



The Civil War

A History, English and Special Education
Collaboration



Collin Barnes
and
Megan Crawley

Introduction

This Civil War unit will last four weeks and students will learn about the Civil War ranging from the events that led up to it all the way through Reconstruction. This unit combines historical facts and information with literature and language arts components. This unit has also been designed so that it is applicable for students with high incidence disabilities who have been mainstreamed into the general education classroom.

This unit will be taught using block scheduling. On Monday thru Wednesday, the same group of students will go to History and then go to English. Then on Thursday and Friday, students will meet together for 100 minutes to work on their newspaper assignment.

Calendar

 Megan's Included Lesson Plans
 Collin's Included Lesson Plans

Week 1 Beginning of the Civil War	Day 1 <ul style="list-style-type: none"> • KWL • Dred Scott Decision <ul style="list-style-type: none"> ◦ Discussion/ Feelings Chart • The South secedes and creates a government. • Explain Newspaper Activity 	Day 2 <ul style="list-style-type: none"> • Lincoln's Inauguration and what he stood for. • Attack on Fort Sumter <ul style="list-style-type: none"> ◦ Do you agree with Lincoln's decision • Students will participate in a class discussion. 	Day 3 <ul style="list-style-type: none"> • Society and families in the Civil War • Effect on towns, cities, business, etc... • Students will read a personal story about a family from the Civil war. • Students will write a creative personal story. 	Day 4 <ul style="list-style-type: none"> • Research Day / Work Day 	Day 5 <ul style="list-style-type: none"> • Work Day
	<ul style="list-style-type: none"> • Anticipation guide for <u>Across Five Aprils</u> • Introduce <u>Across Five Aprils</u> • Read Chapter 1 • Explain Newspaper Activity 	<ul style="list-style-type: none"> • Class will take turns reading aloud <u>Across Five Aprils</u> <ul style="list-style-type: none"> ◦ Chapters 2 and 3 • Students will write a journal from Jethro's point of view. 	<ul style="list-style-type: none"> • Read Chapter 4 in <u>Across Five Aprils</u> out loud as a read-aloud. • Students will write down important words and phrases and make connections in pairs after the reading. 		
Week 2 Mid-War	Day 6 <ul style="list-style-type: none"> • Battle of Gettysburg • Battle of Antietam • Battle of Shiloh • Battle of Bull Run • Generals • Students will look at maps and act out movements of battles. 	Day 7 <ul style="list-style-type: none"> • Andersonville • Sherman's March to the Sea • Students will sit in a taped square and experience the conditions of Andersonville. • Students will watch a video clip of Sherman's March. 	Day 8 <ul style="list-style-type: none"> • Emancipation Proclamation • Conscription Act • Students will participate in a dramatic reading of the speech. 	Day 9 <ul style="list-style-type: none"> • Research Day / Work Day 	Day 10 <ul style="list-style-type: none"> • Work Day
	<ul style="list-style-type: none"> • Read Chapter 5 in <u>Across Five Aprils</u> in pairs. • Students will draw what happened in chapter 5 as a comic strip in groups of 3/4. 	<ul style="list-style-type: none"> • Read <u>Pink and Say</u> as a read-aloud • Students will write letters from Pink and Say's perspective. 	<ul style="list-style-type: none"> • Read Chapter 6 in <u>Across Five Aprils</u> together out loud. • Students will complete a feelings chart for Jethro while we read. 		
Week 3 End of the Civil War	Day 11 <ul style="list-style-type: none"> • Surrender • Why North Won/South lost? • Students will draw a picture of the U.S. 50 years later as if the South would have won. 	Day 12 <ul style="list-style-type: none"> • Lincoln's Assassination • How affected the nation • Students will journal and write about what <i>could</i> have happened if he hadn't been assassinated? 	Day 13 <ul style="list-style-type: none"> • Re-cap over last several weeks • KWL • Debate- Who/What was to blame for starting the Civil War? • For ending? 	Day 14 <ul style="list-style-type: none"> • Research Day / Work Day 	Day 15 <ul style="list-style-type: none"> • Work Day
	<ul style="list-style-type: none"> • Read Chapters 7 and 8 in <u>Across Five Aprils</u> in pairs. • Students will create a list of all the positive and negative things that happen as they read. • After reading, students will use their lists to write a journal entry from Jethro's point of view including the events that took place. 	<ul style="list-style-type: none"> • Read Chapter 9 in <u>Across Five Aprils</u> out loud up until page 108. • Students will write the letter that Jethro wrote to President Lincoln. • Students will continue reading and finish chapter 9 silently to themselves. 	<ul style="list-style-type: none"> • Students will draw what they predict is going to happen. • Read Chapters 10 and 11 in <u>Across Five Aprils</u> in pairs. • Students will pick a scene to draw from chapters 10 and 11. • After drawing the picture, they will write a short summary of the scene. 		

