 1863
 WARREN COUNTY, MISSISSIPPI

In May and June of 1863, Maj. Gen. Ulysses S. Grant's armies converged on Vicksburg, investing the city and entrapping a Confederate army under Lt. Gen. John Pemberton. On July 4, Vicksburg surrendered after prolonged siege operations. This was the culmination of one of the most brilliant military campaigns of the war. With the loss of Pemberton's army and this vital stronghold on the Mississippi, the Confederacy was effectively split in half. Grant's successes in the West boosted his reputation, leading ultimately to his appointment as General-in-Chief of the Union armies.

CAUSES AND EFFECTS OF THE CIVIL WAR

Major Civil War Battles

Battle	Dates/Duration	Location	Results	Interesting Facts
Shiloh				
Antietam/Sharpsburg				
Fort Sumter				
Bull Run				
Vicksburg				
Gettysburg				

Major Civil War Battles

Battle	Dates/Duration	Location	Results	Interesting Facts
Shiloh	April 6-7, 1862	near Corinth, Mississippi	South had less casualties Union won	Grant overcomes Southern Forces Union won War in the West
Antietam/Sharpsburg	September 17, 1862	Sharpsburg, MD Antietam Creek	Hope War would end sooner No one won	Bloodiest One Day Battle Union soldier found battle plan
Fort Sumter	April 12, 1861 -14	Charleston, SC	Confederates	1 st Battle of Civil War
Bull Run	July 21, 1861	Manassas, VA (important railroad)	Confederates	Union Troops Flee to DC First large battle
Vicksburg	May 25 - July 4, 1863 18	Vicksburg, MS	North (Union)	Split the South into Two Grant becomes Gen-in-Chief of Union armies
Gettysburg	July 1-3, 1863	Gettysburg, PA	North (Union)	Largest and Bloodiest Battle, Turning Point of the War

CAUSES AND EFFECTS OF THE CIVIL WAR

Civil War Review



Which state was the first to secede from the Union?

- A. Alabama
- B. South Carolina
- C. Texas
- D. Georgia

Which word means "to withdraw?"

- A. Inaugurate
- B. Secede
- C. Regiment
- D. Abolish

Who was the president of the Confederacy?

- A. Robert E. Lee
- B. Abraham Lincoln
- C. Jefferson Davis
- D. George Washington

Who was the president of the Union?

- A. Robert E. Lee
- B. Abraham Lincoln
- C. Jefferson Davis
- D. George Washington

What was the first capital of the Confederacy?

- A. Montgomery, AL
- B. Richmond, VA
- C. Atlanta, GA
- D. New York, NY

CAUSES AND EFFECTS OF THE CIVIL WAR

Which battle marked the beginning of the Civil War?

- A. Bull Run
- B. Fort Sumter
- C. Gettysburg
- D. Antietam

Which battle was the turning point of the war?

- A. Bull Run
- B. Fort Sumter
- C. Gettysburg
- D. Vicksburg

The South wanted a weak national government.

- A. True
- B. False

The South wanted low tariffs so they could trade with other countries at a low price.

- A. True
- B. False

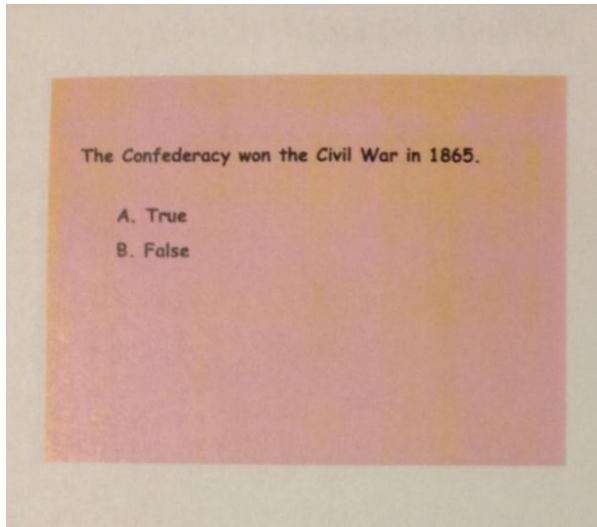
An abolitionist was a person who wanted to end slavery.

- A. True
- B. False

The Emancipation Proclamation of 1863 ended slavery throughout the whole country.

- A. True
- B. False

CAUSES AND EFFECTS OF THE CIVIL WAR



Answers:

1. B
2. B
3. C
4. B
5. A
6. B
7. C
8. A
9. A
10. A
11. B
12. B

CAUSES AND EFFECTS OF THE CIVIL WAR

DAY 4

Instructor: Abi Ansley

Lesson Title: North versus South

Curriculum Area: Social Studies

Grade Level: 4th

Date: March 12, 2014

Estimated Time: 60 minutes

Standards Connection: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

Learning Objective: The students will complete a Venn diagram with at least three facts in each section by comparing Robert E. Lee and Ulysses S. Grant; the students will then create a foldable using this information and be graded according to a checklist.

Kid Friendly Objective: Today we are going to talk about the head general of each side during the Civil War. Then, you will complete a Venn diagram with three facts in each section to compare and contrast these two men and create a foldable to help you access this information easily.

Evaluation of Learning Objective: The students will create a foldable by completing a Venn diagram to compare and contrast General Robert E. Lee and General Ulysses S. Grant. The students will use a short summary that they read with a partner and then complete the Venn diagram individually. The students will cut and paste their summaries of the generals and the Venn diagram onto construction paper to create a foldable. TTW use a checklist to grade these foldables-5 points for completing the foldable (both summaries and the Venn diagram glued in the correct place), 2 points for neatness, and 18 points for including three facts (2 points each) in each section of the Venn diagram. The two ELL students in the second class of the day will only be required to write two facts in each section of the Venn diagram.

Engagement: *When the war broke out, 27,000 Alabamians volunteered to fight for the Confederacy. Alabama had the most soldiers represented in the Confederate army. Many African American slaves traveled with their plantation owners who were in the army to carry supplies, care for horses, and work in Confederate army camps. Many African Americans from northern Alabama escaped from slavery and joined Union regiments. Remember that a regiment is a unit of soldiers. Women were also involved in the war as nurses for wounded soldiers. One woman named Juliet Opie Hopkins from Mobile, Alabama, used some of her own money to start a hospital for Alabama soldiers. She became a hero even though she did not fight in the war. A woman named Clara Barton is well known even today for her tremendous compassion and courage as a nurse for soldiers in the Civil War. Let's learn a little more about the great work this woman has accomplished. TTW play the video on Clara Barton at biography.com (<http://www.biography.com/people/clara-barton-9200960/videos>). There were many heroes in the Civil War-men, women, slave, and free.*

Learning Design:

1. Teaching: TTW ask a volunteer to pass out a blank sheet of printer paper to each student.

In our last lesson we learned about many of the important battles of the Civil War. Today we

CAUSES AND EFFECTS OF THE CIVIL WAR

are going to talk about advantages and disadvantages that the North and the South had during the war. Once you get a piece of white paper, I want you to fold it in half two times. First, fold the paper hamburger style. From there, fold the paper in half again. TTW show the students how to fold their paper. *Look up at me when you have done this so I know we can move on.* TTW wait for everyone to finish folding their paper and help anyone who is confused. TTW turn on the document camera. *Alright, now I want you to unfold your paper and use a highlighter or colored pen to draw a line on both of the creases in your paper.* TTW put her paper under the document camera and show the students where to draw lines. You should have four boxes after you do this. *Write "South-Advantages" at the top of the first box.* TTW do this to show the students. *Next, write "North-Advantages" at the top of the second box.* TTW do this to show the students. *Write "South-Disadvantages" under the "South-Advantages" box.* TTW do this to show the students. *Finally, write "North-Disadvantages at the top of the last box.* TTW do this to show the students. *Now we get to fill in our boxes!* TTW switch back to the PowerPoint and go to the slide called "Advantages." TTW make each advantage appear one at a time and have the students write the statement in the correct box on their paper.

N: The North had almost 4 times as many free citizens as the South.

S: Defending their homeland gave the South a strong reason to fight.

N: The North had many people to grow food and work in factories making supplies.

S: People in the South had skills that made them good soldiers.

N: The North had more than 70% of the nation's rail lines.

S: Many of the best officers in the United States were from the South.

*7 of the country's 8 military colleges were in the South

N: The North had a strong navy and a large fleet of private trading ships.

So far, who do you think has a greater advantage in the war? Raise your hand if you think the North has a greater chance of winning the war. TTW allow students to raise their hands. *Raise your hand if you think the South has a greater chance of winning the war.* TTW allow students to raise their hands. *Well let's look at the disadvantages of each side and then see what you think.* TTW go to the next slide called "Disadvantages." TTW make each disadvantage appear one at a time and have the students write the statement in the correct box on their paper.

S: The South had few factories to produce weapons, railroad tracts, and other supplies.

S: The South had few railroads to move troops and vital supplies.

N: The Northern soldiers were invading unfamiliar land.

S: The South had a small population.

* About 9 million lived in the Confederacy's 11 states and 22 million in the Union's 23 states.

S: More than one-third of the South's population was enslaved, so fewer people could be soldiers.

N: The North had a more difficult job to accomplish: to invade, conquer, and occupy the South.

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Now, who do you think is at a greater advantage in this war? Raise your hand if you think the South. TTW allow the students to raise hands. Raise your hand if you think the South. TTW allow the students to raise hands. Well, despite countless efforts to overcome the North's advantages, the Confederacy was not able to hold their own and the Union ended up winning the war. Can you imagine what it would be like to go back to your normal, everyday life after a bloody war such as this? There was much healing needed after the war, but many good things also happened as a result of the war. We will talk about some of those effects tomorrow.

- 2. Opportunity for Practice:** TTW ask a volunteer to help her pass out the “Two Great Generals” paragraphs. *What you are getting is some information on the Union General, Ulysses S. Grant, and the Confederate General, Robert E. Lee. Both of these men accomplished great feats, but only one could bring his troops to victory. You are going to read about both of these generals with the person next to you. You may take turns reading to each other, and then I want you to talk about how these generals were similar and how they were different.* TTW help the students figure out who they are partnering with. *I am going to walk around while you read. If I notice that you and your partner are not staying on task, I will write your names down and your stars will be moved. Take about five to seven minutes to read and discuss, and then we will move on to the next activity. Begin reading, please!* TTW walk around while the students are reading and make sure they are staying on task. TTW facilitate discussion about the generals’ similarities and differences. Once everyone seems to have read and discussed, TTW say 5-4-3-2-1 and everyone should get silent. *Someone share with me one thing that these two generals have in common.* TTW allow students to think and then call on a student. *Very cool! What is one fact that is unique to General Grant?* TTW call on a student to respond. *Awesome! And what is one fact that you learned about General Lee?* TTW call on a student. *Very nice! Both of these generals were great leaders, but only one could win the War.*
- 3. Assessment:** TTW ask a volunteer to pass out the “Two Great Generals” Venn diagram. TTW hold up one of the Venn diagrams. *You are now getting a Venn diagram like this that I want you to fill in by yourself. I will take this up for a grade. You are going to put at least three facts from the information you just read into each section of the Venn diagram. So in the center of the diagram, write three things that General Grant and General Lee have in common. Next, write three facts that are unique to General Grant under his name. Finally, write three facts about General Lee under his name. Please write in complete sentences. I am also about to give you a sheet of construction paper. Once you have finished your Venn diagram, this is what you will be making.* TTW show the students the finished product of the Two Great Generals foldable. *You are going to cut out the two summaries like I have done. Then, you will fold each side of the construction paper into the middle like this so that they meet but do not overlap.* TTW show the students how to fold the construction paper. *Finally, you will glue your Venn diagram on the inside and the two summaries on the outside of the flaps.* TTW show the students where to glue. *I will leave this example out so you may look at it if needed. First, you need to complete your Venn diagram by using your summaries to write at least three common facts in the center, at least three facts about General Grant,*

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*and at least three facts about General Lee. If you have a question, raise your hand and I will come to you. You are going to stay silent during this time since this is an individual project. I will have to take names again if anyone is talking. Once you finish, place your foldable in the basket on Mrs. Sullivan's desk. You may start working on your Venn diagram. TTW put a Venn diagram under the document camera with the expectations written on it. *In the second class, TTW go to each ELL student and repeat the instructions. TTW write "2 facts" in each of the sections on these students' Venn diagrams to increase their success on this assignment. TTW then begin passing out a sheet of construction paper to each student. TTW go to students to answer questions when they raise their hands.*

- 4. Closure:** *I am proud of the way you guys have been listening and working hard today! We are going to do one more fun activity today. During the Civil War of the 1860s, communication was necessary for generals to send battle plans and others alerts to their counterparts in different areas. Also, President Lincoln often needed to send important instructions to the Union generals. It would have been nice if these men had cell phones or email to send messages in a heartbeat. However, they used the telegraph to transport messages by sending clicks that represented letters instead. Telegraph operators were able to listen to these clicks that traveled through land-lines and then decode full messages. This type of communication is called Morse code, and it helped the North to be successful in winning the war. TTW ask a volunteer to pass out a Morse code key to each student. TTW turn on the document camera. You are getting a sheet that shows you how to write in Morse code. TTW show this under the document camera. Each letter and number is made up of either dots or dashes, or both. TTW ask another volunteer to pass out the Morse code translating worksheet. You are also getting a sheet where you are going to decode a message that I have given you. TTW show this sheet under the document camera. You will use your key to figure out what the message says. Record the letters and punctuation at the bottom as you figure them out. Take about five minutes to do this, and then you may put the translation sheet in your box. You can keep the Morse code key to write your own messages, or you can put that in Mrs. Sullivan's basket.*

Materials:

- Laptop computer
- Promethean Board
- <http://www.biography.com/people/clara-barton-9200960/videos>
- White sheet of printer paper for each student
- Pencils
- Document Camera
- Highlighters/colored pens
- Civil War PowerPoint (Advantages and Disadvantages pages)
- One sheet of large construction paper per student
- Two Great Generals summaries and Venn diagram-one per student
- Glue sticks
- Scissors
- Morse code key and translation worksheet-one for each student

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Resources:

- *Social Studies: Alabama* textbook by Scott Foresman
- <http://www.ushistory.org/us/33b.asp>

Differentiation Strategies:

Extensions: Students may choose one of the questions below and predict a possible effect of these events if they had occurred.

