

The Civil War
Fifth Grade, Social Studies, Civil War

Who Writes History?

Unit Developed by
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The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)

<p>Multiple Means of Representation Provide options for perception</p> <ul style="list-style-type: none"> ✓ Offer ways of customizing the display of information ☐ Offer alternatives for auditory information ✓ Offer alternatives for auditory information. 	<p>Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> ✓ Clarify vocabulary and symbols ✓ Clarify syntax and structure ☐ Support decoding text, mathematical notation, and symbols ☐ Promote understanding across languages ✓ Illustrate through multiple media 	<p>Provide options for comprehension</p> <ul style="list-style-type: none"> ✓ Activate or supply background knowledge ✓ Highlight patterns, critical features, big ideas; and relationships ✓ Guide information processing, visualization and manipulation ☐ Maximize transfer and generalization
<p>Multiple Means of Action and Expression Provide options for physical action</p> <ul style="list-style-type: none"> ✓ Vary the methods for response and navigation ✓ Optimize access to tools and assistive technologies. 	<p>Provide options for expression and communication</p> <ul style="list-style-type: none"> ☐ Use multiple media for communication ✓ Use multiple tools for construction and composition ✓ Build fluencies with graduated levels of support for practice and performance 	<p>Provide options for executive functions</p> <ul style="list-style-type: none"> ☐ Guide appropriate goal-setting ✓ Support planning and strategy development ✓ Facilitate managing information and resources ☐ Enhance capacity for monitoring progress
<p>Multiple Means of</p>		

Engagement

Provide options for recruiting interest

- ✓ Optimize individual choice and autonomy
- ✓ Optimize relevance, value, and authenticity
- ☐ Minimize threats and distractions

Provide options for sustaining effort and persistence

- ✓ Heighten salience of goals and objectives
- ✓ Vary demands and resources to optimize challenge
- ✓ Foster collaboration and communication
- ☐ Increase mastery-oriented feedback

Provide options for self-regulation

- ☐ Promote expectations and beliefs that optimize motivation
- ☐ Facilitate personal coping skills and strategies
- ✓ Develop self-assessment and reflection

Webb's Depth of Knowledge - Level 1 (Recall)

- ✓ Who, What, When, Where, Why
- ✓ Define
- ✓ Identify
- ✓ Illustrate

- ✓ Label
- ✓ List
- ☐ Match
- ☐ Measure

- ☐ Recite
- ☐ Recognize
- ✓ Report
- ☐ Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- ✓ Categorize
- ✓ Classify
- ✓ Collect and Display
- ✓ Compare
- ✓ Construct

- ☐ Estimate
- ☐ Graph
- ☐ Identify Patterns
- ✓ Infer
- ☐ Interpret

- ✓ Observe
- ✓ Organize
- ✓ Predict
- ✓ Summarize

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- | | | |
|---------------------------------|---|---|
| <input type="checkbox"/> Assess | <input type="checkbox"/> Differentiate | <input type="checkbox"/> Hypothesize |
| ✓ Construct | ✓ Draw Conclusions | ✓ Investigate |
| ✓ Critique | <input type="checkbox"/> Explain Phenomena in Terms of Concepts | ✓ Revise |
| ✓ Develop a Logical Argument | <input type="checkbox"/> Formulate | <input type="checkbox"/> Use Concepts to Solve Non-Routine Problems |

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- | | | |
|------------------|------------|--------------------------------|
| ✓ Analyze | ✓ Create | <input type="checkbox"/> Prove |
| ✓ Apply Concepts | ✓ Critique | ✓ Synthesize |
| ✓ Connect | ✓ Design | |

Idaho Coaching Network Unit Plan Template

Unit Title: Who Writes History

Created By:

Subject: Civil War

Grade: Fifth

Estimated Length (days or weeks): Three to four weeks

Unit Overview (including instructional context and unit rationale):

Who writes history? Who's point of view is history written from?

History is a series of choices made by individuals. And it is remembered by people with feelings about it and limited knowledge.

Students should understand that history is written from various points of view and is often limited by what information is available and accessible. They should understand that historical texts should be read with a critical eye to determine truth and relevance.

Students will read various accounts, essays, and journals, and historical fiction that highlight differences within the country and determine events that contributed to cause the Civil War.

Students will combine a variety of historical accounts of the this time period to create a representation of the historical event (ie: a quilt, a newscast, or a research report); In addition to the end of unit project, students will complete a short answer assessment to show mastery of the targeted standards.

Throughout the unit, students will be use interactive notebooks to connect information and keep track of notes, graphic organizers, and assignments. The interactive notebooks will be divided into three subunit sections and a glossary. I have included scoring guides for each section of the notebook worth 180 points and a literature circle scoring guide worth 60 points. Rubrics for the formative compare and contrast essay, the end of unit project, and the end of unit short answer assessment are included, but I have not suggested point values for these assignments. Do what works for you in your classroom.

Because of the high volume of text involved in this unit and the incorporation of ELA standards, I taught this unit during both the ELA and social studies time of the day. I continued with my regular spelling and grammar instruction in addition to the teaching of this unit as well.

Students will have learned about the Revolutionary war, creation of the constitution, the Industrial revolution, and other events that led up to the Civil War. Related topics might be the development of the Confederate flag, the recent presidential election, and other current events happening at the time of this critical time in American history. Students in my classroom are familiar with literature circles, interactive notebooks, and the various discussion and instructional strategies included in this unit. Many of the instructional strategies, however could be taught just in this unit.

The days and timelines given in the unit are approximations. Teachers should use professional understanding of their classrooms to determine specific timelines.