Week 4 Reconstruction and Current Implications	Day 16	Day 17	Day 18	Day 19	Day 20
	<ul style="list-style-type: none"> • 13th, 14th, 15th Amendments • Sorting activity where students have to classify phrases from the amendments to what amendment they belong to. 	<ul style="list-style-type: none"> • Vigilante Groups • KKK • Black Codes • Why did they use this method? • Students will read Harper's Weekly and current articles about these groups and use a Venn Diagram to compare and contrast their activities then and now. 	<ul style="list-style-type: none"> • What happened? Reconstruction and its effects on modern society. • Students will discuss and complete a cause and effect chart. 	<ul style="list-style-type: none"> • Research Day / Work Day 	<ul style="list-style-type: none"> • Work Day • Finish KWL
	<ul style="list-style-type: none"> • Read <i>Lincoln Monument: Washington</i> – by Langston Hughes. • Students will write a campaign song for President Lincoln to the tune of a popular song using facts from <u>Across Five Aprils</u> and history class. 	<ul style="list-style-type: none"> • Read Chapter 12 in <u>Across Five Aprils</u>. • Students will write a letter as Jethro to President Lincoln's family expressing his gratitude. 	<ul style="list-style-type: none"> • Read <i>Driving Home the Cows</i> – a poem by Kate Putnam Osgood. • Students will write a poem in pairs about either a person or a battle in the Civil War. • Students will present their poems to the class. 		

Lesson Plan Outline

Your Name:
Megan Crawley

Date:
Day 3

Subject:
English

Grade Level:
10th Grade

Time Needed:
50 Minutes

Topic/ Focus: Across Five Aprils – Connections between important ideas and events.

Objectives: The Students will be able to:

1. Read and follow along as others read Across Five Aprils out loud. (Cognitive)
2. Pick out and write down key information. (Cognitive and Psychomotor)
3. Make connections between important information and events in the novel. (Cognitive and Affective)

Materials:

- Across Five Aprils by Irene Hunt
- Paper
- Pens/Pencils



Preparations:

- Obtain Across Five Aprils
- Think about and write down discussion questions.

Classroom Setting:

- Students will be reading Across Five Aprils and they will stay in their normal seats for this lesson.

Key Behavioral Reminders:

- Follow along as others read
- Clear your desk of other materials besides your novel, a piece of paper, and a pen or pencil.

Anticipated Problems:

- Students will not listen to the story being read. (Use teacher approximation to keep student attention.)
- Students will be passing notes. (Use approximation to keep student attention.)
- Students will struggle reading out loud. (Help guide them and prepare them for the section they will be reading.)

State Standards:

- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **2.A.4b** Explain relationships between and among events in the novel.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings

Instructional Plan

Anticipatory Set:

- Say, “Good afternoon students! Yesterday we read chapters two and three in Across Five Aprils. Can someone give me a summary of what those chapters were about?”
- “Very good. Well today we are going to be reading chapter four, and while we read this chapter you are going to be taking some notes.”

- “The notes that you are going to be taking are not your typical notes. Sporadically on your piece of paper you are going to write down important words, phrases, events, and any other information that you think is important. The notes don’t have to be in any sort of order because later we are going to make markings on this note sheet.”