1. What if the slave states of Maryland, Kentucky, Missouri, and Delaware had joined the Confederacy?
2. What if Britain or France had come to the aid of the South?
3. What if a few decisive early Confederate victories had turned Northern public opinion against the war?

Adaptations/Modifications:

- TTW be sure to call on a variety of students during the lesson to make sure students are engaged and paying attention.
- TTW repeat instructions to ELL students if needed to make sure they understand what to do.
- TTW allow the two ELL students in the second class of the day to only write two facts in each section of the Venn diagram.

Reflection:

This lesson was observed by my supervisor. I thought it went very well! The teaching portion of the lesson was a little long. If I could do that over, I would shorten the points on the PowerPoint or be more explicit in telling the students a shortened version of what to write down. My supervisor mentioned that for the teaching portion, I could have engaged the students more by having them stand up and dividing them to show the ratio of the North's population to the South's population. I also realized after the lesson that the opportunity for practice and assessment was a little too long. I wish that I would have done a group reading of the text about the two generals aloud with the class to make the process go by more quickly. However, the students did very well. Almost all of the students made a 100 on their foldable. There were about seven students who either did not put enough facts or mixed up their facts and scored lower than an A. Although there are some things I would change, my supervisor said that I have definitely improved in my discipline strategies. I feel that I also did a good job with incorporating all learning styles and various learning strategies in my lesson. The students loved the Morse code translation at the end!

CAUSES AND EFFECTS OF THE CIVIL WAR

NORTH
Advantages

SOUTH
Advantages

Disadvantages

Disadvantages

ULYSSES S. GRANT



Union General

Hiram Ulysses Grant was born in Ohio in 1822. On his appointment to the U.S. Military Academy, his name was recorded as "Ulysses S. Grant." Ulysses was unhappy at West Point, but managed to graduate in 1843. After graduation, Grant fought in the Mexican War. He later married Julia Dent, the sister of a West Point classmate.

At the beginning of the Civil War, the governor of Illinois appointed Grant as colonel of a volunteer regiment. He led his troops on a campaign against Confederates in Missouri. After securing victories in Kentucky and Missouri, Grant was promoted to major general.

In 1862, the Confederates surprised Grant's troops at the Battle of Shiloh. Union troops barely held off the enemy. At the Siege of Vicksburg, however, Grant's troops won a huge victory. In 1864, President Lincoln promoted Grant to lieutenant general, and Grant went to Virginia and began a campaign against General Robert E. Lee's Confederate forces.

On April 9, 1865, the South surrendered. General Grant met General Lee in a farmhouse in Virginia. After the war, General Grant was a hero. In 1868, he was elected as the eighteenth president of the United States, serving two terms.

ROBERT E. LEE



Confederate General

Robert E. Lee was born in Virginia in 1807. He attended the U.S. Military Academy at West Point in New York, where he graduated second in his class. Afterwards, Lee was commissioned as a second lieutenant in the Corps of Engineers. In 1831, he married Mary Custis, the great-granddaughter of Martha Washington. When the Mexican War broke out, he went to Texas to supervise the construction of bridges. During the war, Lee was promoted three times.

By the time the Civil War began, Lee was the most respected general in the nation. But he was from Virginia, a slave state. He had a choice to make: should he fight for his country or his state? Lee chose his state.

At first, Lee served as an adviser to Jefferson Davis, and in May 1861 he was made a full general. At the Second Battle of Bull Run, Lee's forces took back Virginia. In 1862, Lee's troops saved Richmond, but at the Battle of Gettysburg, he lost over 12,000 of his men. In April 1865, Richmond fell and Lee's army retreated. Northern forces cut him off and surrounded his troops. General Lee surrendered to General Grant at Appomattox Court House in Virginia.

CAUSES AND EFFECTS OF THE CIVIL WAR

TWO GREAT GENERALS

LEE

Both

GRANT

36 POCKET 3: LEADERS OF THE WAR

CAUSES AND EFFECTS OF THE CIVIL WAR

North vs. South

ULYSSES S. GRANT



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Miss Ansley #0

TWO GREAT GENERALS



GRANT



LEE

3 facts
only Grant has

Both

3
similarities

3 facts
only Lee has

Two Great Generals Foldable Checklist

Name: _____ # _____

March 12, 2014

The student *completed* the foldable by gluing the summary of Robert E. Lee, the summary of Ulysses S. Grant, and the completed Venn diagram onto the construction paper.

_____/5

The student's foldable was neat overall.

_____/2

The student included three facts specific to Robert E. Lee (2 points each).

_____/6

The student included three facts specific to Ulysses S. Grant (2 points each).

_____/6

The student included three facts that Robert E. Lee and Ulysses S. Grant had in common (2 points each).

_____/6

Morse Code

A	·—	N	—··	1	·—
B	—···	O	—	2	··—
C	—···	P	··—	3	···—
D	—··	Q	—··—	4	····—
E	·	R	···	5	·····
F	···—	S	···	6	—···
G	—··	T	—	7	—····
H	····	U	··—	8	—····
I	··	V	····	9	—····
J	··—	W	··—	0	—
K	—··	X	····	,	—··—
L	····	Y	····	.	····
M	—	Z	····	?	····

Morse Code TRANSLATION

Name: _____ # _____

·— ·— —··· —··—
—··· —··— —··—
—··· / ···· —··—
···· / —··· —··— ···— ···— !

* Write the letter or punctuation for each symbol above in the blanks below to figure out the secret message!

Answer:

—··· —··—
—··— —··—
—··— —··— !

CAUSES AND EFFECTS OF THE CIVIL WAR

DAY 5

Instructor: Abi Ansley

Lesson Title: Effects of the Civil War

Curriculum Area: Social Studies

Grade Level: 4th

Date: March 13, 2014

Estimated Time: 60 minutes

Standards Connection: Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

Learning Objective: When given a blank acrostic poem, the students will write a name, place, or phrase that relates to the Civil War on each line with 88 percent accuracy.

Kid Friendly Objective: Today you are going to sum up the information you have learned in this unit by writing an acrostic poem about the Civil War.

Evaluation of Learning Objective: The students will be given a blank acrostic poem that spells out "Civil War." They will be required to write a name, place, or phrase that relates to the Civil War on each line. Each line will be worth two points for a total of 16 points. Students are expected to score at least 14/16 (88 percent).

Engagement: TTW have a volunteer pass out the Emancipation Proclamation text to each student. *You are receiving an extremely important document in the history of our country. This document is called the Emancipation Proclamation, and it was written by President Abraham Lincoln to free all slaves in the United States on January 1, 1863. This Proclamation made history. We are going to listen to a man reading the Proclamation. As he reads, I want you to follow along on your sheet and highlight any especially important information that you hear. As you listen, also think about the reactions of the different citizens in the United States. Think about the slaves, Southern plantation owners, and Northern abolitionists. Go ahead and take out a highlighter.* TTW play the Emancipation Proclamation reading (<http://www.youtube.com/watch?v=ytoedB4gJV0>). TTW stop at 2:33 and skip to 3:35. Once the recording is over, TTW ask students to share their thoughts. *What are some important points from this Proclamation that you chose to highlight?* TTW call on a few students. *How do you think the slaves felt at this point?* TTW allow the students to respond. *What about Northern abolitionists-how do you think they felt about this Proclamation?* TTW call on students to respond. *And what about plantation owners and their families in the South-how do you think they felt?* TTW call on students to respond. *As you can see, this clears up the idea that slavery was a major cause of the Civil War.*

Learning Design:

- 1. Teaching:** TTW ask a volunteer to pass out the "Effects of the Civil War" notes outline. *We are going to take just a few notes on the effects of the Civil War, because most of those effects had an effect on our world today. Fill in the blanks as we go along.* TTW turn on the document camera and make sure everyone has gotten a notes outline. TTW put a blank "Effects of the Civil War" notes outline under the document camera. TTW also fill in the

CAUSES AND EFFECTS OF THE CIVIL WAR

blanks as she gets to them. *First of all, before President Lincoln wrote the Emancipation Proclamation, in September of 1862, after the bloody battle at Antietam, Lincoln issued a warning stating that unless the rebellious states returned to the Union by January 1, freedom would be granted to slaves within those states. After no response from Confederate states, Lincoln went on to present the Emancipation Proclamation on January 1, 1863. The Emancipation Proclamation actually did not free all states in the United States. It only freed those slaves living in states outside of the Union. Why do you think Lincoln chose to only free the slaves in states outside of the Union? TTW give the students think time and then call on a couple students. Good answer! Lincoln did not want to lose the loyalty of slave states in the Union by choosing to set their slaves free. However, Lincoln's Proclamation did allow African American soldiers to fight for the Union, which allowed the Union's power in the war to increase greatly.*

The Battle of Gettysburg of July 1-3, 1863, marked the turning point of the war. From here on out, the Union had many victories, thanks to the new addition of African American soldiers. After many more battles and casualties, General Robert E. Lee surrendered to Ulysses S. Grant at the home of Wilmer McClean in the village of Appomattox Court House, Virginia, on April 9, 1865. The Union had won the war. TTW pause for any questions or comments. In December 1865, the Thirteenth Amendment was added to the U.S. Constitution. This amendment abolished slavery throughout the whole country. Although many people died fighting in this war, they fought for a great cause. All of these events have helped to shape our world today.

Let's finish filling in our timeline before we move on. TTW put her timeline under the document camera. The last event you should have is "Battle at Fort Sumter-Civil War began." We are skipping many of the battles because we already talked about those, but the next important event I would like for you to remember is when the Emancipation Proclamation was presented. In the next box, write "Emancipation Proclamation." Do you remember the date? TTW call on a student to answer. Very good! The date is January 1, 1863. TTW write this information on her timeline and give students a minute to write it on their timelines. The next important event is when General Lee surrenders to Ulysses S. Grant at Appomattox Court House. Why is this significant, (student's name)? TTW allow that student to respond. This marked the end of the Civil War. TTW write "General Lee surrenders-Civil War ends" in the next box on her timeline. The date was April 9, 1865. TTW also write the date and give the students a minute to finish copying. Finally, what is another important effect of the Civil War? TTW allow the students to think and then call on a student. Very good! The Thirteenth Amendment ended slavery for good! TTW write this in the last box on her timeline. The 13th Amendment was added to the U.S. Constitution in December 1865. TTW write this date and give the students a minute to finish copying. Our country changed completely after the Civil War, all because of disagreements within our own borders.

- 2. Opportunity for Practice:** *You get to participate in a reader's theater today! I am going to give you a script, and you are going to practice reading the lines in a small group. This reader's theater is about the life of Abraham Lincoln and his role in the Civil War. TTW ask a volunteer to begin passing out a script to each student. (Student's name) is passing out the*

CAUSES AND EFFECTS OF THE CIVIL WAR

script for our reader's theater. In a few minutes, I will split you into groups of three, and there will be one group of four. Once you get in your group, you will decide which person is going to be Storyteller 1, which person will be Storyteller 2, and which person will be Storyteller 3. Storyteller 3 will also be Abraham Lincoln. When you see "Chorus," that means that everyone will read that line together in unison. After you have decided who will be reading each part, I want each of you to read over your parts silently. After everyone has read over their parts, you will read the script aloud about three times with each person reading their parts. By the third time through, I want you to begin to get into character and use expression when you read. I am going to give you an example of using expression when you are reading. Follow along as I read from the beginning. TTW read with enticement, Come listen to the story of Abraham Lincoln. By the time it's done, it'll have you thinking about the man they called Honest Abe. And everyone says...TTW hold her hand out to the students to cue them to read. Abraham Lincoln. Very nice! What are some things you noticed that I did to pull you into the story and make the words come to life? Put your thumb to your chest when you have an answer. TTW give the students about 10 seconds to think and then call on students who put their thumbs to their chests. Yes! I read with fluency and expression. I actually did practice, which is usually necessary! Now, I am going to read that same text a different way. TTW read the first two lines of the reader's theater again but use no expression. That is not how I want you to read. Think about some things that I could have done better that time to make you more engaged in the story. TTW allow students to think for about 10 seconds and then call on a few students. It seems to me that you guys know what it takes to engage your listeners!