Unit Rationale (including Key Shift(s)): Key Shift #2: Students will participate in Reading/Writing/Speaking that is grounded in evidence from the

text, across the curriculum.

It is important for students to learn that history is written by people who have biases and opinions. They should recognize that authors, including authors of history write from a limited perspective and that history should be gathered from multiple sources of print.

The activities will require students to dig deep in the text and analyze the author’s purpose, background information of the text, and other literary and informational elements.

<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Who writes history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● History is written from multiple primary sources and is often times written from a limited perspective. 	<p>Measurable Outcomes:</p> <p>Learning Goals Success Criteria (Evidence):</p> <ul style="list-style-type: none"> ● Students will read multiple texts to compare and contrast the differences that existed within the country prior to the Civil War. ● Students will demonstrate understanding of multiple points of view from text. ● Students will show understanding of the cause and effect relationships of the culture differences within the North and the South. ● Students will use multiple sources to create a newscast or quilt project. 	
<p>Targeted Standards (Module 3):</p> <p>Idaho English Language Arts/Literacy Standards:</p> <ul style="list-style-type: none"> ● RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent ● W.5.7 Conduct short research projects that use several sources to build ● SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas <p>Supporting Standards</p> <ul style="list-style-type: none"> ● RL.5.9 Compare and contrast stories in the same 	<p>Targeted Standards (Module 3):</p> <p>Content Standards (if applicable):</p> <ul style="list-style-type: none"> ● 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American history. 	<p>Targeted Standards (Module 3):</p> <p>Standards for Mathematical Practice (if applicable):</p> <ul style="list-style-type: none"> ●

<p>genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> ● <u>RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ● <u>RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. ● <u>RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● <u>RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ● <u>SL.5.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ● <u>SL.5.1.B</u> Follow agreed-upon rules for discussions and carry out assigned roles. 		
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<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Summative Assessment Project Description: Create a quilt, using multiple perspectives from accounts of the civil war. Use quotes and evidence from multiple texts. Include a timeline of events leading up to the Civil War as the border. OR Write a correspondence between two friends. One from the North and one from the South. Develop characters and write letters in sequence throughout the Civil War. OR Create and record a news broadcast using text based evidence of the accounts of the Civil War. Include quotes from actual people and show a poster of a timeline of events leading up to and including the Civil War. ● Summative Assessment Written: After reading a series of primary sources, students will answer a series of questions with short answers. Using thorough and specific details from sources, students will explain the evidence to reveal their understanding of the cause and effect and the details in text. They will apply understanding and make connections and use correct conventions in their writing. ● Depth of Knowledge (DOK) Explanation: Students will identify and label “who, what, where, and when” (level one) for various aspects of the Civil War in a Time Line. They will collect, classify, and organize the information to prepare to construct a project (Level two). They will develop a conclusion and opinion and support that with details and facts (Level three). They will synthesize the information to create a unique project and critique projects given by themselves and other students (level four)
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- Rubric or Assessment Guidelines: Project: https://docs.google.com/document/d/1i4gM2TMTxatB7rE8Eyof3-Vx7tsjHfJVv0_Inkpw6lg/edit
- Rubric or Assessment guidelines: Written: https://drive.google.com/drive/folders/0B2T_PaVqODySYUI5S3VSMmIOZk0

Text Description		
<p>This text is about the history of the United States during the years 1820-1867. Specific events described in this history include: slavery, mostly in the South; the escape of Harriet Tubman and others to freedom on the Underground Railroad; the inauguration of Abraham Lincoln as President of the United States; the Civil War, including important battles; the surrender of the South; and the assassination of President Abraham Lincoln. This text is informational.</p>	<p>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why? I am recommending this text for use in a fifth grade classroom. The lexile level is below the grade band for fifth grade, but parts of the text come in at a much higher lexile level. The content is difficult to understand, and the vocabulary is abstract. Fostering interest in reading the text will be challenging, but combining it with other high interest text and guiding questions will motivate students to engage with this text.</p> <p>Mark all that apply: Grade Level Band: K-5 x 6-8 x 9-12 <input type="checkbox"/> PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) x Humanities (H) <input type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Professional/Technical Education (PTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>	
Quantitative Measure		
<p>Quantitative Measure of the Text: 710L</p>	<p>Range: 700-1010</p>	<p>Associated Grade Band Level: 3rd-5th grade</p>
Qualitative Measures		
<p>Text Structure (story structure or form of piece): The text is informational. Various text features including headings, graphs, photographs, captions, and sidebar information, and smaller articles are included in the text.</p> <p>Language Clarity and Conventions (including vocabulary load): The language used in the majority of the text is fairly simple, but it contains vocabulary that is domain specific and complicated. Not only will students be unfamiliar with the vocabulary, but the vocabulary is abstract and will be difficult for students to grasp understanding.</p> <p>Levels of Meaning/Purpose: Slightly complex: The text is straightforward and factual. Many supports are given in the text including headings, subheadings, and guiding questions.</p> <p>Knowledge Demands (life, content, cultural/literary): Moderately complex. The timeline and facts are simple and easy to understand, but the subject is complicated. The reader must understand complicated historical and political motives in order to grasp the causes and effects of the Civil War.</p>		