Sequence of Learning Events:

1. Say, “Open your books to chapter four. Who would like to volunteer to start reading? And remember, if you’re not reading aloud, you should still be following along and ready to answer questions.”
2. Students will take turns reading chapter four aloud.
3. During reading, students will be taking notes.
4. During reading, students will also be answering and talking about discussion questions typical to the following:
 - What does it mean to have feelings of hope?
 - Does having hope help you cope with the pain of war?
 - How do you think what people say about our leaders impacts their decisions?
 - Do you think that we have the right to judge our leaders?
 - What feelings do you think are going through the mother’s mind when she reads the letter?
5. After reading chapter four and taking notes, students will draw lines that connect their notes to each other. Whenever they draw a line, students will write how they are connected, whether by sequence, by emotion, etc.
6. Students will do this in pairs and they will discuss the connections that they made.

Typical Discussion Questions:

See number 4 in the Sequence of Learning.

Closure:

- Say, “Would anyone like to share one of the connections that they made?”
- “You did a wonderful job making connections and discussing Across Five Aprils today.”
- “The next time we meet together in here we will continue reading Across Five Aprils.”

Assignment:

No Further Assignment

Modifications:

- Students who struggle with reading aloud can be prepped for what section they will have to read.
- Students may need prompting to write down important information from the reading.
- Making a connections web helps students visualize how events and other information are connected.

Rationale:

This lesson is important because students are able to look at the emotions, feelings, and events that take place during war. Students are also able to make connections between important information in a visual way which will help them comprehend and understand.

Extension Activity:

- Students could draw a picture of what they think will happen next.
- Students could write a response letter to Tom’s letter.

Lesson Plan Outline

Your Name:
Megan Crawley

Date:
Day 7

Subject:
English

Grade Level:
10th Grade

Time Needed:
50 Minutes

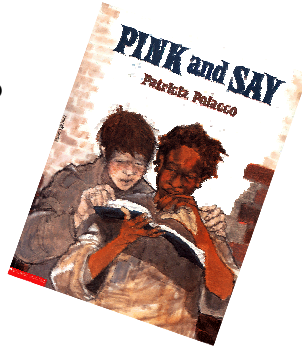
Topic/ Focus: Pink and Say – Letter Writing

Objectives: The Students will be able to:

1. Listen to a story being read (Cognitive)
2. Think about the feelings of the characters (Affective)
3. Answer and discuss questions asked during the reading. (Cognitive)
4. Write a letter as one of the main characters (Psychomotor)

Materials:

- Pink and Say by Patricia Polacco
- Paper
- Pens/Pencils



Preparations:

- Obtain Pink and Say

Classroom Setting:

- Students will be listening to Pink and Say being read, therefore, students will move their desks into a circle and the teacher will walk around and read in the middle.

Key Behavioral Reminders:

- Make sure you listen.
- Clear your desk of all your materials

Anticipated Problems:

- Students will not listen to the story being read. (Use teacher approximation to keep student attention.)
- Students will be passing notes. (Have students clear their desks and again use approximation to keep student attention.)

State Standards:

- **1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
- **1.C.4a** Use questions and predictions to guide reading.
- **1.C.4e** Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
- **3.B.4a** Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

Instructional Plan

Anticipatory Set:

- Say, “Good afternoon students! What can you tell me about Andersonville Prison Camp?”
- “Very good. You remembered a lot from your history class. Well today we are going to be reading a book entitled Pink and Say by Patricia Polacco.”
- “How many of you have read or seen this book before?”
- “I know that this is a picture book and you might think it’s for little kids, but this book actually contains a lot of adult emotions and material and it’s very appropriate for us to read this book and discuss it.”
- “It will also be fun for us to have pictures to look at to illustrate the story.”
- “I’m going to be reading this book to you since we don’t have copies for everyone, which means that you are going to have to pay attention because there will be an activity at the end of the class for you to do.”