I am about to split you into your groups to practice. After about 15 minutes of practice, we are going to come back together and I will give each of you one or two specific lines to highlight and practice. Then, we will perform the reader's theater! When I call out your group, you may quietly find a spot in the room to practice. Remember to read decide on parts first, and then read over your parts silently before practicing them with your group. I am going to be looking for a good actor to play Abraham Lincoln. TTW begin to randomly divide the students into groups of three, making sure that each group has at least one boy and one girl. TTW tell students to quietly find a spot in the room. While students are practicing, TTW float among groups to make sure students are staying on task and practicing reading with expression. After about 15 minutes, TTW count down from 5 to get the students' attention. Thank you for listening. Go ahead and silently move back to your desks and take out a highlighter, please.

TTW get her clipboard with a copy of the reader's theater script on it, a class role, and a pen. I am going to tell you exactly what lines you will be reading when we present this reader's theater. Please listen carefully and highlight your parts as I call on you. I am going to go through our class role to assign parts. TTW read each name on the class role in order and tell the students which lines to highlight, which will also go in order. TTW assign only one person to be Abraham Lincoln. Almost everyone should have two lines. Alright, raise your hand if you are not sure which lines you have. Not everyone will have two lines, but that is ok! Mr. Abraham Lincoln is going to put on his coat, beard, and hat so that we will be able to recognize him. We will all stand in a circle and go through the parts a couple times for practice, and then I would like to video you guys! Quietly push in your chairs and line up

CAUSES AND EFFECTS OF THE CIVIL WAR

around the outside of the desks. I need you to get in number order, please. TTW help place students and dress the student who will play Abraham Lincoln. I need your attention in 5, 4, 3, 2, 1. Thank you. Don't forget that whenever you see "Chorus," that means that we are all going to say that line together. I will hold out my hand to remind you all and also read with you. Don't forget to use expression!! Once everyone is in place, TTW cue the first student to start reading. TTW follow along on her own script so she can help anyone who gets lost or stuck on a word. After going through the script a couple times, TTW get her iPad and video the students performing the reader's theater. You guys did awesome!! We will watch this video later, and I might even have to email it to your parents to show them how awesome you did! Please go back to your seats silently and take out a pencil. You may put this script in your Alabama History folder.

- 3. Assessment:** TTW ask a volunteer to begin passing out a Civil War acrostic poem to each student. *We have been talking a lot about poetry this week in language arts, and now you get to connect that with what we are learning in social studies! Raise your hand if you can tell me what an acrostic poem is.* TTW repeat this statement and allow the students to think. TTW turn on the document camera and then call on a student. *Yes! An acrostic poem is a poem in which the first letters of each line spell out a word or phrase.* TTW put a blank Civil War acrostic poem under the document camera. *What does this acrostic spell, class?* TTW allow the students to respond. *Civil War! Next to each letter in Civil War, you are going to write a name, place, or phrase that relates to the Civil War. Whatever you write on each line has to begin with that letter in "Civil War." For example, next to "C", I might put, "Confederacy lost to the Union."* TTW write this on her acrostic poem. *What could I put next to "I"?* TTW allow the students to think and then call on a student with their hand raised. *I like that!* TTW write what the student said next to the first "I" on her acrostic poem. *Give me a thumbs-up if you feel good about this assignment, and raise your hand if you have a question.* TTW look for thumbs and answer any questions. *Very good! You may begin. Turn this in to the basket once you have finished, and then you may read.* TTW be available for students to ask questions if needed. After about 10 minutes, TTW ask the students to finish up and turn in their work. *If you did not finish your acrostic poem, you will have time to work on it tomorrow during social studies.*
- 4. Closure:** TTW ask a volunteer to pass out one sticky note to each student. *To finish up the last lesson of our Civil War unit, I want to know one new fact that you learned about the Civil War. You are going to write one sentence with 10 to 15 words about something new that you learned about the Civil War during our unit. Once everyone finishes, we will pass around the microphone and give different people the opportunity to share what they learned. Go ahead and work on your sentence by yourself, please.* TTW give the students a couple minutes to write and get the microphone ready. *Raise your hand if you are ready to read your fact.* TTW give the microphone to a student with their hand raised. *Very nice! Pass the microphone to someone at a different table that has their hand raised. Only raise your hand if you have a different fact to share, please.* TTW allow about 10 students to share in the microphone, each time asking them to pass the microphone to someone at a different table. *I am so glad that you guys actually learned something from me!! I want each of you*

CAUSES AND EFFECTS OF THE CIVIL WAR

to post your sticky note on the window when we line up so you can be reminded of all of the great information that you learned about the Civil War!

Materials:

- Laptop computer
- Promethean Board
- Emancipation Proclamation audio-<http://www.youtube.com/watch?v=ytoedB4gJV0> (until 3:38)
- Emancipation Proclamation text-one per student
- Highlighters
- Blank "Effects of the Civil War" notes outline-one per student; key for the teacher
- Pencils
- 8 copies of "The Ballad of Abraham Lincoln" reader's theater (http://printables.scholastic.com/content/collateral_resources/pdf/09/TEAJAN09_004.pdf)
- Abraham Lincoln attire: top hat, suit coat, and long black beard
- Teacher iPad
- Civil War acrostic poem-one per student
- Document camera
- Sticky notes
- Microphone

Resources:

- *Social Studies: Alabama* textbook by Scott Foresman
- http://www.americaslibrary.gov/jb/civil/jb_civil_surrender_2.html
- <http://www.pbs.org/wgbh/aia/part4/4h1549.html>

Differentiation Strategies:

Extensions: The students may choose an important person from the Civil War to research further. The students will complete a brochure about that person in Google Drive. The students may use BrainPop, biography books, and other teacher-approved videos or webpages to research their famous person from the Civil War.

Adaptations/Modifications:

- TTW group students with varying ability levels to practice the reader's theater script so that students can help each other.
- TTW have ELL students read their Civil War acrostic poem to her to clear up any grammar or spelling errors.

Reflection:

I feel that this lesson went very well and I was able to incorporate all aspects of the language arts-listening, writing, reading, and speaking. I believe that the students were very engaged and they loved the reader's theater. Something that I would like to work on in teaching 4th graders is to make lesson more exciting. Sometimes I feel like lessons are boring because learning is

CAUSES AND EFFECTS OF THE CIVIL WAR

more lecture-styled than it would be in the younger grades. I want to be able to provide hands-on experiences for the students to help them connect what they are learning with the real world. With social studies, I feel like that is done best through field trips, which I could not incorporate into my unit. However, if I had more time, I would have created lessons with more real-life connections using technology and possibly artifacts. I will hopefully be able to do this when I don't have to spend so much time writing out every word I am going to say! Overall, the students learned a lot in my unit, which I saw in our closure activity today. Also, almost all of them made a 100 on the acrostic poem. There were about ten students who had one line that did not relate to the Civil War. The assessment did take longer than expected, but no Samford lesson plan can be completed in one day! I thoroughly enjoyed teaching this unit and actually learned a lot myself!

CAUSES AND EFFECTS OF THE CIVIL WAR

By the President of the United States of America: A PROCLAMATION

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-In-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Palquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Morthampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all case when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

Name _____

Date _____

Effects of the Civil War

- In September of 1862, after the bloody battle at Antietam, Lincoln issued a warning stating that unless the rebellious states returned to the Union by January 1, freedom would be granted to slaves within those states.
- After no response from Confederate states, Lincoln went on to present the Emancipation Proclamation on January 1, 1863.
- The Emancipation Proclamation did not free all states in the United States. It only freed those slaves living in states outside of the Union. Lincoln did not want to lose the loyalty of slave states in the Union by choosing to set their slaves free.
- However, Lincoln's Proclamation did allow African American soldiers to fight for the Union, which greatly increased the Union's power in the war.
- The Battle of Gettysburg of July 1-3, 1863, marked the turning point of the war. From here on out, the Union had many victories, thanks to the new addition of African American soldiers.
- After many more battles and casualties, General Robert E. Lee surrendered to Ulysses S. Grant at the home of Wilmer McClean in the village of Appomattox Court House, Virginia, on April 9, 1865. The Union had won the war.
- In December 1865, the Thirteenth Amendment was added to the U.S. Constitution. This amendment abolished slavery throughout the whole country.

CAUSES AND EFFECTS OF THE CIVIL WAR

Name: _____ # _____ Date: _____



Directions: Complete the acrostic poem using names, places, and sayings that relate to the Civil War.

C _____

I _____

V _____

I _____

L _____

W _____

A _____

R _____

Section 3: Assessment

I love the assessment portion of the unit, and any lessons, because it is necessary. A teacher has to know how her kids are doing in order to continue teaching them. It would be pointless give kids all of this information and have them practice it without ever knowing if they get it. Formative assessments are necessary throughout a unit so the teacher will know whether she needs to reteach something in a new way or whether she needs to make the content more challenging. This explains why I actually did not teach my unit exactly how I wrote it (hopefully no one would!).

In order to find out whether students were getting the content, I assessed them through having them write an opinion piece, complete a pre- and post-assessment on one lesson, answer objective questions about the content by using clickers on a Promethean flipchart, complete a Venn diagram to compare and contrast two important people, and write an acrostic poem to sum up the whole unit. Each assessment had a certain grading criteria to help me know how well each student was doing and how well the class was doing overall. Although these items made up the assessment portions of my lesson, I was still assessing the students privately by making mental notes on how they answered and asked questions and writing down notes on about which students were struggling with certain content or assessments. Another way I assessed learning was through the KWL chart we completed one day.

Through the daily assessments, I was also able to assess other disciplines as well. The opinion piece helped me to assess their writing, and the acrostic poem helped me to assess their understanding of poetry. Opinion writing and poetry are both skills that we were working on outside of the unit. For the final unit assessment, I included a variety of question types to give all students an opportunity to succeed. There is a matching section, true/false, multiple-choice, and short answer. The students did very well on this assessment, which was affirming to me as their teacher.

CAUSES AND EFFECTS OF THE CIVIL WAR

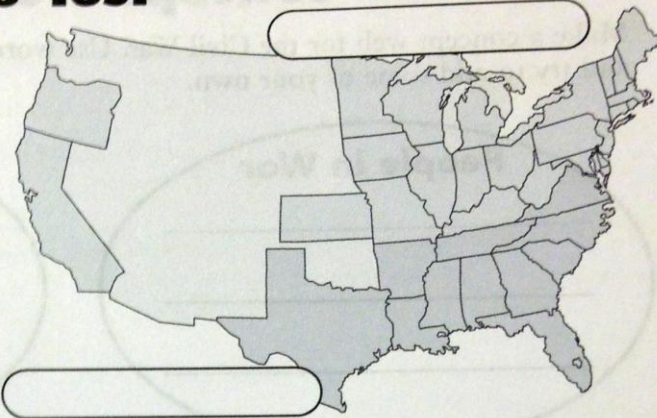
Assessment Matrix

Lesson Objective	Formative Assessment	Summative Assessment
The students will formulate a paragraph with at least five sentences and three reasons to support their decision to be for or against slavery and receive a grade based on a rubric.	The students will write a paragraph with at least five sentences to explain whether or not they would have been for or against slavery during the Civil War.	2, 6
When given a post-assessment, the students will answer five true/false questions about Abraham Lincoln’s beliefs about slavery with 80 percent accuracy (4 out of 5).	The students will take a pre-assessment on Abraham Lincoln’s beliefs before the lesson and then take the post-assessment after the lesson.	1, 6, 7
The students will use ActivExpression clickers to answer 12 questions about the Civil War with 80 percent accuracy.	The students will answer 12 questions on a Promethean flipchart by using their clickers. The questions will be about what they have learned so far.	13-16
When given a Venn diagram, the students will compare and contrast Robert E. Lee and Ulysses S. Grant, create a foldable using this information, and be graded according to a checklist.	The students will write three facts that are unique to each general on the outside of the Venn diagram and three facts that the generals have in common on the center of the Venn diagram and then create a foldable with their Venn diagram and the summaries about General Lee and General Grant.	3, 5, 8-12, 18
When given a blank acrostic poem, the students will write a name, place, or phrase that relates to the Civil War on each line with 88 percent accuracy.	The students will complete an acrostic poem about the Civil War by writing a name, place, or phrase next to each letter in “Civil War.”	All questions

Name _____

The Civil War Pre-Test

- Write N on each state on the map that was part of the North during the Civil War. Write S on each state that was part of the South during the Civil War.
- Fill in each box to tell which part of the country made up the *Union* and which part made up the *Confederacy*.



Write the letter of the correct definition next to each word.

- | | |
|----------------------|---|
| _____ 3. secede | a. the states that seceded from the United States during the Civil War |
| _____ 4. civil war | b. to break away from |
| _____ 5. slavery | c. a conflict in which two groups in the same country fight for control of that country |
| _____ 6. Confederacy | d. the states that remained with the United States during the Civil War |
| _____ 7. Union | e. when one person owns another person |

Circle the letter of the correct answer.