<p>Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:</p> <ul style="list-style-type: none"> ● RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ● SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas ● 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American history. 	<p>Below are factors to consider with respect to the reader and task:</p> <p>Potential Challenges this Text Poses:</p> <p>The biggest challenge the text poses is that it is straightforward and factual. Students might be unmotivated to read the text. Inquiry and guiding questions will be presented to students in order to motivate them to read the text thoroughly.</p> <p>Students will be reading other texts in conjunction with this one in order to meet the focus standards. This will also increase motivation for reading.</p> <p>Differentiation/Supports for Students:</p> <p>Extensive instruction and supports will be given for students to understand content vocabulary. Realia and examples will be provided for students to grasp concepts of abstract vocabulary and concepts.</p>
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Scaffolds and Extensions		
UDL Components:	Support for students who are ELL, have disabilities or read well below grade level text band:	Extensions for advanced students:
Instructional materials: student text book, video presentations, audio for some books	Instructional materials: transparent vocabulary instruction, audio for text	Instructional materials: options for additional articles

<p>Instructional methods: timeline, lecture with guided notes, guided reading, group reading, options for literature circles</p> <p>Assessment: options for writing, graphic presentation, or video presentation.</p>	<p>books</p> <p>Instructional methods: modified timeline, options for guided notes</p> <p>Assessment: allow for a script for oral presentations</p>	<p>Instructional methods: close reading, options for literature circles</p> <p>Assessment:</p>
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Vocabulary	
<p>Targeted Academic Vocabulary:</p> <p>North</p> <p>South</p> <p>Urban</p> <p>Rural</p> <p>Resistance</p> <p>Rebellion</p> <p>Compromise</p> <p>Territory</p> <p>Advantage</p> <p>Disadvantage</p> <p>Strategy</p> <p>Volunteer</p> <p>Draft</p>	<p>Targeted Content Area Vocabulary:</p> <p>Region</p> <p>Sectionalism</p> <p>Slavery</p> <p>Underground Railroad</p>

Instructional Sequence
<p>Week 1: The Cultural Divide</p>

Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Day 1:</p> <p>Students will discuss, think, and write about the essential question.</p> <p>Students will set up their interactive notebook for the Civil War</p>	<p>Student responses to Writing prompt</p> <p>iMovie software or similar videoing capabilities.</p> <p>Teacher created video (example is in the folder_</p> <p>Posters with each question written at the top</p>	<p>Preparation: Previously, collect writing prompt responses from students about their Spring Break. Use the information gathered from students to create a news report about the Spring Break of a typical fifth grader. Only include a few of their responses, and over-generalize the information. Other events could be used for the writing prompt. ie: Christmas break, summer vacation, description of how students arrived at school, a story from childhood, a snow day, ect. The idea is to use information from the student's point of view and overgeneralize and combine the information to illustrate that the details of history or news reporting could be lost in the presenting of the information.</p> <p><i>**Before any instruction, students need to prepare their interactive notebooks for reflections, activities, and vocabulary. Sections can be partitioned with washi tape. The interactive notebook can also be part of a larger notebook and the sections might correlate with the organization created already. I have included a list of what is included in the interactive notebook for the teacher's information, but each teacher should do what works best for their organization.</i></p> <p>Show the prepared newscast to introduce the unit. Students will be confused and frustrated by the lack of information which will lead to a discussion. Ask "Who's story was told by the newscast?" "Was anyone's story left out?" "Why do you think they were left out?" "Did the newscast accurately represent Spring Break stories from most of the students?"</p> <p>Hold a World Cafe discussion to get students interested in the essential questions. At each table, choose one person to act as the "host". This person is the discussion leader at their own table, and they are responsible for making sure that some kind of poster is completed to represent the discussion at that table. They are not the only person who should write on the poster. They can ask visitors to write their thoughts if they want, but they are the host. One of the following questions should be written at the top of each poster paper.</p> <p>How true is the news? How true is history written in history books? Who writes media reports or history?</p>

		<p>What does effect does point of view have on who writes news stories or history? How can a reader get a clear understanding of what really happened in an event?</p> <p>Play music and give a time limit for students to move around the room. Each student should have the opportunity to visit each table and contribute to each discussion.</p> <p>Students will then choose one of the questions and write a response to it in their reflection section of their notebooks.</p> <p>TIP: Give students a time limit and instruct students to keep writing for the entire time.</p>
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Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 2:</p> <p>Students will understand that cultural differences and differences of opinions may cause division.</p> <p>Students will use text evidence to prepare and participate in a debate.</p>	<p>Batman vs. Superman video clip. https://www.youtube.com/watch?v=eTrJRfljzb0.</p> <p>Batman and Superman bio sheets found http://www.ducksters.com/biography/batman.php</p> <p>Debate worksheet: https://drive.google.com/drive/folder</p>	<p>Show Batman vs. Superman video clip.</p> <p>Discuss the “cultural differences” of each superhero. Batman has machines and relies on his brain while Superman has super natural powers and shear strength. Provide students with bio sheets for each super hero. After students have read each bio sheet, model comparing and contrasting in a Venn Diagram for students. Have students meet together in groups to create Venn Diagrams to compare and contrast the super heros. Ask students to choose, who is the better Super Hero? Batman or Superman? Divide students into teams based on their choices.</p> <p>Give the groups time to review the information and conduct a short debate for students to debate who the better superhero is. This can be done with the whole class or in smaller groups. If it is done as a whole class, teams should choose speakers for the debate and students can change sides if they change their mind.</p> <p>Students will prepare for an argument for the debate by completing the worksheet as individuals first, then conferencing with small groups to solidify the three most important points of argument. Explain the rules and procedures for the debate:</p>

[s/0B2T PaVqODyS VTdxTmlJdlJWSXc](#)

Only one person can talk at a time.

- No insults or name calling.
- Individuals should take turns within the group so everyone gets a chance to talk.
- Team Batman will begin the debate and present their argument for 2 minutes.
- Team Superman will have 30 seconds to explain why the other group is wrong.
- Team Batman will 30 seconds counter the arguments.
- Team Superman will have 2 minutes to present their claims.
- Team Batman will have 30 seconds for a rebuttal.
- Team Superman will have 30 seconds to counter the rebuttal.
- Each team will have 1 minute to summarize their argument.