Sequence of Learning Events:

1. Show students the cover of Pink and Say.
2. Say, “What do you notice about the two people on the front cover?”
3. “What do you think the title means?”
4. “Can you tell which character is Pink and which character is Say? Why would you think that? Are those assumptions based on stereotypes?”
5. Start reading Pink and Say out loud to students.
6. Ask discussion questions as Pink and Say is being read.
 - What is a marauder?
 - What do you think it was like for Sheldon to see a colored boy up close?
 - If Sheldon wasn’t injured do you think he would have thought differently of the colored boy?
 - Put yourself in this picture (of the boys climbing). What feelings would be going through your mind?
 - What do you think it was like for Pinkus’ mother while she was alone?
 - When Say calls Pink his family, how do you think that felt for Pink?
 - What does it mean to call someone your family?
 - As a slave did they have an identity?
 - How would you feel if you had to give up your name?
 - After being freed would you change your name or keep it?
 - Would you go back and fight again?
 - Think about the importance of reading to Pink?
 - Do you take for granted your ability to read?
 - Do you think that someone who fears war is a coward?
 - What feelings and emotions would be going through your mind as you were being taken prisoner?
 - If you saw the word Andersonville, what thoughts would you have?
 - What would you try and do when you got to the camp?
 - Would you try and escape or would you follow orders?
 - What would motivate you to stay in the camp and try to survive?
 - In the picture where they grab hands, what symbolism can be seen?
7. After the book has been read, have students take out a sheet of paper and a pen.
8. Explain to students that they will be writing a letter as either Pink or Say. The left half of the class will write as Pink and the right half of the class will write as Say.
9. The students will write a letter to the other person after they have parted ways at Andersonville. They will share their thanks, their worries, their hopes, their wishes, and their dreams.
10. Students will then partner up with someone who has written from the other perspective and they will share their letters.

Typical Discussion Questions:

See number 6 in the Sequence of Learning.

Closure:

- Say, “Would anyone like to share the letter that they wrote?”
- “Those letters were wonderful and you really captured the characters and their emotions.”
- “Tomorrow we will continue reading Across Five Aprils.”

Assignment:

No Further Assignment

Modifications:

- The reading of Pink of Say was a modification of itself because it is a serious picture book that allows students to visualize war and its effects.
- Students may also need extra time to complete writing their letters.
- Some students may also need a copy of the book to follow along if they have auditory processing difficulties.

Rationale:

This lesson is important because students learn about friendship and helping each other. They are also able to think from another person’s perspective and think about the implications and fears of war.

Extension Activity:

- Students could draw a picture of what they think the prison camp looked like?
- Students could draw a picture of what they think the faces of people in the prison camp looked like.

Lesson Plan Outline

Your Name:

Megan Crawley

Date:

Day 8

Subject:

English

Grade Level:

10th Grade

Time Needed:

50 Minutes

Topic/ Focus: Across Five Aprils – Feelings chart for the main character.

Objectives: The Students will be able to:

1. Read and follow along as others read Across Five Aprils out loud. (Cognitive)
2. Write down the feelings that the main character is experiencing. (Affective and Psychomotor)
3. Connect the feelings of the main character to the event that caused those feelings. (Cognitive and Affective)

Materials:

- Across Five Aprils by Irene Hunt
- Feelings Chart
- Pens/Pencils



Preparations:

- Obtain Across Five Aprils
- Think about and write down discussion questions.
- Create a feelings chart as a handout for students.
- Make copies of the feelings chart.

Classroom Setting:

- Students will be reading Across Five Aprils and they will stay in their normal seats for this lesson.

Key Behavioral Reminders:

- Follow along as others read
- Clear your desk of other materials besides your novel, your feelings chart, and a pen or pencil.

Anticipated Problems:

- Students will not listen to the story being read. (Use teacher approximation to keep student attention.)
- Students will be passing notes. (Use approximation to keep student attention.)
- Students will struggle reading out loud. (Help guide them and prepare them for the section they will be reading.)

State Standards:

- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **1.C.4a** Use questions and predictions to guide reading.
- **1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings

Instructional Plan

Anticipatory Set:

- Say, “Good afternoon students! Yesterday we read Pink and Say and we learned about what it’s like to fight in a war.”
- “Well today we are going to be reading chapter six in Across Five Aprils, and while we read this chapter you are going to be taking some notes.”
- “The notes that you are going to be taking are going to be about the feelings that the main character Jethro is feeling.”
- “I am passing out a chart to you right now. The first column says event, and in this column you are going to write down the event that makes Jethro feel a certain way. The second column says feelings, and in this column you are going to write down the feelings that Jethro is feeling.”