- When did the Civil War take place?
 a. mid-1700s b. early 1900s c. mid-1800s d. late 1700s
- Who was Abraham Lincoln?
 a. a famous Union general c. a famous Confederate general
 b. President of the Confederacy d. President of the United States
- How many states seceded from the Union?
 a. 11 b. 26 c. 13 d. 32

CAUSES AND EFFECTS OF THE CIVIL WAR

Pre-Test Answer Key:

1. N-California, Connecticut, Illinois, Indiana, Iowa, Kansas, Massachusetts, Maine, Michigan, Minnesota, New Hampshire, New Jersey, Nevada, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, West Virginia, Wisconsin
S-Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Tennessee, Texas, South Carolina, Virginia
2. Top-Union, Bottom-Confederacy
3. B
4. C
5. E
6. A
7. D
8. C
9. D
- 10.A

CAUSES AND EFFECTS OF THE CIVIL WAR

For or Against Slavery Writing Rubric

Student: _____

Date: _____

	0	2	4	Score
Number of Sentences	The student wrote an incomplete paragraph with less than three sentences.	The student wrote a three-to four-sentence paragraph.	The student wrote a complete paragraph with five or more sentences.	
Supporting Reasons	The student did not give any reasons to support his or her position on slavery.	The student included one to two reasons to support his or her position on slavery.	The student included three or more reasons to support his or her position on slavery.	
Quality of Supporting Reasons	The student's supporting reasons (if any) were irrelevant to his or her position on slavery.	The student's supporting reasons were mostly relevant to his or her position on slavery.	The student's supporting reasons completely relevant to his or her position on slavery.	

TOTAL Score: ____/12

CAUSES AND EFFECTS OF THE CIVIL WAR

Name _____ # _____

March 4, 2014

Abraham Lincoln's Presidency
Pre/Post-Assessment

Circle True or False for each statement.

1. True or False: Abraham Lincoln thought slavery was morally wrong.
2. True or False: Abraham Lincoln thought black and whites were equal.
3. True or False: Abraham Lincoln thought southerners were evil people for having slaves.
4. True or False: Abraham Lincoln did not want slavery to expand into westward territories or states.
5. True or False: Many Southern states wanted to secede from the Union to protect the right to own slaves.

Name _____ **KEY** _____ # _____

March 4, 2014

Abraham Lincoln's Presidency
Pre/Post-Assessment

Circle True or False for each statement.

1. **True** or False: Abraham Lincoln thought slavery was morally wrong.
2. **True** or False: Abraham Lincoln thought black and whites were equal.
3. True or **False**: Abraham Lincoln thought southerners were evil people for having slaves.
4. **True** or False: Abraham Lincoln did not want slavery to expand into westward territories or states.
5. **True** or False: Many Southern states wanted to secede from the Union to protect the right to own slaves.

CAUSES AND EFFECTS OF THE CIVIL WAR

Civil War Review



Which state was the first to secede from the Union?

- A. Alabama
- B. South Carolina
- C. Texas
- D. Georgia

Which word means "to withdraw"?

- A. Inaugurate
- B. Secede
- C. Regiment
- D. Abolish

Who was the president of the Confederacy?

- A. Robert E. Lee
- B. Abraham Lincoln
- C. Jefferson Davis
- D. George Washington

Who was the president of the Union?

- A. Robert E. Lee
- B. Abraham Lincoln
- C. Jefferson Davis
- D. George Washington

What was the first capital of the Confederacy?

- A. Montgomery, AL
- B. Richmond, VA
- C. Atlanta, GA
- D. New York, NY

CAUSES AND EFFECTS OF THE CIVIL WAR

Which battle marked the beginning of the Civil War?

- A. Bull Run
- B. Fort Sumter
- C. Gettysburg
- D. Antietam

Which battle was the turning point of the war?

- A. Bull Run
- B. Fort Sumter
- C. Gettysburg
- D. Vicksburg

The South wanted a weak national government.

- A. True
- B. False

The South wanted low tariffs so they could trade with other countries at a low price.

- A. True
- B. False

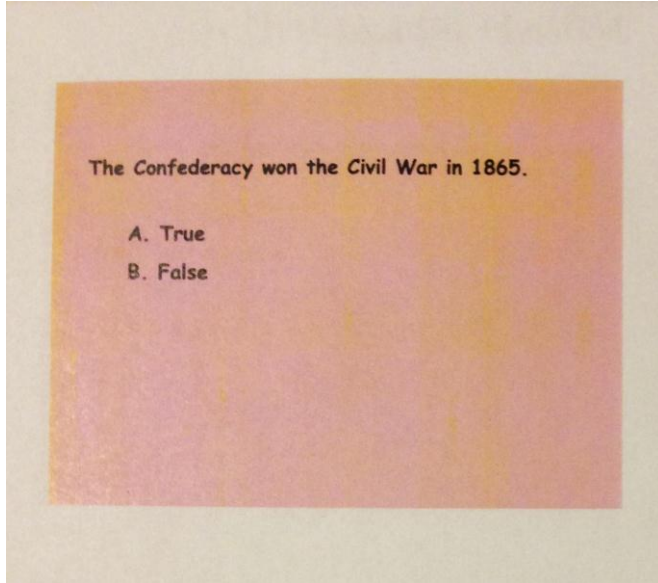
An abolitionist was a person who wanted to end slavery.

- A. True
- B. False

The Emancipation Proclamation of 1863 ended slavery throughout the whole country.

- A. True
- B. False

CAUSES AND EFFECTS OF THE CIVIL WAR



Answers:

1. B
2. B
3. C
4. B
5. A
6. B
7. C
8. A
9. A
10. A
11. B
12. B

Two Great Generals Foldable Checklist

Name: _____ # _____

March 12, 2014

The student *completed* the foldable by gluing the summary of Robert E. Lee, the summary of Ulysses S. Grant, and the completed Venn diagram onto the construction paper.

_____/5

The student's foldable was neat overall.

_____/2

The student included three facts specific to Robert E. Lee (2 points each).

_____/6

The student included three facts specific to Ulysses S. Grant (2 points each).

_____/6

The student included three facts that Robert E. Lee and Ulysses S. Grant had in common (2 points each).

_____/6

CAUSES AND EFFECTS OF THE CIVIL WAR

Name: _____ # _____ Date: _____



Directions: Complete the acrostic poem using names, places, and sayings that relate to the Civil War.

C _____
I _____
V _____
I _____
L _____

W _____
A _____
R _____

CAUSES AND EFFECTS OF THE CIVIL WAR

Name _____ # _____

Date _____

The Civil War Summative Assessment

Vocabulary: Write the letter of each vocabulary word next to its correct definition on the left.

- | | |
|--|------------------|
| 1. ____ To withdraw (many states did this to protect their right to own slaves) | A. Abolitionist |
| 2. ____ Person who wanted to end slavery | B. Inaugurate |
| 3. ____ A tax on goods that are brought into one country from another to be sold | C. Manufacturing |
| 4. ____ To officially install into office with a ceremony | D. Secede |
| 5. ____ The process of making goods by hand or with machines | E. Tariff |

True/False: Decide whether each of these statements is *true* or *false*. Write **T** for True or **F** for False in the blank before each statement.

6. ____ Abraham Lincoln thought blacks and whites should be treated differently.
7. ____ Many Southern states wanted to secede from the Union to protect the right to own slaves.
8. ____ The North wanted a weak national government so they could make their own laws and keep slavery.
9. ____ The South wanted low tariffs so they could trade their cotton with other countries in exchange for goods.
10. ____ The South had lots of railroads to move troops and necessary supplies during the Civil War.
11. ____ The North had an advantage in the war, because they were more advanced in technology.
12. ____ One of the South's disadvantages was that they had a smaller population than the North.

Multiple-Choice: Circle the correct answer to each question.

13. Which was the first state to secede from the Union?
 - A. Alabama
 - B. Texas
 - C. South Carolina
 - D. Oklahoma

CAUSES AND EFFECTS OF THE CIVIL WAR

14. Who was the first and only President of the Confederacy?
- A. Jefferson Davis
 - B. Robert E. Lee
 - C. Abraham Lincoln
 - D. Clara Barton
15. Where was the *first* capitol of the Confederacy located?
- A. Washington D.C.
 - B. Montgomery, AL
 - C. Richmond, VA
 - D. New Orleans, LA
16. This battle was the turning point of the Civil War--the North began to have more victories than the South.
- A. Antietam
 - B. Fort Sumter
 - C. Gettysburg
 - D. Appomattox
17. After General Lee surrendered to General Grant on April 9, 1865, who had won the war???
- A. The Union (North)
 - B. The Confederacy (South)

Short Answer:

18. The North and the South disagreed over many issues that ultimately led to the Civil War. **Explain three reasons** that the North and the South disagreed. Write in **complete sentences**.

CAUSES AND EFFECTS OF THE CIVIL WAR

19. Explain what happened with slavery at the end of the Civil War in at least **three sentences**. Use these words: **Emancipation Proclamation** and **13th Amendment**. Write in **complete sentences**.

***BONUS: How many states were in the Confederacy?

CAUSES AND EFFECTS OF THE CIVIL WAR

Name _____ **KEY** _____ # _____

Date _____

The Civil War Summative Assessment

Vocabulary: Write the letter of each vocabulary word next to its correct definition on the left.

- | | |
|--|------------------|
| 1. _D_ To withdraw (many states did this to protect their right to own slaves) | A. Abolitionist |
| 2. _A_ Person who wanted to end slavery | B. Inaugurate |
| 3. _E_ A tax on goods that are brought into one country from another to be sold | C. Manufacturing |
| 4. _B_ To officially install into office with a ceremony | D. Secede |
| 5. _C_ The process of making goods by hand or with machines | E. Tariff |

True/False: Decide whether each of these statements is *true* or *false*. Write **T** for True or **F** for False in the blank before each statement.

6. **_F_** Abraham Lincoln thought blacks and whites should be treated differently.
7. **_T_** Many Southern states wanted to secede from the Union to protect the right to own slaves.
8. **_F_** The North wanted a weak national government so they could make their own laws and keep slavery.
9. **_T_** The South wanted low tariffs so they could trade their cotton with other countries in exchange for goods.
10. **_F_** The South had lots of railroads to move troops and necessary supplies during the Civil War.
11. **_T_** The North had an advantage in the war, because they were more advanced in technology.
12. **_T_** One of the South's disadvantages was that they had a smaller population than the North.

Multiple-Choice: Circle the correct answer to each question.

13. Which was the first state to secede from the Union?
 - A. Alabama
 - B. Texas
 - C. South Carolina**
 - D. Oklahoma

CAUSES AND EFFECTS OF THE CIVIL WAR

14. Who was the first and only President of the Confederacy?
- A. Jefferson Davis
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 - C. Gettysburg
 - D. Appomattox
17. After General Lee surrendered to General Grant on April 9, 1865, who had won the war???
- A. The Union (North)
 - B. The Confederacy (South)

Short Answer:

18. The North and the South disagreed over many issues that ultimately led to the Civil War. **Explain three reasons** that the North and the South disagreed. Write in **complete sentences**.

4- The student provides three reasons why the North and South disagreed/were different. The student explains both sides of each difference or disagreement in complete sentences.

3- The student provides two reasons why the North and South disagreed/were different and mostly explains both sides of each difference or disagreement in complete sentences.

2- The student provides three reasons why the North and South disagreed but does not write in complete sentences or explain how they were different.

1- The student only gives one or two reasons why the North and South disagreed but does not write in complete sentences or explain how they were different.

CAUSES AND EFFECTS OF THE CIVIL WAR

19. Explain what happened with slavery at the end of the Civil War in at least **three sentences**. Use these words: **Emancipation Proclamation** and **13th Amendment**. Write in **complete sentences**.

4- The student writes three or more good sentences about how slavery came to be abolished after the Civil War, mentioning the Emancipation Proclamation and the 13th Amendment.

President Lincoln presented the Emancipation Proclamation during the war in 1863, which ended slavery in Southern states. He did not end slavery for Northern slave-holding states, because he wanted those states to remain loyal to the Union. After the war ended, the 13th Amendment ended slavery for the whole country.

3- The student writes three or more sentences about how slavery came to be abolished after the Civil War but only mentions either the Emancipation Proclamation or the 13th Amendment.

OR

The student writes only two sentences about how slavery came to be abolished after the Civil War and mentions both the Emancipation Proclamation and the 13th Amendment.

2- The student writes one or two sentences about how slavery came to be abolished after the Civil War but only mentions the Emancipation Proclamation or the 13th Amendment.