Civil War meets Civil War...

In a class discussion, ask the following questions:

- Which superhero is really the best? Who who the debate?
- What is Superman’s goal in life?
- What is Batman’s goal in life?
- Why do they fight? Why do we argue over who is better?

Students should understand that Superman and Batman both have the same ultimate goal: To rid the world of evil. But, because of such strong differences in opinion in the best way to do that, we and they argue or fight each other. Discuss that while an argument on who is the better superhero is might not be something that a country would go to war over, some differences of opinions get so strong that people who actually have similar long term goals will have no other option than to go to war.

Have students respond to the following questions in their reflection section of their notebook.

Writing prompt: What beliefs and values do you have that you would be willing to fight in a war over? What is so important about these things? How might your point of view or culture affect your beliefs and values?

Have students share what they have written with a partner. Give them time to add to or change

		<p>what they have written.</p>
<p>Day 1-15 Literature Circles</p> <p>Students will choose from a selection of texts to read independently and discuss in literature groups.</p> <p>Instructional note: The instruction and activities described here can be presented and completed at any point during the instructional sequence. The are meant to deepen student understanding of the historical events and give students a more personal and rich experience with the history.</p>	<p>A copy of one of the following books for each student.</p> <p>The following is a list of possible text selections that can be used for the literature circles. This list of books is not meant to be exhaustive or limiting. The teacher may choose to use other books that are more available or fit better the preference of the students.</p> <ul style="list-style-type: none"> ● Charlie Skedaddle, Patricia Beatty (870L) ● Across Five Aprils, Irene Hunt (1100L) ● Dear America: 	<p><i>* Literature circles are used regularly in my classroom and students are familiar with the procedures and expectations. If students are unfamiliar with literature circles, the teacher may need to frontload this activity with some practice with the role sheets and some very clear rules and expectations of what happens within the discussion groups. There are many ways to conduct literature circles. Do what works for you, but this is how I conduct them.</i></p> <p>Day 1 Book Talk Presentations: Briefly, but enthusiastically describe each of the books in a book talk format. Make sure to mention the book length and level so that students know what they are committing to before they choose a book.</p> <p>On an index card, students will write their name and their top three choices of books.</p> <p>After class, arrange the students into book clubs depending on their book choices, levels, and behavior needs. I can almost always give students one of their top three choices if not their first choice.</p> <p>Day 2: Group formations: Assign students to their groups and give them each a copy of the selected texts. Have students meet in their book clubs. Their tasks are to 1) decide how far they will read before their first discussion. I like to have them meet once a week for two to three weeks, so students will read about 1/3 of the book for each meeting, and 2) Choose a role sheet to complete in preparation for the next meeting.*</p> <p>Days 2-5: Independent reading</p> <p>Students use independent reading time to reach their reading goals. I always stress the importance keeping the reading on track with the group. Students should not go ahead of their goal, and they should be prepared for the discussions by reading to the assigned page and completing their role sheet.</p>

	<p>When Will This Cruel War Be Over? (1050L)</p> <ul style="list-style-type: none"> • What Was the Battle of Gettysburg, Jim O’Conner (810L) • The Mostly True Adventures of Homer P. Figg, Rodman Philbrick (950L) • Shades of Gray, Carolyn Reeder (800L) • Red Badge of Courage, Steven Crane (890L) <p>Literature Circle Role Sheets and scoring guide:</p>	<p>Day 5: Literature Circle meeting:</p> <p>Students meet in circles around the room. Each role has a turn to be the speaker and lead the discussion. I usually start with the “summarizer”. I set a timer and give them 4 or 5 minutes for each role. The rules are that they have to stay on topic, be kind, and that each person has to respond to the person leading the discussion. I continue through the rest of the roles the same way, each time, reminding the groups to give time to the new discussion leader to explain their preparations, and then leading a discussion where everyone in the group comments or asks questions.</p> <p>Following the discussions, students should complete the self-reflection on their own role sheet. Points can be given for the self reflection and for the preparation.</p> <p>Day 6-10: Independent Reading</p> <p>Day 10: Literature Circle Meeting</p> <p>Day 11-15: Independent Meeting</p> <p>Day 15: Last Literature Circle Meeting:</p> <p>You can give the groups a chance to create a simple project or advertisement to present to the rest of the class if you would like. I usually let the last meeting be the culminating activity for the books.</p> <p>Students will respond in their reflection journals:</p> <ul style="list-style-type: none"> • How has your understanding of the Civil War increased or changed with the reading of your book? • What specific event or element of the Civil War do you have a different or greater understanding of?
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	<p>https://drive.google.com/drive/folders/0B2T_PaVqODySTk_hWcU5mU05LZ2c</p>	
<p>Day 3:</p> <p>Students will learn new vocabulary:</p> <p>Students will compare and contrast the cultures of the North and South of the U.S. in 1860.</p>	<p>Blank U.S. map outlines for students</p> <p>https://docs.google.com/document/d/1nE9W6d1YZHzE3oimDSanDIHQSpZ1Cn_wjw6izU3TmIrk/edit</p> <p>Images for Vocabulary introduction :</p> <p>https://drive.google.com/drive/folders/0B2T_PaVqODyS_WWs4dEszMUtSczQ</p> <p>Vocabulary word strips</p> <p>DBI notecatcher: https://docs.google.com/document/d/10h_vYE1E7ZiL54XfiOho3hKnVvbZFgYN</p>	<p><i>New vocabulary: North, South, Urban, Rural, Region, Sectionalism, Slavery</i></p> <p>Students will prepare for the DBI by trimming and pasting the blank U.S. map, and the note catcher in their interactive notebooks. They will also need to prepare to record vocabulary words into a notebook glossary.</p> <p>DBI/vocabulary introduction:</p> <p>Each stage of the DBI will consist of a silent study time, where students study the materials and take notes on their note catchers, a discussion time, where students discuss their notices and wonders with their group, and a whole class brief discussion where groups share what they discovered with the class. Sticky notes can be used on top of the boxes if students run out of room on the note catcher.</p> <p>Stage 1: Introduce differences between the North and the South U.S. and vocabulary by distributing envelopes to groups containing 14 images including photographs and blank U.S. maps and wordstrips. Students should study the pictures and wordstrips. After matching the wordstrips to the pictures, they should complete the note catcher by writing notices and wonders in the boxes.</p> <p>Stage 2: Read pg. 465 from Social Studies textbook as a class. Students should complete stage 2 of the note catcher with notices and wonders.</p> <p>Stage 3: Provide two copies of each article. One of the articles is quite long so dividing it into sections or highlighting significant parts of the text is recommended for lower students or even the whole class, depending on the needs of the students.</p> <p>Synthesis: Using the blank map, Students will summarize the information they have gathered from the readings. They should label North and South regions, urban and rural areas, and mark regions where</p>