Sequence of Learning Events:

1. Say, “Open your books to chapter six. Who would like to volunteer to start reading? And remember, if you’re not reading aloud, you should still be following along and ready to answer questions.”
2. Students will take turns reading chapter six aloud.
3. During reading, students will take time to write down events and feelings. They may take their own opportunities to write or they may be prompted as a class to discuss an event.
4. During reading, students will also be answering and talking about discussion questions typical to the following:
 - How did Jethro’s family feel when his dad had a heart attack?
 - What was it like for Jethro to have to take on his dad’s responsibilities?
 - How would you feel if you were twelve and you had to work out in the fields?
 - Do you believe that even today children are growing up too fast?
 - What is the cause for children growing up fast? What outside forces effect children?
 - What does it mean to forgive?
 - Is it difficult to forgive others?
 - Does it make a difference what one is forgiving whether or not one decides to forgive someone else?
 - Are there things that you find unforgivable?
 - What happens to your body when you feel fearful?
 - What do you do in emergency situations?
 - When someone destroys something of yours what do you want to do?
5. After reading chapter six and writing down the events and the feelings that they provoked, students will see if there are any patterns and if they would feel and react the same way that Jethro did.
6. Students will make notes in their margins and add to their responses as others share their thoughts.

Typical Discussion Questions:

See number 4 in the Sequence of Learning.

Closure:

- Say, “You did a wonderful job thinking about what Jethro was going through today and also thinking about how you would react if you were in his shoes.”
- “The next time we meet together in here we will continue reading Across Five Aprils.”

Assignment:

No Further Assignment

Modifications:

- Students who struggle with reading aloud can be prepped for what section they will have to read.
- Students may need prompting to write down important information from the reading.
- Writing down the feelings in a chart will help students with learning disabilities organize their thoughts.

Rationale:

This lesson is important because students are able to look at the emotions, feelings, and events that take place during war. Students are also able to make connections between the character's feelings and their feelings, while also putting themselves in someone else's shoes.

Extension Activity:

- Students could write how a change in events could change Jethro's feelings and emotions.

Name: _____

Feelings Chart for Jethro

[illegible]

Lesson Plan Outline

Your name:
Collin Barnes

Date:
Day 11

Subject:
History

Grade Level:
10th Grade

Time needed:
50 minutes

Preliminary Planning

Topic/Focus: End of the Civil War. What would have happened?

Objectives: **The students will be able to:**

1. Listen to ending of the war (Cognitive)
2. Think about soldiers and leaders on both sides (Affective)
3. Think about what would have been different if the North lost (Affective)
4. Draw a picture or make a triarama of America 50 years after the war ended.
(Psychomotor)

Materials:

- Paper
- Colored pencils/markers
- Construction Paper
- Glue/tape

Preparation:

- Gather materials
- Make a PowerPoint showing the end of the Civil War

Classroom Setting:

- Students will listen to the ending of the Civil War and will have their desks facing the front. Once the presentation is over, they will gather their materials and think about what America would be like if the North had lost the Civil War.

Key Behavioral Reminders:

- Make sure you listen
- Work quietly and on your own
- Take care of the materials

Anticipated Problems:

- Students will not listen to the presentation. (Ask students for their input to keep attention)
- Students will get out of hand during the activity. (Remind them to work on their own and deduct points if problem persists.)

State Standards:

- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **16.D.4a (US)** Describe the immediate and long-range social impacts of the war.
- **16.D.4b (US)** Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).

Instructional Plan

Anticipatory Set:

- “Good afternoon! Who knows how the Civil War ended?”
- “Good work! Why did it end this way?”
- “Pay attention because there will be an activity at the end of class.”

Sequence of Learning Activities:

1. Introduce the end of the Civil War
 - The surrender of Lee
 - Where and Why?
 - What was important about his surrender?
2. Ask students discussion questions during the presentation that are similar to the following.
 - Who were important figures?
 - Why did it happen this way instead of something else?
 - How would it have changed if this was different?
 - How would you feel if you were there and you were from the North?
 - How would you feel if you were there and you were from the South?
3. Explain activity
 - Imagine you are in America in 1915 and the South won the Civil War.
 - What would it have looked like?
 - What would be different?
 - How would people be treated?
 - Why?
4. Allow them to sketch and color a picture of what it would look like or develop a tri-arama made out of construction paper.
5. Have them explain it in writing on the back.
6. Explain to the class if time allows.