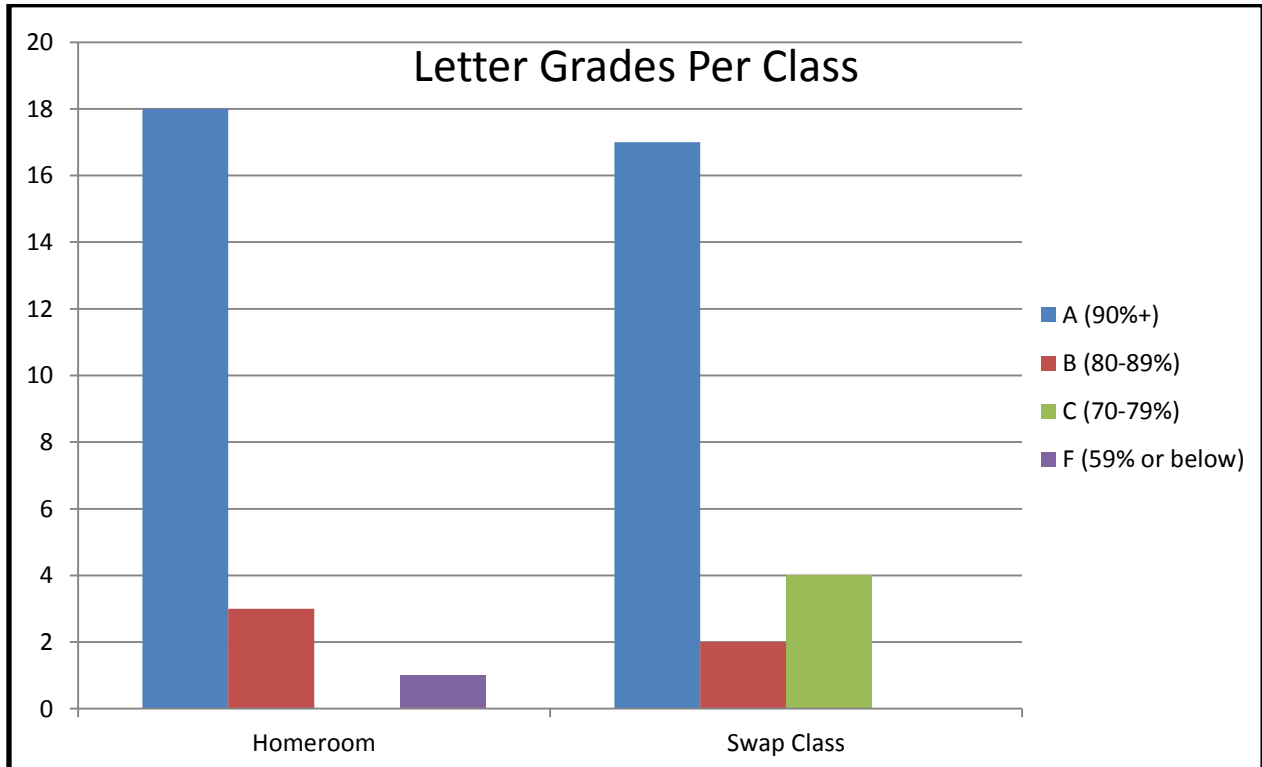
1- The student writes about slavery ending after the Civil War but does not mention the Emancipation Proclamation or the 13th Amendment.

***BONUS: How many states were in the Confederacy?

11

CAUSES AND EFFECTS OF THE CIVIL WAR

Summative Assessment Data



This chart shows the letter grades that the students received on the summative assessment in each class. The class average for the homeroom class was 93 percent, and the class average for the swap class was 92 percent. I am very pleased with these results! Out of 45 students in both classes, only one student failed, and about 89 percent of the students made an A or B. The student that failed is in tier three of RTI, and she has poor study habits. The two lower-end learners and the two ELL students in the swap class all made a C, which made me very proud! Although this is not an A, this was an accomplishment for most of these students. The ELL student struggled on the short answer questions, which made me wish that I had scaffolded more for them. One of them did not answer one of the two short answer questions at all. I had to have the other ELL student read his answers to me because his spelling and grammar is so bad. Nonetheless, most students did very well on this assessment and I was very proud.

CAUSES AND EFFECTS OF THE CIVIL WAR

Section 4: Students

Differentiation is another extremely important and necessary part of a unit and teaching in general. Every child should receive an equal opportunity for learning, whether gifted or in special education. This can be hard, but it is certainly worth the extra time in planning to make sure that each student feels successful. I accommodate for different learners in many ways in this unit. First of all, there are lecture and listening activities for auditory learners, videos and graphics for visual learners, and hands-on activities such as writing, using technology, and making graphic organizers for kinesthetic learners. I accommodate for high-end and low-end learners by asking differentiated questions throughout lessons. Sometimes I ask basic, surface-level questions, and sometimes I ask deeper, critical thinking questions.

When grouping students, I use various methods. Sometimes I use numbered sticks and randomly group students by chance. Other times I have students work with the person next to them. For the reader's theater, I strategically group students with varying ability levels so they can help each other. I try to always mix up the grouping so that students do not notice any patterns. In order to access prior knowledge, I ask students questions and complete a KWL chart with them. I engaged students by always changing up the instructional strategies, whether it be acting, watching a video, creating a graphic organizer, solving a puzzle, or utilizing technology. In order to accommodate for students of varying cultural backgrounds, I remain neutral on all topics and try and pull in their cultures in a positive way when I can.

I believe that all students can learn, so I am constantly trying to find a way to eliminate confused looks and engage those who have become bored. Each of my lessons has an "Extension" and "Accommodations/Modifications" portion. This is differentiation! I always want to make sure that I am prepared with an activity for gifted learners that will challenge them to dig deeper or extend their learning on a topic. Also, I also want to be sure and have a plan for lower-end and EL students that will help them to feel successful and equal to their peers. I can meet all learning needs in my classroom by differentiating the questions I ask, work I assign, and the way I group students. Although it is a difficult task, I do my best to make sure that no one ever feels lost or bored.

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Daily Plan for Differentiation

Day/Lesson Topic	Low-End Learners	High-End Learners
Day 1: Abraham Lincoln and Slavery	TTW repeat instructions to low-end learners to make sure they understand the assignments. TTW also read the true/false statements to the low-end learners for the pre-assessment to make sure they understand.	High-end learners may get an iPad or get on a computer and go through “The Underground Railroad: Escape from Slavery” virtual tour on scholastic.com (http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm).
Day 2: Disagreement in the Union	For the pre-assessment, TTW read the true/false statements with low-end learners to be sure they understand what to do. During the opportunity for practice, TTW read with partner groups that have struggling readers to help them comprehend and keep up with other groups.	TTW the high-end learners into two equal groups. One group will represent the North and the other will represent the South. Each group will create an ad on a half-sized poster to convince the public (their class) to join their side for the war. The students must have three supporting reasons and use colorful graphics. The posters must be neat and attractive.
Day 3: Forming of Confederacy/Civil War begins	During the small group time, TTW visit the groups with low-end learners to make sure they understand the content and are contributing to the group in some way.	The high-end learners may get an iPad or use a computer and go to the “Links” page on the teacher’s website. The links below will be posted there— they are online activities related to the Civil War. - http://mrnussbaum.com/civilb/ - http://mrnussbaum.com/paramedics/lincolnpp - http://mrnussbaum.com/readingcomp/civilwar1/
Day 4: North versus South	The low-end learners will only be required to write two facts instead of three in each section of the Venn diagram.	High-end learners may choose one of the questions below and predict a possible effect of the events if they had occurred. The students will write their question and answer in their Alabama

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		<p>History notebook.</p> <ol style="list-style-type: none"> 1. What if the slave states of Maryland, Kentucky, Missouri, and Delaware had joined the Confederacy? 2. What if Britain or France had come to the aid of the South? 3. What if a few decisive early Confederate victories had turned Northern public opinion against the war?
<p>Day 5: Effects of the Civil War</p>	<p>TTW place students in groups of varying ability levels to practice the reader's theater script so that students can help each other. TTW help low-end learners come up with the lines of the acrostic poem one-by-one.</p>	<p>The high-end learners may choose an important person from the Civil War to research further. The students will complete a brochure about that person in Google Drive. Students may use BrainPop, biography books, and other teacher-approved videos or webpages to research their famous person from the Civil War. The students may present this to the class.</p>

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Daily Use of Literacy Strategies

Day/Lesson Topic	Literacy Strategies
Day 1: Abraham Lincoln and Slavery	<ul style="list-style-type: none"> - Activating prior knowledge and asking higher-level thinking questions - Quick write-one sentence about the Underground Railroad - Write an opinion piece about whether you would have agreed or disagreed with slavery - The teacher reads <i>Henry's Freedom Box</i> by Ellen Levine and ask guided reading questions
Day 2: Disagreement in the Union	<ul style="list-style-type: none"> - Students take notes on a graphic organizer by copying what the teacher writes. - Students read a nonfiction piece with a partner and answer questions about their reading.
Day 3: Forming of Confederacy/Civil War begins	<ul style="list-style-type: none"> - The teacher completes a KWL chart with the students. - Students work in small groups to read nonfiction text and fill in a graphic organizer.
Day 4: North versus South	<ul style="list-style-type: none"> - Students take notes on a graphic organizer that they make. - Students read nonfiction text with a partner and use this information to complete a Venn diagram comparing and contrasting Robert E. Lee and Ulysses S. Grant. - Students translate a Morse code message by writing the corresponding letters.
Day 5: Effects of the Civil War	<ul style="list-style-type: none"> - Students participate in active listening by highlighting important points in text that is being read to them. - Students fill in a note outline with the teacher. - Students participate in a reader's theater. - Students write an acrostic poem. - Students reflect on their learning by writing one sentence with 10-15 words about new knowledge.

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Daily ELL Support within Lessons

Lesson Title	Objective	Presentation of Content	Practice Activity	Assessment
Abraham Lincoln and Slavery	The students will formulate a paragraph with at least five sentences and three reasons to support their decision to be for or against slavery and receive a grade based on a rubric.	Monologue of the Gettysburg Address, PowerPoint with mostly visuals, BrainPop on the Underground Railroad	Students discuss their position on slavery and why; the teacher tallies how many people are on each side of this issue.	Opinion paragraph with at least five sentences
		Allow EL students to watch the Underground Railroad BrainPop prior to the lesson	Print off pictures for EL students that illustrate why the South needed slavery and why people in the North were against slavery	Allow EL students to bullet three details that support their opinion on slavery
Disagreement in the Union	When given a post-assessment, the students will answer five true/false questions about Abraham Lincoln's beliefs about slavery with 80 percent accuracy (4 out of 5).	Complete a graphic organizer on the differences between the North and South; pictures of what each side's economy looked like	Students read a page from the textbook with a partner and talk about Alabama's secession from the Union	Post-assessment with five true/false questions
		Provide EL students with today's vocabulary words on picture cards before the lesson	EL students will listen to the text read by the teacher on the iPad	Read the statements aloud to EL students and simply have them circle "true" or "false"
Forming of the Confederacy/ Civil War Begins	The students will use ActivExpression clickers to answer 12 questions about the Civil War with 80 percent accuracy.	Begin filling in a timeline of important dates in the Civil War; show map of the divided country and order of secession; show two videos (Jefferson Davis and Fort Sumter)	Students work in groups to complete a chart on the major battles of the Civil War	Answer multiple choice and true/false questions on the Promethean Board using clickers

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		Provide EL students with a copy of the "Divided Nation" map and the order that states seceded from the Union	EL students receive a differentiated chart and only fill in the date, location, and winner or each battle	EL students will receive a copy of these questions with only two choices for each multiple choice question-they must highlight each answer before the class moves on
North versus South	The students will complete a Venn diagram with at least three facts in each section by comparing Robert E. Lee and Ulysses S. Grant; the students will then create a foldable using this information and be graded according to a checklist.	Show video on Clara Barton; create a graphic organizer to take notes on advantages and disadvantages of the North and South	Read the Two Great Generals summaries with a partner and talk about similarities and differences of the generals as a class	Complete Venn diagram on General Lee and General Grant, then create a foldable using this and the summaries
		Provide EL students with a copy of the PowerPoint pages with pictures to go with the points-EL students will highlight each point as the rest of the class writes	Pull the EL students aside while students read with a partner and read the text with them	EL students will only be required to write two facts in each section of the Venn diagram
Effects of the Civil War	When given a blank acrostic poem, the students will write a name, place, or phrase that relates to the Civil War on each line with 88 percent accuracy.	Emancipation Proclamation audio-highlight text; fill in note outline on effects of Civil War	Reader's theater-practice in small groups then perform as a class	Civil War acrostic poem
		EL students will only listen to the first half of the Proclamation on audio and highlight important text	Each EL student will have only one line- practice with them, then record them reading the line so they can see how it sounds	EL students may write only one to two words per line (name, place, battle)

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Section 5: Technology Integration

In this unit, technology is used to enhance instruction in many ways. Since our world is becoming more and more reliant on technology, I believe that it is extremely important to provide our students with multiple opportunities to become more familiar with technology. However, they are beginning to know more about technology than I do! This unit gave me the opportunity to improve my technology skills in many ways.

I used the Promethean Board and laptop almost every day for lessons. The Promethean Board is such a great resource. I showed videos, used a PowerPoint, and had students use ActivExpression clickers to answer questions on a flipchart one day. I also used the document camera a lot to give students a visual while I explained assignments and to fill in notes as I went over them with the students. I often use the microphone to speak during lessons, because I have a soft voice and this gets the students' attention. I used multiple flipcharts during lessons to display questions and record information such as on the KWL chart or the "For or Against Slavery" t-chart. I used the iPad on the last day to record the students performing the reader's theater. Students also used the internet to research and play games for the extension activities of lessons.

I did my best to incorporate technology throughout my unit as much as possible, because I know that students need to have this knowledge, especially for when they are out in the workforce. Who knows what new technological advances will be around then!