	<p>S5wloVgM4 E/edit</p> <p>Social Studies: U.S. History, Scott Forseman, pg. 465</p> <p>Article: The Cultural Divide https://docs.google.com/document/d/11we8xMtxeilhduoHs1bIWEUviTba0aoITwIXhniiDIU/edit</p> <p>Article: North and South: Different Cultures, Same Country https://docs.google.com/document/d/1xOd0d3I5a6sQ734eSZW4YOY_XJJEbOgRLPIUA8fbHXM/edit</p>	<p>slavery was legal pre-Civil War. They should also note other characteristics found in the readings.</p> <p>Have students share their map with a partner, the “square the pair” and share with the small group, then share findings with the class. Students can add, change or delete information on their maps as they participate in discussions.</p> <p>Students will record vocabulary words in interactive notebook glossary. <i>Continue to add vocabulary words to the glossary throughout the unit.</i></p>
<p>Day 4-5:</p> <p>Students will compare and contrast the North and the South in a compare and contrast essay as a formative</p>	<p>Map from previous day’s instruction to use as a prewrite.</p> <p>Rubric: https://docs.google.com/document/d/1JU2RwWjfzHpxA1p9aS53W0GpnsElr9</p>	<p>Introduce the writing model, using the map of the U.S. that was created the previous day. The compare and contrast essay should include an introduction paragraph, a paragraph about the North, a paragraph about the South, and a conclusion paragraph.</p> <p>Mini Lesson about writing a conclusion: Remind students that a conclusion should do three things:</p> <ol style="list-style-type: none"> 1. Restate the main idea 2. Summarize and highlight the comparisons and contrasts. 3. Leave the reader with a final impression (a prediction or an opinion)

<p>assessment to check understanding comparing and contrasting, vocabulary, and comprehension of the text.</p>	<p>cHvkqaByh2b1c/edit</p>	<p>Introduce the rubric.</p> <p><i>Note: if word processing is available, students could complete some or all of the writing steps electronically.</i></p> <p>Prewrite: Students will use the DBI map as a prewrite. Draft: Students will use the model to write a draft. Revise: After checking with the teacher, students should revise their essay with a thinking partner. Students should use models, the rubric, and the revise worksheet to conference with their thinking partner. Edit: Students should proofread their essay before writing a final copy. Publish: Students should write or type a final copy of their essay.</p> <p>The Draft should be written in the interactive notebook, and the published essay and the scoring rubrics should either be written in or pasted into the notebooks after they are assessed.</p>
<p>Week 2: The Struggle over Slavery</p>		
<p>Day 6:</p> <p>Desired Outcome: Students will identify the opinions of the North and the South about slavery, and analyze the differences of their opinions.</p> <p>Students will empathise with slaves, slave owners, and abolitionists.</p>	<p>Social Studies: U. S. History, Scott Foresman, pg. 466-467, and 469</p> <p>Opinions of the North and South document: https://docs.google.com/document/d/1l1EWTtc07lgUwplqjKuHaTESG8DjVB4gh9BPpNVJ03M/edit</p>	<p>New Vocabulary: Abolitionist</p> <p>*Prepare for this activity by cutting the “Opinions of the North and South” document into cards and placing them into envelopes mixed up (one envelope for each group). <i>These quotes came from the articles posted in the file.</i></p> <p>Read pages 466-467 as a class as an introduction to slavery. Introduce new vocabulary word, abolitionist, Have students predict what abolition of slavery might look like. Have them demonstrate by acting or by providing an example, Students should add it to their glossary with a written example or picture to represent the word.</p> <p>Arrange students in large or small groups and give each group an envelope of cards and a poster. Students will sort the cards into opinions of the North and the South as groups. Conduct a whole class discussion to highlight the opinions that students found interesting to lead into a discussion that the people of the South really did believe that slavery was the natural way of things and that</p>