Typical Discussion Questions:

- Why did the North win?
- What did the South do that made them lose?
- Did the South/North make any major errors?

Closure:

- Discuss what would have been different.
- Discuss why the war ended the way it did and important factors.

Assignment:

- No Further Assignment

Modifications:

- Give students with learning disabilities more time to complete the assignment.
- Students with disabilities can just explain their picture and write a very short explanation.

Rationale:

This activity will help students to further develop their thoughts about the importance of the Civil War and why it ended the way that it did. It will also help them to understand the framework of each side by drawing pictures or creating tri-aramas about how the United States would be different if the victors were switched.

Extension Activity:

- The students can draw a picture of what America would look like 100 years after the Civil War ended if the South won instead of the North. This would continue to develop the rationale behind each side.

Lesson Plan Outline

Your Name:

Collin Barnes

Date:

Day 12

Subject:

History

Grade Level:

10th Grade

Time Needed:

50 Minutes

Topic/Focus: Lincoln's Assassination.

Objectives: The Students will be able to:

1. Listen to Lincoln's Assassination (Cognitive)
2. Put yourself in their shoes after losing a President (Affective)
3. What would be different during those times if he didn't die? (Affective)
4. Journal thoughts and feelings after President died. (Cognitive and Psychomotor)
5. Journal thoughts and feelings in 1869 if President didn't die. (Cognitive and Psychomotor)

Materials:

- Paper
- Pens/Pencils

Preparations:

- PowerPoint
- Gather materials

Classroom Setting:

- Seats will be facing the front of the room during the presentation. Then they will write their journals on their own. After they are finished writing, they will break into groups of three and read their journals to each other and comment.

Key Behavioral Reminders:

- Make sure you listen
- Work quietly and on your own
- Keep your voices down while in your groups
- Keep working

Anticipated Problems:

- Students will not listen to the presentation. (Ask students for their input to keep attention.)
- Students will not work during activity. (Remind them to work on their own and deduct points if problem persists.)
- Students are not sharing/commenting on journals. (Go to group and have them read aloud to you. Also ask students questions about the journal.)

State Standards:

- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **3.B.4a** Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

- **4.A.4b** Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).
- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **16.D.4b (US)** Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).

Instructional Plan

Anticipatory Set:

- “Good afternoon! Who can tell me why President Lincoln was important?”
- “Great job! How did President Lincoln die?”
- “Right! What were some of the outcomes of his death? Could the country be different if he hadn’t died?”

Sequence of Learning Events:

1. Introduce the life of Lincoln
2. Short lecture/discussion
3. Lincoln’s role in the Civil War
 - Views on slavery, etc...
4. Ask questions during discussion to provoke thinking.
 - Why was Lincoln important?
 - Why did his views set him apart?
 - What if somebody else was President?
 - How would you feel if you were there when Lincoln died?
 - What if you were from the South?
5. Explain activity
 - You are alive in 1865 and in the theatre when Lincoln gets shot.
 - What are your thoughts/feelings?
 - What do you think will happen to the country in the future?
 - If they have time, have them write another journal as if Lincoln did not die, but in 1869.
 - Same questions
6. Have them break up into groups and read their journals to each other
 - Allow for feedback and comment.
7. Read in front of the class if time allows.

Typical Discussion Questions:

- Why was Lincoln a unique president?
- What were his stances on different topics?
- How did he die?
- Why did he act the way he did?

Closure:

- Read a few journals aloud
 - Ask if students agree or disagree
- Talk about how Lincoln’s death impacted the future of America.

Assignment:

- No Further Assignment

Modification:

- Use differences to make a point
- Give SPED students longer to work on journals
- Place SPED students with other students who can help them

Rationale:

This activity will help the students understand the views of the people toward President Lincoln and why he was a key figure in the Civil War. It shows his impact on the people of the time, as well as his role in the Civil War and the freeing of the slaves.