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Technology Integration

Day/Lesson Title	Technology Use
Day 1: Abraham Lincoln and Slavery	<ul style="list-style-type: none"> - PowerPoint used as a visual aid during teaching portion - As a class, view BrainPop video on the Underground Railroad - Tally the number of people who are for slavery and against slavery on a Promethean Board flipchart - For extension, students may do a virtual tour on the Underground Railroad using an iPad or computer: http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm
Day 2: Disagreement in the Union	<ul style="list-style-type: none"> - Go over answers on the pre-assessment using the PowerPoint - Use a document camera to fill in the graphic organizer and timeline as students do to prevent repeated questions about instructions
Day 3: Forming of Confederacy/Civil War begins	<ul style="list-style-type: none"> - Complete a KWL chart on a Promethean Board flipchart - Show a map of the nation during the Civil War to provide a visual of how the North and South were divided - Show two videos to extend learning: <i>Jefferson Davis</i>-www.biography.com/people/jefferson-davis-9267899 <i>Fort Sumter</i>-http://video.pbs.org/video/1832507650/ - Students use ActivExpression clickers to answer questions on a flipchart about what they learned (the teacher can see student answers after and use this to inform further instruction) - For extension, students may go to the teacher's website and click on Civil War games from this website: http://mrnussbaum.com
Day 4: North versus South	<ul style="list-style-type: none"> - Show a video on Clara Barton-http://www.biography.com/people/clara-barton-9200960/videos - Use a PowerPoint presentation to fill in a graphic organizer - Use a document camera to show students a close-up view of an example for their assignment
Day 5: Effects of the Civil War	<ul style="list-style-type: none"> - Students listen to a recording of the Emancipation Proclamation and highlight important points on their copy of the text - Fill in a notes outline under the document camera to allow students to keep up and follow along - The teacher uses her iPad to record students performing the reader's theater - Students use the microphone to tell one thing they learned at the end of the lesson-this keeps students engaged - For extension, students may choose an important person from the Civil War to research further and create a brochure about that person in Google Drive. Students may use BrainPop or links from the teacher's website to research.

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Section 6: Cross Curricular Standards

For cross-curricular connection, I incorporated all of the subject areas with my unit. I love helping students make connections to their lives and the world, but especially to other subject areas! Engaging students is all about making connections. First of all, I connected the unit to math by having the students analyze the number deaths in the Civil War. Although this is a little gruesome, I believe that it is important for students to know how big of an effect that the Civil War had on our country. Also, the students practice the important skills of interpreting data and adding and subtracting multi-digit numbers in multiple contexts. I connected the unit to science by having the students compare and contrast the geographical features of the North and South. I felt that this was an important connection so that students could see some of the challenges that each side had with the land and even weather during the War. I connected the unit to language arts with a writing activity. The students get to choose a photograph taken during the Civil War and write a story about that photo. This allows them to work on their narrative writing while also gaining a new perspective of what people might have gone through whether in the war or outside of it.

I also incorporated cross-curricular connection in the areas of technology, art, and music. Since I love music and art so much, I can never leave those out. For technology and music, the students will go to a website that has all kinds of songs that were written during the Civil War. They can listen to the music for these songs and view the lyrics. The students will pick one song and write an extra verse in the song using the same phrasing of the other verses. The students will type the song on a Google document, including their new verse, and add a picture and fun font. The students will present this to the class by playing the music over the speakers and reading or singing the lyrics. For art, we will talk about the evolution of the flag and look at pictures of some of the flags that were used during the Civil War. The students will create their own flag using art materials and be able to explain the meaning based on the colors, stars, and stripes on their flag. I believe incorporating the three areas of art, music, and technology will help students to be more engaged in the content and reach those multiple intelligences that different students have.

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Cross-Curricular Connection

Subject	Standard	Objective	Activity	Assessment
Math	Fluently add and subtract multi-digit whole numbers using the standard algorithm [4-NBT4]	When given a chart of deaths in the Civil War, the students will interpret the data and use addition and subtraction to answer ten questions about the chart with 80 percent accuracy.	The student will study a chart of deaths in the Civil War. The teacher will go over this chart with the students to help them know how to read it. The teacher should ask a couple questions like the ones on the worksheet to give students practice. Students will then answer ten questions about the chart individually.	The students will work individually to answer ten questions about the Civil War losses chart. Each answer will be worth two points for a total of 20 points.
Science	7.) Describe geological features of Earth, including bodies of water, beaches, oceans ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.	When given a Venn diagram, the students will compare and contrast the geography of the North and South during the Civil War with three appropriate facts in each of the three sections.	The teacher will read "The Geography of the North and the South" text aloud with the students. The class will talk about what land and climate conditions might be better for the War. Each student will receive a copy of the text and complete a Venn diagram to compare and contrast the geography of the North and South. Source: http://ramsey.spps.org/the_geography_of_the_north_and_south	The students must write three facts in each section of the Venn diagram. The facts must be derived from the text the students received. Each fact will be worth three points for a total of 27 points on this assignment.
Language Arts	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]	The students will write a narrative story about a picture from the Civil War era and be graded according to a rubric.	Students will choose a picture from the Civil War era and write a story about the picture. Students should include all elements of a narrative story, including characters, setting, plot, and descriptive details. The pictures can be found at http://www.loc.gov/teachers/classroommaterials/lessons/index.html#topic160 .	Students must write at least three paragraphs with at least five sentences each. The story must be related to the picture the student chooses, and the picture should be attached to the story. The stories should have a clear beginning, middle, and end and have a setting and characters.
Technology	2.) Use various technology	The students will type a Civil War	The students will search this website for a Civil War song	Students will be assessed on their

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	applications, including word processing and multimedia software.	song of choice with an extra verse they wrote on Google Drive using a unique font and adding a related picture.	that they are interested in: http://www.usflag.org/toc.flags.html . The students will create a new verse for that song that has the same meaning and phrase structure and then type the whole song with the new verse on Google Drive. The students should use a unique font and include a picture that goes with their song.	use of technology according to a rubric (included on music rubric).
Music	7.) Create new words for familiar songs, indicating phrase structure.	The students will add a verse with at least four lines to a Civil War song using the same phrase structure.	Go to this website and explore songs of the Civil War: http://www.usflag.org/toc.flags.html . Play a few songs for students and read the lyrics aloud. Talk about how each song has a specific meaning. Some may be happy or sad. Go to the computer lab and have each student pick a song. The student will add a verse to the song that has the same phrase structure. This verse should be at least four lines. The students will write their whole song on a half-sheet of poster board and read the new verse to the class.	The students will be graded according to a rubric. The new verse should have at least four lines and use the same phrase structure as previous verses. The verse must also match the meaning of the rest of the song. Students will make a poster and read their new verse to the class.
Art	2.) Use traditional and digital media in the production of graphic design to communicate ideas and feelings.	When given art materials, the students will work in small groups to create a flag that represents either the Confederacy or the Union and then present this to the class by describing the meaning of their flag.	Have students visit this site to find out about the evolution of the flag and its meanings: http://www.usflag.org/toc.flags.html . Talk about what the stars, stripes, and colors mean. Students will recreate their own flag to represent the Confederacy or the Union using these directions: http://www.michigan.gov/dnr/0,1607,7-153-54463_19268_20778-51826--,00.html .	Students will be graded according to a checklist.

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States and Territories	Killed & Mortally Wounded	Died of Disease	Died as Prisoner	Died from Accidents	Died from all Causes except Battle	Total Deaths
Alabama	50	228	22	5	40	345
Arkansas	305	1,254	8	25	121	1,713
California	108	344		62	59	573
Colorado	153	120		25	25	323
Connecticut	1,947	2,542	526	101	238	5,354
Dakota	2	4				6
Delaware	383	356	75	21	47	882
District of Columbia	41	150	44	10	45	290
Florida	18	189			8	215
Georgia		13			2	15
Illinois	9,884	21,065	1,721	1,028	1,126	34,834
Indiana	7,243	16,663	1,152	791	853	26,672
Iowa	3,540	8,498	515	227	221	13,001
Kansas	737	1,638	36	104	115	2,630
Kentucky	2,478	6,383	860	454	599	10,774
Louisiana	214	624	15	36	56	945
Maine	3,184	5,257	541	118	298	9,393
Maryland	909	1,160	647	98	168	2,982
Massachusetts	6,115	5,530	1,483	257	557	13,942
Michigan	4,448	8,269	1,268	339	429	14,753
Minnesota	626	1,677	159	43	79	2,584
Mississippi	3	66		1	8	78
Missouri	3,317	9,243	225	487	613	13,885
Nebraska	35	159	1	23	21	239
Nevada	2	29		1	1	33
New Hampshire	1,903	2,427	294	76	182	4,882
New Jersey	2,578	2,415	419	134	208	5,754
New Mexico	73	144		19	41	277
New York	19,085	19,835	4,710	914	1,990	46,534
North Carolina	43	216	49	3	49	360
Ohio	11,588	19,365	2,356	1,168	998	35,475

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Oregon	11	21		7	6	46
Pennsylvania	15,265	11,782	4,119	636	1,381	33,183
Rhode Island	460	648	84	69	60	1,321
Tennessee	744	4,086	1,150	375	422	6,777
Texas	12	101	1	6	21	141
Vermont	1,809	2,597	486	70	262	5,224
Virginia	10	16	13	2	1	42
Washington Territory		12		5	5	22
West Virginia	1,247	1,878	617	150	125	4,017
Wisconsin	3,802	7,464	604	212	219	12,301
Generals and Staffs	85	142	1	10	1	239
Indian Nations	107	775		10	126	1,018
Regular Army	2,283	2,552	540	197	116	5,798
Colored Troops	2,894	29,658	98	576	3,621	36,847
Veteran Volunteers	1	82		14	9	106
U.S. Volunteers	12	202		11	18	243
U.S. Sharpshooters	263	247	25	6	11	552
Veteran Reserves	27	1,424		131	90	1,672
Miscellaneous, Bands, etc.	16	200	2	1	13	232
Total:	110,070	199,720	24,866	9,058	15,814	359,528

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Name: _____ # _____ Date: _____

CIVIL WAR LOSSES

DIRECTIONS: Study the chart of losses in the Civil War to discover the number of soldiers from each state who died during the Civil War. Use the information to answer the questions below.

1. Which state had the most deaths during the Civil War? _____
2. How many people from Iowa died in accidents during the war? _____
3. How many residents of California died of disease or accident? _____
4. How many people in Pennsylvania died of causes not related to battle? _____
5. How many more people died in Missouri than in Connecticut? _____
6. What percentage of the deaths in Dakota were battle-related? _____
7. How many residents of Tennessee did not die of disease? _____
8. About what percentage of generals or their staff who died during the Civil War were killed or mortally wounded? _____
9. Which state had the most prisoner of war deaths? _____
10. How many U.S. citizens died during the Civil War? _____

The Geography of the North and the South



South



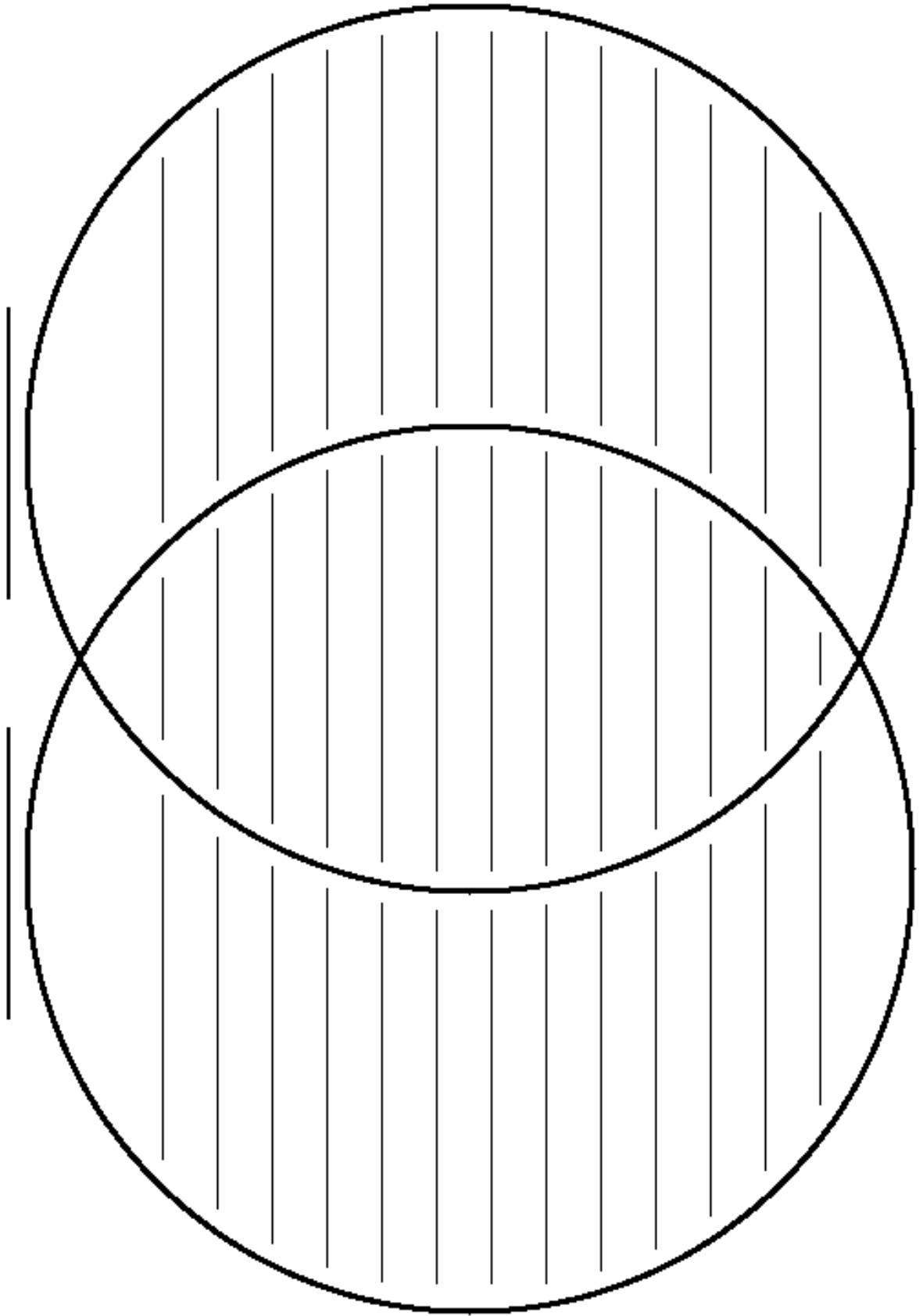
North

The geography of the North and the South set up two very distinctly different societies, which was one of the major factors that led to the Civil War. Although the South is somewhat like the North, it has many different features. For example, in January, the South had short winters and long summers. Their geography is very different from the North's geography. There are mountains, sub-tropical forests, and great farming lands in the South. There is also a lot of rainfall, and rivers are slow and easy to navigate. Therefore, many towns were settled by rivers so they could transport goods. Due to the climate and long harvest season, the economy of the South was agriculturally based, which required slave labor.