	<p>Poster paper, glue, envelopes, markers</p> <p>Alternate worksheet: https://docs.google.com/document/d/1n2JoX5BDG84IHJTpfZsH4d3B4h7aLCuP1e_6PdKB3w0/edit</p> <p>Articles: https://drive.google.com/drive/folders/0B2T_PaVqODySLXA0TIQxMnZSdFU</p>	<p>they were not evil, but just had very strong opinions about slavery.</p> <p>*Extension activity for advanced students: Read the articles and highlight sentences that show the opinions of the regions they represent.</p> <p>Assign students to write two opinion paragraphs (with an opinion topic sentence, and supporting details). One paragraph should be written from the point of view of the North and the other from the point of view of the South. Paragraphs should be written in first person and reflect the opinions of the assigned regions and the opinions expressed in the text on the charts.</p> <p>Have students choose one of their paragraphs to share and pair with opposing sides to share their opinions on the issue of slavery. Students should use the new vocabulary word in one of their paragraphs.</p> <p>*Alternate assignment for struggling or ELL students: worksheet</p>
<p>Day 7:</p> <p>Students will identify ways that African Americans resisted slavery and describe the causes and effects of this resistance.</p> <p>Students will develop questions to be used in a Socratic seminar.</p>	<p>Social Studies: U.S. History, Scott Foresman, pg. 470-474</p> <p><u>Follow the Drinking Gourd</u>, Jeanette Winter ISBN: 0394896947 OR Youtube video presentation of the book: https://www.youtube.com/watch?v=40oXJCogrlg</p> <p>DBI materials</p>	<p>Introduce new vocabulary words: <i>resistance, rebellion, Underground Railroad</i>. Discuss the difference between resistance and rebellion. Provide examples and nonexamples of each and have students draw pictures in their glossary. Explain that the picture book describes the part of the Underground Railroad.</p> <p>Students should trim and past (or copy) the DBI notecatcher into their interactive notebooks to prepare for the DBI.</p> <p>Show or read <u>Follow the Drinking Gourd</u>.</p> <p>Data Based Inquiry assignment:</p> <p>Phase 1: Pictures. Students will describe what they notice and feel about the pictures.</p> <p>Phase 2: Textbook pgs. 471-473. Read together as a class. Students will describe what they notice about resistance of slavery, slave rebellion, and Underground Railroad.</p>

	<p>https://drive.google.com/drive/folders/0B2T_PaVqODyScm9NcklYY1FzcEU</p>	<p>Phase 3: Eyewitness and personal accounts. Students will describe what they notice about the resistance of slavery, slave rebellion, and the Underground Railroad.</p> <p>Phase 4: Synthesis: Students will revisit the text to answer the questions and to find questions they'd like to discuss that will later be used in the Socratic Seminar on the following days.</p> <p>On a sticky note, students should write their most important or most pressing question about slavery and post it to the wall to be used in the following day's Socratic Seminar.</p>
<p>Day 8:</p> <p>Students will compare evidence from multiple sources of the text to speak and listen about causes and effects of the slavery resistance.</p>	<p>Questions from the note catchers from previous day.</p> <p>Preparation worksheet and coaching guide https://drive.google.com/drive/folders/0B2T_PaVqODySOEY5Wm1FRIVLaHc</p> <p>Smart Board presentation with questions posted</p> <p>Paper and markers for posters</p>	<p>Students will prepare for the Socratic Seminar by completing the preparation worksheet either individually or in partners. Sample questions are included in the worksheet.</p> <p>Divide students into two groups for the socratic seminar. One group will be on the inside and the other will be on the outside of the circle. Students on the outside will be the coaches and students on the inside will be participants. Provide time before and after the discussion for partners to meet and plan for a successful seminar and discuss the coaching guide.</p> <p>Rules for the socratic seminar:</p> <ul style="list-style-type: none"> - Only one student can speak at a time. Try not to interrupt. - Adding to or commenting about a previous comment is encouraged. - Use polite words. No insults or name calling. - Invite others into the discussion by asking more question <p>Conduct the Socratic Seminar twice (one for each group) and provide time between and afterward for coaches to complete the guide and discuss with their partner.</p> <p>Following the seminar, students will create a Circular Serpentine poem with word posters. Using one or two words, students will complete the sentence, "Slavery caused..." Remind students to think about different perspectives, including slaves, slave traders, slave masters, abolitionists, and runaway slaves to complete the sentence.</p> <p>Have students stand in a circles in groups of 10 or so, and arrange themselves into an order that</p>

		<p>makes sense. Then the circles can “perform” their poem for the other groups.</p> <p>Reflection: Have students respond to the Socratic seminar by either writing a new poem about what slavery caused or by writing what they remember from the Circular Serpentine poem.</p>
<p>A Nation at War</p>		
<p>Day 9:</p> <p>Students will understand the nature of a compromise and that compromises were made throughout history to mediate between different political and historical points of view.</p>	<p>Social Studies: U.S. History, Scott Foresman</p> <p>Note catchers</p> <p>Letters to label the N and the S.</p>	<p>Henry Clay - The Great Compromiser</p> <p>New vocabulary: compromise, territory</p> <p>Begin by demonstrating the concept of a compromise. Ask two students to role play an argument about what game to play at recess. Suggest a compromise and demonstrate how both points of view lost something and gained something so that both parties were satisfied.</p> <p>Direct the students into groups of three to role play a compromise for one of the following situations:</p> <ul style="list-style-type: none"> - Choosing a game to play in class - Choosing a book to read for a literature circle - Choosing a topic to write about <p>One student should take one point of view, the other another point of view, and the third should play the role of the compromiser.</p> <p>Direct students to the map on pg. 477. Have students “think-pair-share” the things that they notice on the map. Guide the students to understand that an equal number of states were on both sides of the slavery issue. Guide them to notice the territories on the map and discuss the critical role they might play in the slavery debate.</p> <p>Read pg. 477 as a class. Notice the different political points of view of the North and South. What views did each take about the issue of slavery? The issue of states rights? The issue of taxes? Students will discuss these points of view with the class, then they will write the points of view in the note-catcher.</p> <p>Choose three students to model the Missouri Compromise with one playing the role of the North</p>

