

Chandra Martz
Thematic Unit
Civil War

Thematic Unit:

- **Learning Goal(s)**

The goal of this unit is for students to learn about slavery, the Underground Railroad, and the Civil War through technology, music, and simulation.

The four content areas that will be addressed by this thematic unit will include: Social Studies, Language, Music, and Technology.

- **Needs Analysis** –It is important for students to study the history of America. They need to see the mistakes made in the past and learn from these faults, so they will not repeat them. 5th grade is the first time that students are introduced to the Civil War. Because they have not focused on the Civil War in any grade prior, the majority of my class does not know the causes or effects of the Civil War.

CORE: Standard 4-Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

Objective 2-Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

- A. Describe the impact of physical geography on the cultures of the northern and southern regions (e.g. industrial resources, agriculture, climate).
- B. Compare how cultural and economic differences of the North and South led to tensions.
- C. Identify the range of individual responses to the growing political conflicts between the North and South (e.g. states rights advocates, abolitionists, slaveholders, enslaved people).

Objective 3-Evaluate the course of events of the Civil War and its impact both immediate and long-term.

- A. Identify the key ideas, events, and leaders of the Civil War using primary sources (e.g. Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, diaries).
- B. Contrast the impact of the war on individuals in various regions (e.g. North, South, West).

- C. Explain how the Civil war helped forge ideas of national identity.
- D. Examine the difficulties of reconciliation within the nation

- **Learner Analysis-**

Prior Knowledge- Students must have a basic understanding that during the Revolutionary War, leaders like George Washington fought to bring our nation together by creating a strong central government. A government which came to be called the “United States of America.” In addition, students should have understanding that representatives from each state came together to create the “Constitution,” which gave all rights to the central government. Unfortunately, many representatives did not like this document, because they said it gave too few rights to the people as individuals. So, to counter this document, the government created another set of documents called the “Bill of Rights,” (and other amendments) which continues to be added to even to this day.

Demographics-There is a total of 26 10-11 year old students in my 5th grade class (16 boys and 10 girls). Two of my students go to resource: one for math and language, the other student just language. The student who goes to resource for language only is also a bilingual student. I work with him daily to help him with ESL. I mainly help him with vocabulary and grammar. I have 3 other ESL students, but they have each tested out of services. Each ESL and resource student will be in my class during this Civil War unit.

Most of my students come from fairly wealthy families, but there are about 4 students who are on free and reduced lunch.

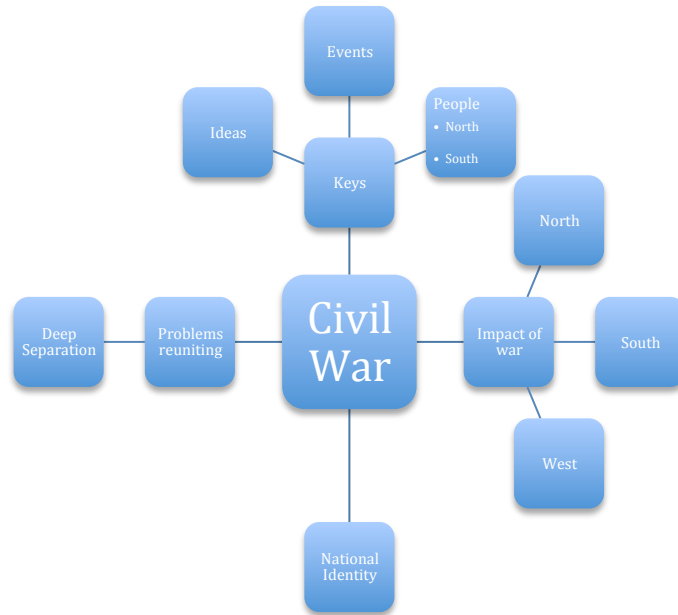
Attitudes-Based on a general survey that I created, 22 of the 24 students surveyed either like or love Social Studies, leaving only 2 students who do not like it. Usually, if Social Studies is not on the schedule for the day, they ask about it to see if we will be doing it the next day. For the most part, all the students in my class seem to have a positive attitude about school. The students like hands-on projects where they learn by doing.

Access- Since the 5th grade in my school has its own laptop Mac lab of 29 computers, it is pretty easy for everyone in my class to have access to a computer everyday. Also, every student has access to a computer and the Internet in their home.

Schedules – I have about 45 minutes a day that I can set aside for Social Studies as long as I tie it into the language curriculum. This time is uninterrupted by students going to resource, speech, or counseling.

- Learner Skill Levels- I have 21/26 students on reading level or above. Of those 5 students who are below, two go to resource to work on their reading. I also help them improve their skills during guided reading time. I use progress monitoring for the other three, and two of the three go to a special reading class everyday for 20 minutes to work on fluency and accuracy. As a class, during language time, we continue to work on comprehension strategies and fluency through fiction and non-fiction books.

