

Lesson Plan

Teacher A. Moore Date 13 February 2007

Class Social Studies Grade Level 8th

Unit The American Civil War Lesson The American Civil War: Part One

PA Academic Standards

8.1.9. A Analyze chronological thinking- Context for events (*Origins of the Civil War*)

8.1.9. B Analyze and interpret historical sources- Data from maps, graphs, and tables (*Status of the States Graphs*)

8.1.9. D Analyze and interpret historical research- Facts, folklore, and fiction- Primary sources- Secondary sources (*Pink and Say*)

8.2.9. D Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914- Military Conflicts (*Civil War*)

8.3.9. D Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914- Military Conflicts (*Civil War*)

National Council for the Social Studies Standards

Middle School:

V Individuals, Groups, & Institutions

b. Analyze group and institutional influences on people, events, and elements of culture. (*Union vs. Confederacy*)

VI Power, Authority, & Governance

a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (*African American Troops*)

f. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (*Secession of Southern States- Events Leading to War*)

- i. Give examples and explain how governments attempt to achieve their stated ideals at home and abroad. (*Emancipation Proclamation & Gettysburg Address*)

Goal of this lesson:

- To allow student to gain an understanding of the Civil War in terms of causes, and the division of the states.
- To allow students the opportunity to receive a different perspective of the events of the Civil War through the recollections and memory of a soldier who has passed his story down through the generations.

Materials

- Computer: Microsoft PowerPoint
- AV Projector
- White Screen
- Flash Drive: “The American Civil War: 1861-1865 Part One,” ppt.
- PowerPoint Handouts: “The American Civil War: 1861-1865 Part One”

Information provided by:

- http://www.factasy.com/civil_war/way_the_war_begins.shtml
- http://en.wikipedia.org/wiki/American_civil_war
- http://www.itd.nps.gov/cwss/history/aa_history.htm
- <http://www.usctlha.org/page4.html>
- <http://www.civil-war.net>
- Trade Book: Pink and Say by Patricia Polacco
- Civil War Photographs (*If Time Permits Activity*)

Clerical/Administrative Tasks

- Roll Call
- Make any Announcements, *if needed*
- Make Extra Copies, *if needed*:
PowerPoint Handouts- “The American Civil War: Part One”
- Prepare Computer and White Screen

Instructional Objectives (Student-centered, observable, and precise statements of what students will be able to do)

- TSWBAT identify and briefly describe five of the complex issues that have contributed to the outbreak of the American Civil War. (*Cognitive Domain-Comprehension*)
- TSWBAT listen as Pink and Say is read aloud and interpret the events as they relate to the Civil War. (*Affective Domain- Receiving/ Cognitive Domain-Evaluation*)
- TSWBAT apply the context of the trade book to the historical events of the war. (*Cognitive Domain- Application*)
- TSWBAT read and interpret the information provided on maps. (*Affective Domain-Responding/ Cognitive Domain-Evaluation*)
- TSWBAT compare and contrast elements of the Union Army and the Confederate Army. (*Cognitive Domain-Analysis*)
- TSWBAT create a mental image of what life would be like living in a P.O.W camp through the use of historical photographs. (*Psychomotor Domain-Creating*)

Introduction (attention getter, anticipatory set, discrepant event, open-ended problem scenario, engagement)

Anticipatory Set: (*Holding up Pink and Say*) Taking into account the title of this book and the picture displayed on the cover, I would like for you all to take out a sheet of paper and write down what you think this story is about. **(1 min.)** Would anyone care to share with the class what they predict about the book? **(1 min.)**

Today I am going to be reading to you Pink and Say written by Patricia Polacco. As I read, I would like for you all to record on you paper key words or phrases that you think stand out and connect to a specific event in history. When I am done reading we will be sharing all the words we have come up with and as a class decide what historical event this book is referencing. Are there any questions before I begin? **Read Pink and Say (20 min.)**

TOTAL TIME: 22 MINUTES

Developmental Activities (Instructional components that provide opportunities for students to make progress toward intended instructional objectives)

Now that we have finished Pink and Say, what key words did everyone record? (*Writing responses on the board*) Who can tell me what historical event is being portrayed in this story? **Wait: (1 min.)** Answer: “The American Civil War”

KEY QUESTIONS: Describe to me what comes to mind when you think about the Civil War?

Explain to me how you came about your depiction?