Extension Activity:

- Students can write a journal as if Lincoln had not been shot that night and how the United States would look at the end of his term, or 25-50 years after his Presidency.

Lesson Plan Outline

Your Name:
Collin Barnes

Date:
Day 13

Subject:
History

Grade Level:
10th Grade

Time Needed:
50 Minutes

Topic/Focus: Review past several weeks. Catch-up and clarifications.

Objectives: The Students will be able to:

1. Grasp concepts introduced throughout the last several weeks (Cognitive)
2. Relate to different situations as if they were there (Affective)
3. Discuss with the class what they have learned (Psychomotor)

Materials:

- Pens/Pencils
- Paper

Preparations:

- Come with lessons from the past several weeks
- Formulate questions to provoke class discussion
- Gather materials

Classroom Setting:

- Students will be in their seats facing the front. I will give them several minutes to formulate at least three questions about the Civil War that they still have (KWL), and we will discuss them as a class. Afterward, I will break them into groups and I will assign each group a time period during the Civil War (beginning, middle, end) and they will discuss and write down what they've learned with their group.

Key Behavioral Reminders:

- Listen and be respectful of your fellow students
- TALK! (but not too loud)
- Ask school appropriate questions

Anticipated Problems:

- Students won't ask questions. (Offer an incentive such as candy and pick random people to ask questions.)

State Standards:

- **1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.
- **3.B.4a** Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
- **4.A.4b** Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).
- **4.B.4b** Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **16.D.4a (US)** Describe the immediate and long-range social impacts of slavery.
- **16.D.4b (US)** Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).

Instructional Plan

Anticipatory Set:

- “Good afternoon! Who can tell me something that we’ve learned about the Civil War so far?”
- “What was something new you learned that you didn’t know before?”

Sequence of Learning Events:

1. Have them get a piece of paper and a pencil and write three things that they have learned, as well as what they want to learn still.
 - KWL
2. Discuss in class
 - Have students ask questions/lead discussion
 - If it slows down, ask questions to start discussion
3. Break into small groups and discuss KWL
 - Teach others something interesting they learned and why it is special.

Typical Discussion Questions:

- Why did “x” happen?
- Why was “x” important?
- What would be the lasting effects if “x” was different?
- Who was to blame for starting the Civil War?
- Who was important in ending the Civil War?

Closure:

- Come together and find what they’ve learned
- Urge them to keep thinking about the Civil War

Assignment:

- Bring one more fact that you *didn’t* know to class tomorrow.

Modifications:

- Give more time to SPED students.
- Integrate them into groups with non-SPED students to help with discussions and questions.

Rationale:

This activity is important because it gives the students a chance to review the information they have learned so far and to regroup their thoughts before continuing on to the next section. The KWL is also important because it will help me as a teacher to cover the points that are still confusing with the remaining week of the lesson.

Extension Activity:

- Students can look over their notes from previous class periods and continue investigating confusing aspects. This is a way that they can teach themselves, which will help them retain the information.

Lesson Plan Outline

Your Name:

Megan Crawley

Date:

Day 13

Subject:

English

Grade Level:

10th Grade

Time Needed:

50 Minutes

Topic/ Focus: Across Five Aprils – Predicting and Summarizing Through Art.

Objectives: The Students will be able to:

1. Read out loud to a partner and follow along as their partner reads out loud. (Cognitive)
2. Draw their prediction of what they believe is going to happen. (Cognitive and Psychomotor)
3. Summarize what they have read through drawing. (Cognitive and Psychomotor)

Materials:

- Across Five Aprils by Irene Hunt
- Blank Paper
- Pens/Pencils
- Colored Pencils/Crayons



Preparations:

- Obtain Across Five Aprils
- Think about and write down discussion questions for students to think about.
- Obtain enough blank paper for students to draw on.

Classroom Setting:

- Students will be reading Across Five Aprils in pairs so they will move their desk to sit next to their partner.

Key Behavioral Reminders:

- Follow along as others read
- Clear your desk of other materials besides your novel, blank paper, and coloring/drawing materials.
- Keep your voices at an appropriate level.