		<p>and one playing the South, and one playing the role of Henry Clay, the compromiser. Make sure the students highlight the issues in their argument.</p> <p>Pair the students off again, assigning one partner to the point of view of the North, and one to the point of view of the South (you could stick a letter die-cut or sticker to each student). Direct them to roleplay the Missouri Compromise. Students should refer to their note-catcher to remind them of different points of view on the issues.</p> <p>Read pg. 478 as a class. Repeat the roleplay process with the Compromise of 1850.</p> <p>Reflection: Discuss further the points of view of the North and South. Ask students how each may have felt about the compromises. Ask them to think about the effect that the compromises may have had on each section of the nation. Students will do a ten minute quick write to reflect on What effects did the Missouri Compromise and the Compromise of 1850 may have had on the country as a whole and on each region? What positive and negative effects might compromising have in your own expe</p> <p>Students should record the meaning of territory and compromise in their glossary section.</p>
<p>Day 10:</p> <p>Students will identify causes and effects of events leading up to the war, including the strong difference of opinion and different point of view about the slavery issue.</p>	<p>Cause and effect video https://www.youtube.com/watch?v=wSOGw6gDokI</p> <p>Additional Articles: https://drive.google.com/drive/folders/0B2T_PaVqODySNG5oaE5YVFBhblU</p>	<p>Review cause and effect with the PowToon video. Explain that when we study history, we use cause and effect to find out why things happened and to study the effects of choices that were made.</p> <p>Explain that though there were many decisions and events that contributed to the cause of the Civil War, today we will look at three events and explore the effects that they had on the points of view of the North and South and the beginning of the Civil War: the Fugitive Slave Act, The publication of a book, Uncle Tom’s Cabin, and The Kansas-Nebraska Act.</p> <p>As a class read about each event in the textbook.</p> <p>Using jigsaw strategy, divide the students into large groups of 9. Assign each person in the group a number and a letter (A1, B2, C3, ect.). All of the As in that group will work together to investigate the Fugitive Slave Act and plan a way to teach the event. All of the Bs will will work together to</p>

investigate the publication of “Uncle Tom’s Cabin” and plan a way to teach it. All of the Cs will work together and investigate the Kansas-Nebraska act and prepare a plan for teaching it. Then students will regroup with their numbers and all of the 1s (in each large group of 9) will meet together, all the 2s, and all the 3s. Each will teach the event they studied to their second group of three.

Students will re-read from the textbook and read additional articles to investigate their assigned topic.

***It is not necessary for all students to read all articles. Some variety in reading is provided for advanced readers or readers and to provide choice. Students should be encouraged to investigate the event and read as much as they need to in order to understand it enough to teach it.*

Letter groups will investigate their assigned event to find out the following:

- Describe what happened.
- Why did it happen? What caused this decision or act?
- What effects did this event have on the country? The people of the country?

Letter groups will make a plan to teach the event to their group by choosing one of the following plans:

- Write a story. Explain the historical event in a story. Include who, what, why, and the effects of the event.
- Question - answer: ask the group questions and tell them where to find the answer in the text (note: some answers will need to be inferred)
- Poster: Create a poster that tells the information to show the group

Each student will record what they have learned in their notebooks. Students should divide their notebook into three sections to do this. Each section should be devoted to one of the three events studied.

Adaptation idea for struggling readers - create a cause and effect chart with six items (Compromise of 1850, FUGITIVE SLAVE Act, The Kansas Nebraska Act, bleeding Kansas, the publication of Uncle Tom’s Cabin, increased abolition) After reading in a small group or one on one with an aid or

		teacher, the student should paste the strips on the cause and effect chart to show the cause and effect relationships.
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<p>Day 11:</p> <p>Read from and compare multiple texts to list advantages and disadvantages for the North and the South.</p> <p>Use</p>	<p>Social Studies: U.S. History, Scott Foresman</p> <p>Article: “Strengths and Weaknesses” https://docs.google.com/document/d/1PJGYZHEHuxuhMryBhrfocKSi2O69Jk4KMtZ-Kpx06Lk/edit</p>	<p>New Vocabulary: <i>Advantage, disadvantage, strategy, volunteer, draft</i></p> <p>Discuss what an advantage or disadvantage might be in sports or in academics. Have students show dramatization of height advantage or disadvantages. Discuss advantages and disadvantages in various circumstances. Discuss the meanings of strategy, volunteer, and draft. Have students record meanings, examples, and pictures in vocab glossary.</p> <p>As a class, read pg. 493 from the text and article, “Strengths and Weaknesses.” Have students underline or highlight advantages of the North in blue and advantages of the North in Red.</p> <p>Then have students work in pairs to re-read the texts and complete a T-Chart to compare the advantages of the North and south. Students should record the findings in a T--chart in their notebooks. Once they are finished, square the pair and have students share the their findings with larger groups of four. Have the groups of four highlight two of the most important advantages for each side, then have them grow their group to a group of eight, and share the most important advantages with the large group. Then have each large group report to the class one advantage for each side.</p> <p>“RAFT it” : Role: General Lee (from the South) or General Grant (from the North) from either the North or the South (the teacher could make assignments or let the students choose); Audience: Family member at home; Format: A letter; Topic: The Advantages and disadvantages of the side I am on and why I think we can win this war. Students should use vocabulary words in their writing.</p>
<p>Day 12:</p> <p>Understand the aspects of daily life during the Civil War</p>	<p>Mackays - Classroom visitors, dressed in outfits, from the era and displaying artifacts and representations of items used during</p>	<p>Students will prepare to listen to the Mackays by completing a KWL chart in groups.</p> <p>Listen to and watch a demonstration from the Mackays (a couple who comes from the past to show what life was like during the Civil War and shows some of the things they did to live like candles, money, dress, ect.)</p>