I would like to take a few minutes for everyone to create a list about everything you already know regarding the American Civil War and things that you would like or expect to know by the end of the lesson. Construct a KWL Chart based on student responses. **(3 min.)**

Wow, great job!! Let’s begin now by turning our focusing to the PowerPoint Handout entitled “The American Civil War: 1861-1865, Part One.” **Pass Out Handouts**

Teaching to an Objective: By the end of today’s lesson, you will be able to recognize and discuss in detail multiple issues that have contributed to the American Civil War as well as make a connection with the events from Pink and Say to the realities of warfare presented from the PowerPoint Presentation. **(1 min.)**

KEY QUESTIONS: Using your prior knowledge, what would be some contributing facts that lead up to the Civil War?

Presentation of New Material: **Pull up PowerPoint Slide Show “The American Civil War: 1861-1865, Part One”** We will begin today’s lecture focusing on the Origins of the American Civil War: The Antebellum Period. **Read Slide.** *See attached sheet for additional notes.* **(7min.)**

KEY QUESTIONS: Using what you know, explain how slavery and politics had an influence on the event of the War?

Continue to Read through Slides. *See attached sheet for additional notes.* **(2 min.)**

Modeling: **STOP on Slide 6, “State and Territory Boundaries”** Ask students: What are the names of the bordering states separating the Union States from the Confederacy? What two elements make these states significant? **(2 min.)**

Checking for Understanding: Before moving on, does anyone have any questions about the maps? (2 minutes)

Tell students: As we continue throughout the rest of the lesson today and tomorrow, I would like for you all to write 10 good questions that you think are important and should be included on the test. These questions will be collected at the end of the period tomorrow when we finish this section of the American Civil War Unit.

Continue to Read through Slides. *See attached sheet for additional notes.* (7 min)

Checking for Understanding: Does anyone have any questions or concerns regarding the Union Army or the Confederate Army? (1 min)

This will be were we end today. We will pick-up tomorrow with the slide entitled “The Presidents.” Thank you all for your attention and cooperation. You have all been great.

TOTAL TIME: 26 MINUTES

If Time Permits Activity: Civil War photographs tell a story. Select one photograph that I have provided and create a news story based on what you see and interpret from the picture. *See attached sheet*

Assessment/Evaluation (How you and the students will know that they learned. May be formative or summative)

- Body Language (*see if students are slouching-don't care, not interested*)
- Facial Expressions (*see if students are bored, confused*)
- Participation During the Lesson (*check for students understanding*)
- Test Questions Students Wrote (*to be collected at end of lesson*)
- MBWA (*check to see if students are paying attention and staying on task*)

Conclusion (Closure; a planned wrap-up for the lesson)

Closure: I hope that all of you will walk out of this classroom with an understanding of the issues that have risen in early American History that has lead to the outbreak of the Civil War. I also hope that all of you have developed an appreciation for the remarkable writings of Patricia Polacco presented through her book Pink and Say. With that said I hope that all of you will be able to share this unique account of history with others and stress the benefits of learning about significant events through the use of trade books. Thanks again for your attention and cooperation. As you leave, if you have any test questions to submit from today's lesson go ahead a lay it on my desk. Enjoy the rest of your day and I'm looking forward to seeing you all tomorrow for a continued lesson on the American Civil War.

TOTAL TIME: 2 MINUTE

Accommodations/Adaptations for Students with Special Needs

- Seat students with AD/HD in the front near the teacher with their backs to the rest of the class. Be sure to include them as part of the regular class seating.
- Surround students with AD/HD with good peer models, preferably students whom the AD/HD student views as significant peers.
- Encourage peer tutoring and cooperative/collaborative learning.
- Maintain eye contact during verbal instructions.
- Make directions clear and concise. Be consistent with all daily instructions.
- Simplify complex directions. Avoid multiple commands.
- Repeat instructions in a calm, positive manner.
- Reduce the amount of materials present during activities by having the student put away unnecessary items. Have a special place for tools, materials, and books.
- To help with changes in assignments, provide clear and consistent transitions between activities and notify the student with AD/HD a few minutes before changing activities.
- AD/HD students may need both verbal and visual directions. You can do this by providing the student with a model of what he/she should be doing.
- Modify assignments as needed for the AD/HD student.

Reflective Notes

Successes:

- Use of a trade book to introduce the topic of the Civil War. Allows students to become engaged in the lesson through in my opinion a non-traditional approach.
- Good Use of graphs and historical illustrations for students to draw information regarding the Civil War.
- Good connection between specific elements provided through the context of Pink and Say and the actual lesson's lecture.

Areas for Improvement:

- Use of a better Introduction/ Anticipatory Set to get the students more enthused.
- Figuring out a better way for students to experience Pink and Say other than taking half the class period to read it to them.
- Better use of class time- Seems like I'm only providing students with a brief overview, just throwing out facts.