The North had vast forests, and their land was not as productive for farming as the South's land. Their winters were long, cold, and snowy. They had fast rivers, which made rivers difficult to navigate. The rivers were also very rocky. Because of the poor farming land, the North made textiles, lumber, furs, mining, and shipping their way of life, which led to a very diverse economy. They did all of this without slave labor. They had immigrants to do the work, not only because their economy needed the money, but the immigrants did too.

Name : _____

Venn Diagram



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Section 7: Culminating Activity

For the final activity to wrap up the unit, the students are going to create a newspaper article page in Word. First, the students will collect reporter notes on a specific event in the Civil War. Students may choose from this list of events to write an article:

- Secession of Alabama from the Union
- Important battle
- Confederacy is established
- Issuing of the Emancipation Proclamation
- Surrender of General Grant to General Lee at Appomattox Courthouse
- Signing of the 13th Amendment

Each student will get a "Reporter Notes" worksheet to record information about their event. Students will use the internet to find this information. The teacher will post safe links for the students to use on her class website.

- Secession of Alabama from the Union
http://www.constitution.org/csa/ordinances_secession.htm#Florida
<http://www.archives.alabama.gov/timeline/al1861.html>
- Important battle
<http://www.civilwar.org/battlefields/vicksburg.html?tab=facts>
- Confederacy is established
<http://www.history.com/topics/american-civil-war/confederate-states-of-america>
<http://www.mtholyoke.edu/~ewdow/Politics%20116/formationoftheconfederacy-3.html>
- Issuing of the Emancipation Proclamation
<http://www.civilwar.org/150th-anniversary/emancipation-proclamation-150.html>
- Surrender of General Grant to General Lee at Appomattox Courthouse
http://www.americaslibrary.gov/jb/civil/jb_civil_surrender_1.html
- Signing of the 13th Amendment
<http://kids.laws.com/13th-amendment>

The teacher will reserve the computer lab for two days with a day in between. The first day in the computer lab will be for researching and recording facts. The next day, the students will stay in the classroom and begin writing out their newspaper article. Once this is finished, the teacher will take the students back to the computer lab to begin creating their newspaper page. Students may print their newspaper page at the end and turn this in to the teacher.

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Name: _____



Reporter Notes

Name of Article (Headline): _____

Who: _____

What happened: _____

When: _____

Where: _____

Why: _____

How: _____

Quotes (who said it): _____

Interesting Fact(s): _____

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Article Rough Draft

Reporter: _____

Date: _____

Headline: _____

Lead Paragraph – Who, What, Where, When, Why and How & (the hook)

Other important facts

Less important details

How to Create a Newspaper Page in Microsoft Word

1. Open a New Document in Word
2. Go to Page layout
3. Click on Columns (choose 2 or 3)
4. Insert/Header
5. Type in Title of Newspaper
6. Choose font size and style
7. Save As (name your file)
8. Select Desktop
9. Save
10. Open document and start typing.

To Insert a Picture in your Document:

1. Go to Insert Picture
2. Navigate to Desktop
3. Select picture (previously saved to desktop)
4. Click on insert
5. Drag to position in the document

*See example for additional help.

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Name: _____ # _____

	1	3	5	Score
Use of Technology	The student misused the technology or did not know how to use it and did not ask for help.	The student used the technology appropriately but had to ask for help often.	The student handled the technology well and understood how to use it, only asking for help once or twice.	
Work Ethic	The student misbehaved during work time or distracted others and did not use time wisely.	The student mostly had good behavior but distracted others some and did not always use time wisely.	The student had excellent behavior throughout the project and used time wisely.	
Quality of Work	The student did not complete the newspaper page and had more than 10 grammatical and spelling errors. The page was messy and uncreative.	The student completed the newspaper page but had at least five grammatical and/or spelling errors. The page was fairly neat and creative.	The student's newspaper page was neat and creative with less than five grammatical and/or spelling errors.	
Presence of Elements (headline, article, picture, caption, name and date)	The student left off four or five of the main elements of the newspaper page.	The student left off two or three elements of the newspaper page.	The student had all elements of the newspaper page or only left off one.	
Quality of Writing	The student's article had only one paragraph and left out elements of who, what, when, where, why and how.	The student's article had two or three paragraphs but left out at least two elements of who, what, when, where, why, or how.	The student's article had three or more paragraphs and included all elements of who, what, when, where, why and how if available.	
Reporter Notes and Rough Draft	The student did not complete reporter notes or a rough draft of the page.	The student either completed the reporter notes or a rough draft of the page.	The student completed reporter notes and a rough draft of the newspaper page.	

Raw total: _____/30

Total: _____/60

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Culminating Activity Materials and Resources

- Student computers/computer lab
- Teacher's class website with research links:
 - http://www.constitution.org/csa/ordinances_secession.htm#Florida
 - <http://www.archives.alabama.gov/timeline/al1861.html>
 - <http://www.civilwar.org/battlefields/vicksburg.html?tab=facts>
 - <http://www.history.com/topics/american-civil-war/confederate-states-of-america>
 - <http://www.mtholyoke.edu/~ewdow/Politics%20116/formationoftheconfederacy-3.html>
 - <http://www.civilwar.org/150th-anniversary/emancipation-proclamation-150.html>
 - http://www.americaslibrary.gov/jb/civil/jb_civil_surrender_1.html
 - <http://kids.laws.com/13th-amendment>
- Copy of instructions for each student
- Reporter Notes worksheet for each student
- Blank Article Rough Draft for each student
- Newspaper page example for each student
- Pencils
- One rubric per student
- Printer

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Section 8: Rationale

Thanks to the unit I wrote last year in school, when someone tells me to write a unit, the first thing I think is *what topic will allow for a good overarching concept?* Of course, I had to consult with my cooperating teacher first to figure out what she was planning to teach next in the content areas. I was excited when she mentioned that they had just started talking about Abraham Lincoln and some causes of the Civil War. I have always been more drawn to science as a student, but I knew that I wanted more experience in teaching social studies so I could learn to love that too. The Civil War is such a great topic! There were so many routes I could take to present this material and so much depth to the content. The concept of cause and effect came right to me when I heard that the students had already begun to talk about causes of the Civil War. I knew I had my topic!

The next step was to begin developing effective lesson plans that would engage all learners in the classroom. I decided to vary my instructional strategies each day to keep the students on their toes. My fourth graders are very observant, and they love to make predictions and ask questions. This can be good and bad! I wanted to develop lessons that would be easy to understand but also leave students intrigued and curious. I also know from research that varying instructional strategies has been proven to be highly effective. I also wanted to create meaningful assessments that would be aligned with my content and truly measure student learning each day. Many educators know that one of the most important parts of lesson planning is to begin with the end in mind. I chose formative assessments that would ultimately help my students to perform better on the summative assessment. I incorporated other skills in some of my assessments so that students would gain a deeper knowledge than simply facts and names. I wanted them to be able to apply their learning in a more meaningful way.

I selected multiple and unique resources for this unit to once again support the research that students learn best when their learning experiences are varied. Technology is incorporated into lessons every day, because this is so prominent in our world today. Whether we like it or not, the world is becoming more and more reliant on technology, so our students need to know how to function in that world. Overall, I wanted every student to have the opportunity to experience their favorite way of learning and incorporate all learning styles in my unit so that every student might feel successful.

CAUSES AND EFFECTS OF THE CIVIL WAR

Abi Ansley

April 2014

Philosophy of Education

As Albert Einstein once said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." I believe that the goal of education is to motivate students to be the best they can be and have dreams that they feel confident to work towards. Each student should be treated as an individual, because all students have different needs and interests. A great teacher challenges each student according to their academic ability and provides each student with individual attention. An effective classroom is safe, inviting, and composed of small group, whole group, and individualized instruction.

It is the job of an educator to teach more than simply the required curriculum. Educators should also be prepared to respond to real life situations and relate lessons to students and to the real world. Kids ask lots of questions, so it is important to have a well-rounded understanding of the world in order to respond to these questions and challenge students to think for themselves. I want my students to feel comfortable enough to express their own opinions. I believe that children learn best where they feel comfortable. An educator should strive to show each child that he or she has qualities to be proud of. One of the greatest predictors of success is confidence. Confidence provides the motivation to be your best self and set an example for others. I want to make each student feel like he or she is just as important as any other and has the ability to succeed.

I believe that students should receive a variety of learning experiences in order to meet each of their individual needs. This may involve group work, individual assignments, whole group instruction, field trips, and hands-on activities. Each learning style should be met (auditory, visual, and kinesthetic) as the students build the ability to learn in various environments. Through a variety of learning experiences, students can also learn from each other and help each other to problem solve and come up with ideas. I desire for my students to feel like team so they can help each other to work towards the one goal of increasing their knowledge

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Throughout each day, I hope to engage my students by connecting with them personally, utilizing technology, and differentiating in a way that incorporates all learning styles in my classroom. I will be able to tell that students are learning as they exude confidence in presenting information to the class or other peers, utilize technology on their own, and complete assignments accurately. I hope to help my students create goals for themselves that they can achieve throughout the school year. Learning will be measured when we assess those goals at the end of the year. I hope that my students leave each day with a greater appreciation for diversity and compassion for their peers. This is something that will stick with them for the rest of their lives as they enter a diverse world. I also hope that students will leave my classroom with an increased desire for learning and a motivation to be the best they can be.

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Section 9: Resources/Materials

Like I have mentioned before, I used a variety of materials and resources in this unit, and technology is used every day. The school that I was at while teaching this unit is very fortunate to have a multitude of technological resources. They have student traveling iPad carts, traveling MacBook carts, and MacBooks in the computer lab. Every teacher has her own MacBook computer, Promethean Board and Promethean Board accessories, document camera, and more. Therefore, it was easy for me to incorporate technology in my unit. With that, I chose to show multiple videos with my lessons because I believe that this is engaging for students. They love BrainPop! My lessons also involve reading every day, because I believe that reading nonfiction text is a difficult but necessary skill to develop. I do use the textbook a couple times in lessons so students can have exposure to a primary resource. I incorporated technology and art in the culminating activity, and I incorporate reading with the book *Henry's Freedom Box: A True Story from the Underground Railroad* by Ellen Levine. Overall, I believe that my choice of materials and resources help me to accomplish the task of incorporating all learning styles and needs in my lessons.

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Daily Use of Materials and Resources

Day/Lesson Topic	Materials/Resources
Day 1: Abraham Lincoln and Slavery	<ul style="list-style-type: none"> - Abraham Lincoln attire: top hat, suit coat, and long black beard - Microphone - Laptop computer - Promethean Board - ActivPen - The Civil War PowerPoint - Underground Railroad BrainPOP - "For or Against Slavery" flipchart - One sheet of notebook paper per student - For or Against Slavery Writing Rubrics - Pencils - Pandora classical music station - <i>Henry's Freedom Box: A True Story from the Underground Railroad</i> by Ellen Levine - Student iPads - Underground Railroad virtual tour: http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm
Day 2: Disagreement in the Union	<ul style="list-style-type: none"> - Laptop computer - Promethean Board - Document camera - The Civil War PowerPoint - Social studies notebook - One "A Divided Nation" graphic organizer per student - Pencils - One "Abraham Lincoln's Presidency Pre-Assessment" per student - One "Abraham Lincoln's Presidency Post-Assessment" per student - <i>Social Studies: Alabama</i> textbook by Scott Foresman - Civil War Timeline for each student - Poster boards - Markers
Day 3: Forming of Confederacy/Civil War begins	<ul style="list-style-type: none"> - Laptop computer - Promethean board - Civil War KWL flipchart - ActivPen - Civil War timeline (in student notebooks) - Pencils - Civil War Unit PowerPoint - (Jefferson Davis video) www.biography.com/people/jefferson-davis-9267899 - (Fort Sumter video) http://video.pbs.org/video/1832507650/

