

Thematic Unit- Design

Civil War

The Goals and Objectives of the Instruction

Social Studies

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.

Educational Technology

Standard 8

Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.

Music

Standard 1

Singing The student will develop the voice and body as instruments of musical expression.

Objective 3

Discover how songs, singing games, and dances relate to various cultures in the history of the United States. (See Social Studies Core.)

- a. Share songs, instruments, and music enjoyed by various cultures in the history of the United States.
- b. Describe how music is used by cultures in U.S. history.

Language Arts

Standard 6

(Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1

Learn new words through listening and reading widely.

- a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Standard 7

(Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 2

Apply strategies to comprehend text.

- b. Generate questions about text (e.g., factual, inferential, evaluative).

- e. Make inferences and draw conclusions from text.
- f. Identify theme/topic/main idea from text; note details.
- g. Summarize important ideas/events; summarize supporting details in sequence.
- i. Compile, organize, and interpret information from text.

Identify prerequisites and learner characteristics

Since this is a Social Studies Unit, it is very important that the students learn the events that lead up to the Civil War.

Prerequisites

- When the students learned about the colonies, there was a major focus on the difference between the climate in Northern States and the climate in the Southern States. Because the climate was so vastly different, the students learned that the Southern states created their economy from agriculture. The Northern States' economy focused mainly on mercantilism and manufacturing. In addition, the students learned that the Southern States partook in slavery in order to cultivate crops on their vast amount of lands called plantations.
- During the unit on 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 an 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.
- While learning about the Constitution and Bill of Rights, the students learned that some states wanted more a stronger central government, while others wanted to maintain a strong state's government.
- In order for students to be successful in this unit, they will need a Guided Reading level of at least "R" or get assistance from the teacher.
- Students will need basic understanding of computers e.g. how to get into the school folder, how to pull up the website, and how to manipulate the website with the mouse and keyboard.
- Students will also need to be able to write a daily one-page journal summarizing the events of each day's simulation using correct capitalization, punctuation, and sentence fluency.

Learner Characteristics

- This year's students show to be very excited about learning, but when it comes down to it, about 6-7 regularly do not get their work done in class or turn in their homework assignments. The class I have this year takes almost twice as long to finish an assignment/project as do other students I have had in the past. I have 4 students who finish their work very quickly. For these students, I have other projects set up for them to work on in almost every subject. One thing I have noticed for a majority of my class is that they love to read. I even have to tell them to put their books away so we can move on to other things.

Testing and evaluation strategies to be used in the instruction

- First, I am going to give them a **Venn Diagram** to fill out depicting the differences and similarities between the North and the South.
- Second, I am going to give them a **map** to fill out. On this map, the students will need to depict different events and main ideas by coloring and drawing.
- Third, they will be given a crossword puzzle to fill in based on some of the vocabulary words they should have learned.
- Fourth, the students will take the World Book Online End of Unit Test
- In addition, to go along with the simulation, the students will have a need to write a one-page journal as soldier from the Civil War. This will be used as a social studies and writing grade.

Feedback mechanisms that will support testing and evaluation

- At the end of the unit, the students will turn in their entire packet. This will include:
 - Map to freedom
 - World Book Online Civil War Packet
 - Venn Diagram
 - Map
 - Civil War World Book Online Test
 - 5 days of Journals as a Soldier from the North or South
- The packet will be graded and scored and handed back to them. Points will be given for participation

Practice activities to be used in the instruction, including feedback strategies

- Students will learn the words to "Follow the Drinking Gourd," and also create a map to freedom.
- Students will listen to *Henry's Freedom Box* and we will have a class discussion about the struggles slaves went through.

- Students will use the World Book Online-Social Studies Power website to learn concepts about the Civil War. While exploring this website, the students will have a student guided packet to fill out.
- Students will also participate in a guided simulation where they will be a soldier fighting for either the North or the South. The students will keep a daily journal as they experience the Civil War through a Soldier's Point of View. This journal will be turned in at the end of the unit for a grade.
- Feedback will be given in the form of a grade for the Civil War Unit as well as informal discussions.

Examples and non-examples of the procedure or concept (as appropriate)

- Map to Freedom
 - Example: The map will have all main parts of the trail clearly drawn
 - Non-example: The map will have words written to explain the direction of the trail.
- Henry's Freedom Box
 - The student will listen to the story and participate in class discussion
 - Non-example: The student will be daydreaming and not participating in the class discussion
- World Book Online
 - Example:
 - Students will fill in all of the blanks with correct answers while reading/listening to the discussions.
 - Student will examine the pictures, charts, and maps
 - Non-example:
 - Students will guess at the answers for which they do not know the answers.
 - Students will rush through the website.
- Venn Diagram
 - Example: Students will write 6-8 similarities and 6-8 differences having to do with climate, people, events, and places.
 - Non-example: Students will write down 1-2 similarities and 1-2 differences.

Introductory presentation of instruction

- As an introduction to the Civil War, I am going to have the students listen to the song "Follow the Drinking Gourd." Then, I am going to have them brainstorm what the meaning of the song is supposed to be. After brainstorming, I am going to explain to them that during the 1700-mid 1800's, plantation/slave owners did not allow slaves to get an education. Many slaves were also treated very poorly, and they were not allowed to leave on their own accord. In fact they were considered property. Because of poor conditions, slaves were not happy. Many slaves felt it necessary to flee to northern territories where they could be free citizens. Since slaves could not read or write, they used songs to memorize routes to freedom

(the underground railroad). One of these songs was “Follow the Drinking Gourd.” After the initial explanation, we would listen to the song again and see if we could find the meaning of the song and find the route to freedom. As a close to the activity, the students will draw their map to freedom based on the song.

Motivational strategies to be used in instruction

- The motivational strategy for this unit is the soldier simulation. The simulation is an added bonus to the unit. It is not necessary, but it is a fun activity to go along with the unit. The students have been begging to do another simulation since we did our explorer simulation, so by telling them about it, it will motivate them to work hard to get everything else done.
- Another motivational strategy in this unit is to have group discussion. The students love to share what they have learned and they love being the teachers. So, I will have the students come up to the front of the class and act like the teacher calling on other students to give answers to the questions.

Basic plans for instructor materials

- Follow the Drinking Gourd
 - Song-Currently on my iTunes from USOE music CD
 - Words and explanation for the song are saved to the social studies folder.
 - Print off a copy of the words for each students.
 - Print off the Follow the Drinking Gourd Handout
- “Henry’s Box” Book
 - On my bookshelf.
- World Book Online
 - Put Website link into my school folder
 - Create the handout for students to fill out while they are reading
 - Make copies of the handout
- Create a Venn Diagram
 - Make copies
- Create a Map Handout with instructions
 - Make copies of the map
 - Make copies of the instructions for the map
- Create a Crossword Puzzle for Vocabulary
 - Make copies of the crossword puzzle
- Simulation
 - Make copies of the simulation packet (1 per table)
 - Make copies of the simulation journal