- **Task Analysis**



Vocabulary	Assassinate, Blockade, Casualty, Federal Government, Manufacturing, Plantation, Prosper, Reinforcement, Secede, Siege, Slavery, War Correspondent, Civil War, abolition, Underground Railroad, Compromise, Emancipation, Reconciliation, Free-market System,
Key Ideas	<p>Federal Government- Main Government before secession</p> <p>Secession-South breaking away from north, The north didn't think that the south had any right to secede.</p> <p>Industry vs. Agriculture-</p> <p>People in the North lived closer together. The people worked in factories and workers were paid. People in the South lived very spread out and used Slavery (unpaid workers) to grow crops and maintain their lifestyle.</p> <p>Mason-Dixon line-The line separating the Free states from the Slave States. Ran along the Ohio river and the Southern border of Pennsylvania.</p> <p>Slavery- Slaves were brought over from Africa either by trickery or forced</p>

	actions. Slaves were owned and thought of as property. They were not taught to read or write. About 4/9 of the people in the south were slaves.
Key Events	<p>Major Battles</p> <p>Fort Sumter- First Shots fired-South took control of Fort Sumter near Charleston, South Carolina</p> <p>Battle of Bull Run- In Virginia- First Major Battle. Both sides lost thousands of Men. Stonewall Jackson got his Nickname.</p> <p>Antietam- Bloodiest day of the War.</p> <p>Fredericksburg- Battle in Virginia in late 1862. Burnside (North) Vs. Lee (South).</p> <p>Chancellorsville- Battle in Virginia. Hooker (North) vs. Lee (South). Lee outnumbered but won anyway. Stonewall Jackson injured during battle, and died in less than 1 month.</p> <p>Gettysburg- Battle in Pennsylvania in July 1863. Mead (North) vs. Lee (South). Lee withdrew from battlefield.</p> <p>Wars also going on in Tennessee, Mississippi and Kentucky. Battle in Shiloh Tennessee in early 1862. Grant becomes Northern General for western battles. Sept. 1863 Vicksburg, Mississippi captured by Union.</p> <p>Petersburg, Virginia-Final Battle- April 9, 1865. Lee (South) surrenders to Grant (North). The rest of the Confederacy surrenders within 2 months.</p> <p>Other Major Events:</p> <p>Emancipation Proclamation-Led to the end of slavery. Lincoln issued the proclamation on Jan. 1, 1863. Freed all slaves in southern states that were still in rebellion with federal government.</p> <p>Gettysburg address-On Gettysburg Battlefield. Lincoln gave famous speech 4 months after the battle trying to reunite the nation as one.</p> <p>Sherman's March-Sept 1864 Sherman Captures Atlanta- Marches Army north through Georgia and the Carolinas destroying everything in his wake.</p>
Key People	Slaves

	<p>Harriet Tubman-Conductor for underground railroad. Lead between 200-300 people to freedom.</p> <p>Henry “Box” Brown-Mailed himself in a box to freedom.</p> <p>North</p> <p>Abraham Lincoln: President of United States. “Great Emancipator.” Delivered Gettysburg Address.</p> <p>Ulysses S. Grant- General for the western Civil War. Later, Lincoln made Grant General over all Northern Armies. Won the war through siege in Petersburg.</p> <p>McClellan- Commander of Northern Army for the East. Won battle of the Bull Run.</p> <p>Sherman- Captured Atlanta. Moved North leaving a path of destruction through Georgia and the Carolinas.</p> <p>South</p> <p>Jefferson Davis-President of the Confederacy.</p> <p>Stonewall Jackson- General. Brought in reinforcement to the South during Bull Run. Nicknamed for standing strong like a stone wall during battle. Injured during Chancellorsville. Died less than one month later.</p> <p>Robert E. Lee-General. Fought with Jackson. Fought at Gettysburg. Surrendered South to Grant at Petersburg.</p>
Impacts of the War	<p>Reconstruction-Took years for the north and south to make amends.</p> <p>South had to figure out a way to make their lifestyle work while paying their workers. Many plantations created sharecroppers.</p> <p>North continued to prosper much as before.</p> <p>People continued to move west in hopes of a new lifestyle.</p> <p>End of Slavery-U.S. moved to protect rights of the Blacks in the south. Emancipation Proclamation led to the 13th Amendment, stating that all slaves were free in the United States.</p>

- **Context for Instruction** – I am going to use a few basic resources to help improve instruction. First, I will be using World Book online, which is an interactive social studies website. While working with World Book, students will be filling out student centered learning worksheet. For vocabulary, students will fill in a crossword puzzle. The students will also be learning a song titled “Follow the Drinking Gourd.” Students will draw a map to freedom to help them learn the struggles slaves had to go through. As a class we will be reading a few short children’s books like Henry’s Box. We will also be doing a simulation where the students will be soldiers for the North or the South. At the end of this unit, students will fill out a Venn Diagram of similarities and differences between the North and the South. As a culminating activity they will read through the World Book Lessons one more time and color in a map depicting places and events of the Civil War.
- The activities will benefit the students because they are very hands on and interactive.