<p>Ask questions</p>	<p>the 1860's.</p>	<p>Students will complete KWL charts filling in what they learned and adding to what they wonder still.</p> <p><i>NOTE: These classroom visitors are available in my area, but another classroom visitor might be available in other areas. You can contact organizations like Daughters of the Utah Pioneers or Idaho Civil War Volunteers to arrange a visit to your school. These videos could be used as a replacement of the classroom visitor:</i></p> <p>https://www.youtube.com/watch?v=FxnDnxUw14Y (four minutes) https://www.youtube.com/watch?v=TgxgETdDmGo&t=34s (20 minutes)</p>
<p>Day 13:</p> <p>Read and comprehend the Gettysburg Address. Answer text dependent questions and understand that The Battle of Gettysburg was a major turning point of the Civil War.</p> <p>Understand different points of view that were given about the Gettysburg address at the time.</p>	<p>Social Studies: U.S. History, Scott Foresman</p> <p>Gettysburg Address student copy, teacher lesson plan.</p> <p>Video: https://www.youtube.com/watch?v=U2a-S3rjDBw</p> <p>Quotes https://docs.google.com/document/d/1PpXr3yqkXUtqS5jtf4G6o2qY45iM86uJYI4rYgfMwcQ/edit</p> <p>Teacher page: https://docs.google.com/document/d/1k</p>	<p>To provide some background for the battle of Gettysburg, read pg. 507 of the text. Conduct a think pair share for the following questions:</p> <ul style="list-style-type: none"> - What mistakes did the Confederate soldiers make that caused them to lose the battle? - Describe the location of the Union and Confederate headquarters. - In which direction was Pickett's Charge made? - What advantage did the location of Little Round Top and Big Round top give the Union forces? <p>Show the video of the Gettysburg Address. Ask students to notice the audience and notice what the audience was thinking, feeling and the emotion of the speaker.</p> <p>Explain that newspaper reporters reported in 1863 reported on the speech made by Lincoln. There were many critiques and reviews of the speech. (Most critiques of the speech were negative regardless of political affiliation.) Have students do a silent gallery walk around the room to read quotes from reviews given of the Gettysburg Address. Students should draw emojis on sticky to convey the thoughts and opinions conveyed in the quotes. (ie: laughing emoji for humor, angry emoji for angry response)</p> <p>Have students think about the reactions of the audience. Watch the address again, then direct the students to look closely at the address, using the questions in the teacher page, to understand and evaluate the address. Sentence starters to answer the questions should be provided to some students who are ELL or low readers. Students will use the student page to write notes to the questions and</p>

	<p>kzxjZSJ3Db-RoIAAt89054oozmvwwMvQYvFaE48xTBw/edit</p> <p>Student page: https://docs.google.com/document/d/1g3ODI8NV7hQmUo9xciaRUnvGTXeQKdjFdQuq3FrD6uk/edit</p>	<p>define the words.</p> <p>Students will read the address once more independently with the purpose of evaluating the speech. Students will pretend to be a newspaper critic now and write a review of the Gettysburg address. Have them consider is Lincoln sincere? What is Lincoln’s purpose in delivering this address? Is he successful?</p>
<p>Day 14:</p> <p>Identify and explain the turning point of the Civil War and notice patterns in the battles and the war as a whole.</p>	<p>Youtube video: https://www.youtube.com/watch?v=25HHVDOaGeE</p>	<p>Show the Youtube video highlighting all the major battles of the Civil War. Ask students to just watch it the first time without any frontloading. Ask students what they noticed about the Civil War. Have them discuss this with a shoulder partner.</p> <p>Show the video a second time. Ask students to look for an overall pattern in the winners and losers in the battles. Have them write a final reflection in their notebook to respond to the following questions: What did you notice about the patterns in the battles of the Civil War? What does this pattern tell you?</p> <p>Ask students to share what they noticed in small groups of four, and then with the whole class.</p>
<p>Day 15-18:</p>	<p>Final project worksheets https://drive.google.com/drive/folders/0B2T_PaVqODySakJJNIZUTXRfRmc</p> <p>Notebooks</p> <p>All books and</p>	<p>Revisit the Essential question, “Who writes history?” Students should discuss questions in small groups and then share with the class.</p> <p>Explain final project choices. Show a model of each final project and the rubric. Students should use the worksheets and check off list to guide students through steps 1-7.</p> <p>*Divide students into groups of two to complete final project. (Partners should be doing the same project choice.)</p> <p>*Make all articles and materials available to students for the project. Encourage them to revisit the</p>

	<p>articles from the unit</p> <p>Example projects https://drive.google.com/drive/folders/0B2T_PaVqODyScWExNkZUaXIIWHc</p>	<p>articles and use multiple sources while gathering information.</p> <p>*This project is largely student driven. Students do not need to be at the same place in their progression, but should continue onto the next step after they finish and pass off each step. As students get closer to creating their final project, the teacher might consider setting up work stations for each project choice. Management of the activities and materials available should be considered and explained thoroughly.</p>
<p>Day 20: Present final projects</p>	<p>Rubric https://docs.google.com/document/d/1i4gM2TMTxatB7rE8Eyof3-Vx7tsjHfJVv0lnkpw6Ig/edit</p>	<p>Students will present their final projects in a museum set up. Invite visitors including parents and other classes. The teacher will visit each display at some point throughout the presentation day to complete the rubric.</p>