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	<ul style="list-style-type: none"> - Major Civil War Battles chart-one per student - Key Battles summaries-one per student - Civil War Clicker Questions flipchart - ActivExpression clickers - Student iPads or computers - Civil War online games: http://mrnussbaum.com/civlib/ http://mrnussbaum.com/paramedics/lincolnpp http://mrnussbaum.com/readingcomp/civilwar1/
<p style="text-align: center;">Day 4: North versus South</p>	<ul style="list-style-type: none"> - Laptop computer - Promethean Board - http://www.biography.com/people/clara-barton-9200960/videos - White sheet of printer paper for each student - Pencils - Document Camera - Highlighters/colored pens - Civil War PowerPoint (Advantages and Disadvantages pages) - One sheet of large construction paper per student - Two Great Generals summaries and Venn diagram-one per student - Glue sticks - Scissors - Morse code key and translation worksheet-one for each student
<p style="text-align: center;">Day 5: Effects of the Civil War</p>	<ul style="list-style-type: none"> Laptop computer - Promethean Board - Emancipation Proclamation audio: http://www.youtube.com/watch?v=ytoedB4gJV0 (until 3:38) - Emancipation Proclamation text-one per student - Highlighters - Blank "Effects of the Civil War" notes outline-one per student; key for the teacher - Pencils - 8 copies of "The Ballad of Abraham Lincoln" reader's theater http://printables.scholastic.com/content/collateral_resources/pdf/09/TEAJAN09_004.pdf - Abraham Lincoln attire: top hat, suit coat, and long black beard - Teacher iPad - Civil War acrostic poem-one per student - Document camera - Sticky notes - Microphone

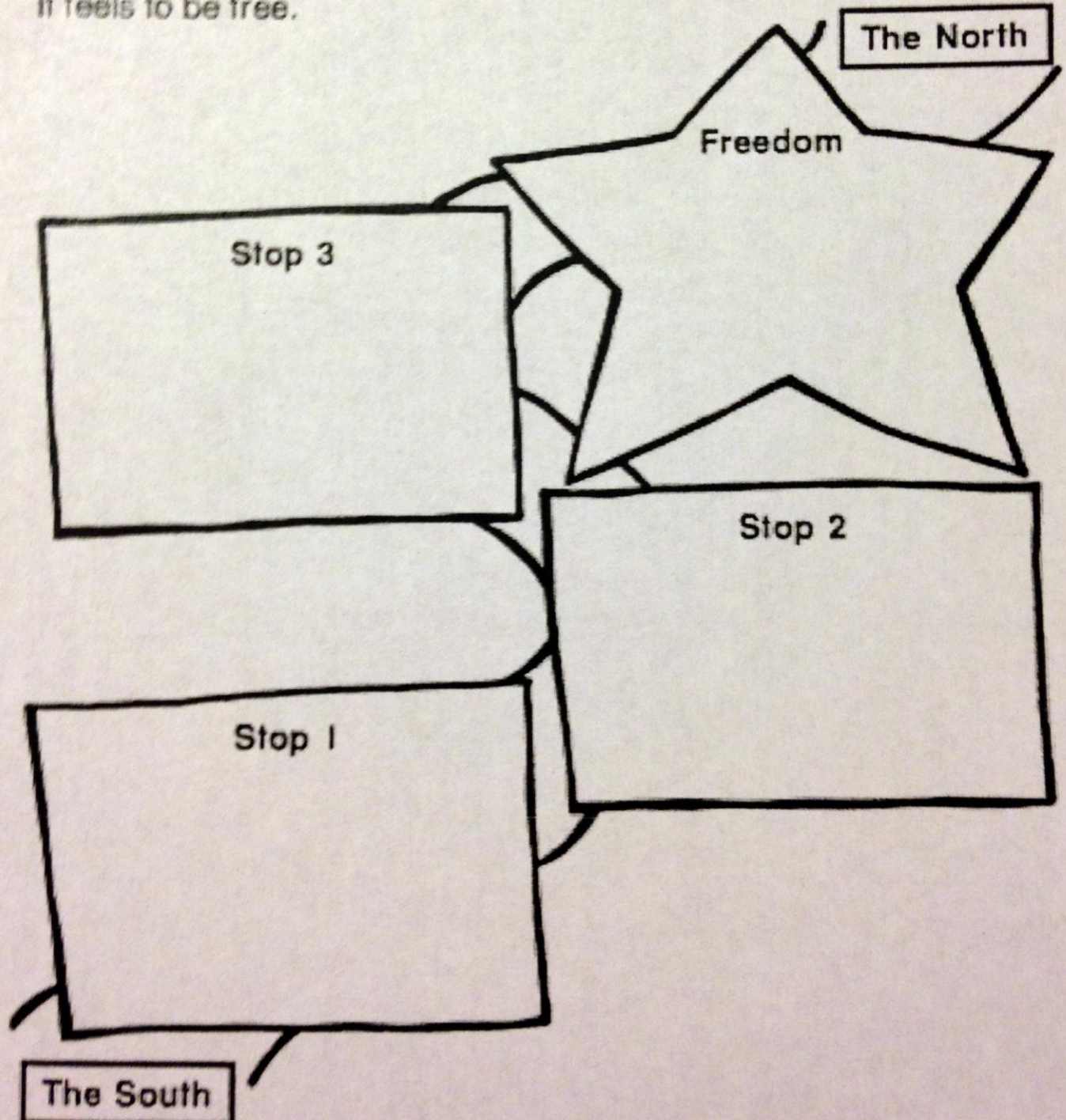
Additional Resources....

Name _____

Date _____

My Path to Freedom

Imagine you are a passenger on the Underground Railroad. As you follow the path, write what happens and how you feel at each stop along the way. When you reach the last stop, write in the star how it feels to be free.



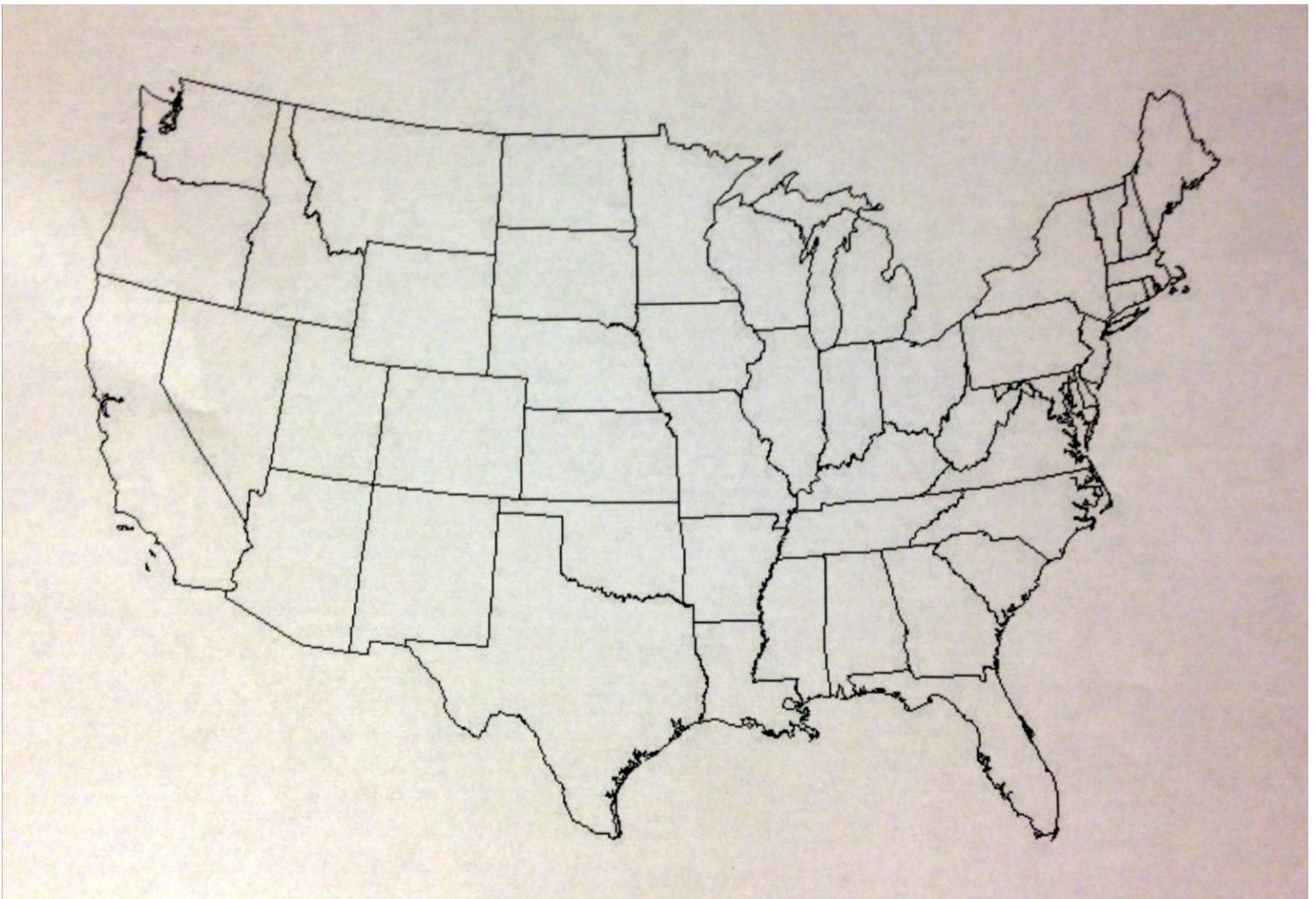
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CAUSES AND EFFECTS OF THE CIVIL WAR

Name: _____ # _____ Date: _____

Divided Nation

Use your textbook to figure out which states were in the Union and which states were in the Confederacy during the Civil War. Color the Union states **red** and the Confederate states **blue**. Some states were neutral and did not want to pick a side. These were called *Border States*. Color the Border States **yellow**. Then, count how many states were on each side and how many were neutral.



Number of Union states: _____

Number of Confederate states: _____

Number of Border States: _____

Name: _____ Date: _____

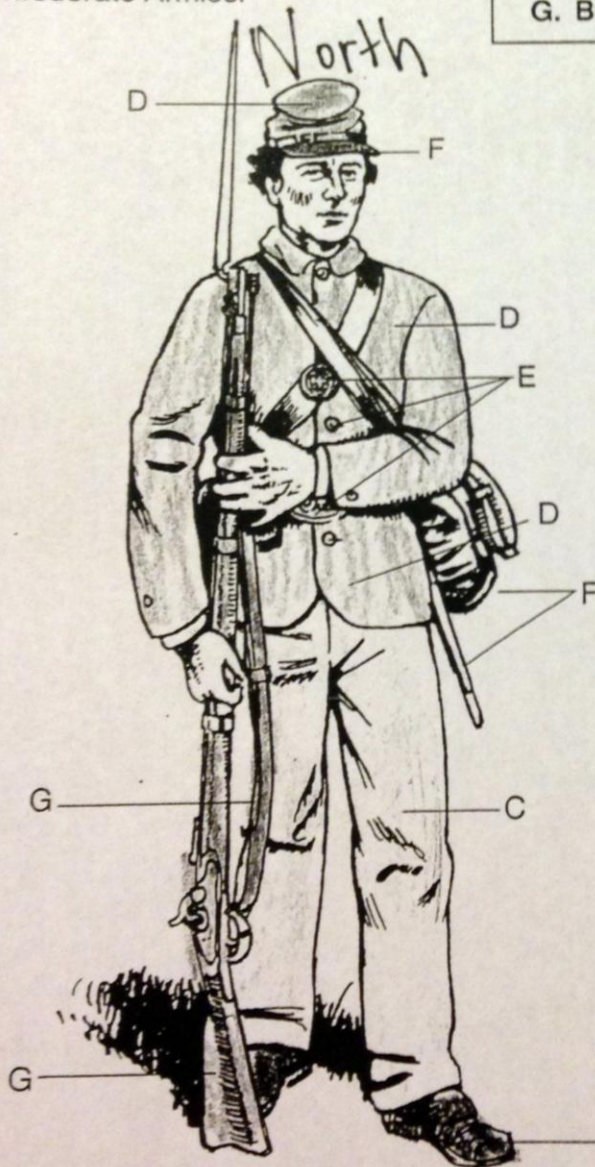
What Did They Wear?

When people think of soldiers in the Civil War, they often think of Union troops in blue and Confederate troops in gray uniforms. Sometimes that was not the case.

Both the Northern and Southern armies were made up mostly of volunteers. Some volunteer groups had their own uniforms that were completely different from the standard. The New York 79th Infantry soldiers (Union Highlanders) wore kilts to battle, while the Louisiana Tiger Zouaves (Confederate) wore a short gold jacket, wide trousers, and a red cap.

Use the key at the right to color the standard uniforms of the Union and Confederate Armies.

- | | | |
|--------------|-----------|---------------|
| A. Tan | B. Gray | C. Light Blue |
| D. Dark Blue | E. Yellow | F. Black |
| G. Brown | | |



Union Standard Uniform



Confederate Standard Uniform

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Multiple additional resources found at these websites:

http://devtest.ngsp.com/Portals/0/Downloads/60319_lm.pdf

http://www.educationworld.com/a_lesson/lesson/lesson186.shtml

<http://www.nonags.org/members/dasaunders/activities/units/unit6a.htm>

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Section 10: References

Foresman, Scott. (2011). *Social Studies: Alabama*. Pearson.

Web resources:

<http://education.texashistory.unt.edu/lessons/newspapers/civilWar/>

<http://mrnussbaum.com>

http://printables.scholastic.com/content/collateral_resources/pdf/09/TEAJAN09_004.pdf

http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm

http://www.americaslibrary.gov/jb/civil/jb_civil_surrender_2.html

<http://www.biography.com/>

<http://www.civilwar.org/>

<http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>

<http://www.enchantedlearning.com/history/us/pres/lincoln/>

<http://www.pbs.org/>

<http://www.ushistory.org/us/33b.asp>

<http://www.youtube.com/watch?v=ytoedB4gJV0>