Anticipated Problems:

- Students will not listen to their partners as they read. (Use teacher approximation to keep students on task)
- Students will be passing notes. (Use approximation to keep students on task.)
- Students will be socializing rather than reading. (Use teacher approximation to keep students on task.)
- Students will say that they can't draw. (Affirm students by telling them that anything they create is wonderful.)

State Standards:

- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings
- **1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.

Instructional Plan

Anticipatory Set:

- Say, “Good afternoon students! Yesterday we read chapter nine in Across Five Aprils. Can someone give me a summary of what happened in chapter nine?”
- “Well today you are going to be reading chapters ten and eleven in Across Five Aprils in pairs, but before we do that I want you all to draw a picture of what you think is going to happen on your blank sheet of paper.”
- “Your drawings are all great! Can I have five volunteers share what they drew?”
- Students will share.

Sequence of Learning Events:

1. Say, “Open your books to chapter ten and move your desks to sit next to your assigned reading partner.”
2. Students will take turns reading chapters ten and eleven to each other.
3. After reading chapters ten and eleven, students will draw their favorite scene/event that took place on the other side of their prediction drawing.
4. Once students have drawn their pictures, they will write a short summary underneath the picture of what they drew.
5. Students will move their seats back to their original spots.
6. Students will be asked to share their favorite scene/event and their summary with the class.
7. While sharing their pictures, students will discuss whether their beginning predictions were correct.

Typical Discussion Questions:

- What do you think is going to happen next?
- Why do you think that is going to happen next?
- What is the summary for what you have just read?
- What can you tell me about the battle of Gettysburg?
- What are the implications of President Lincoln giving the Gettysburg Address?

Closure:

- Say, “You did a wonderful job today predicting what you thought would happen and summarizing what actually did happen.”
- “The next time we meet together in here we will talk more about President Lincoln and we will be working with songs.”

Assignment:

No Further Assignment

Modifications:

- Students who struggle with reading aloud can read shorter sections.
- Students are able to draw summaries and write short sentences rather than write long paragraphs.

Rationale:

This lesson is important because students are able to make predictions and also summarize what they have read. Being able to do this shows that students are comprehending and understanding the material they are reading. Students will also be

able to pick out important events and share just the important information with the class. Students will also be able to see if their original predictions were correct.

Extension Activity:

- Students could order their summary drawings and sequence the events in the chapters they have read.

Lesson Plan Outline

Your Name:

Collin Barnes

Date:

Day 14

Subject:

History

Grade Level:

10th Grade

Time Needed:

50 Minutes

Topic/Focus: Research

Objectives: The Students will be able to:

1. Research their topic using the internet and print sources (Psychomotor)
2. Focus on their task (Affective)
3. Listen to instructions on effective research by the teacher (Cognitive)

Materials:

- Computers
- Pens/Pencils
- Paper

Preparations:

- Reserve the Computer Lab
- Gather materials

Classroom Setting:

- Students will be in the computer lab or library researching their topics.

Key Behavioral Reminders:

- Computers are for research ONLY!
- Work quietly and on your own
- No food or drinks at the computer
- Do not mistreat the computers

Anticipated Problems:

- Students using the computers for non-research reasons. (Remove them from the computers and have them look at print sources.)
- Students are too loud. (Remind them that they are in the library and tell them that it is individual work.)

State Standards:

- **1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).
- **1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.
- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **16.A.4b** Compare competing historical interpretations of an event.

Instructional Plan

Anticipatory Set:

- “Good afternoon class! We will be in the computer lab for most of the day today.”
- “Who can tell me the difference between a reliable and a non-reliable internet source?”
- “How do you search for print sources effectively?”

Sequence of Learning Events:

1. Collect homework from Day 13
2. Explain good researching habits
 - o Distinguish between valid and invalid sources
 - o (wikipedia vs. .edu sources)
3. Walk to the computer lab and make sure students can get logged on
4. Walk around the computer lab while they are working to make sure they are on task

Typical Discussion Questions:

- How do I find good sources?
- Is this a good source?
- What books could I use to find information?
- What exactly should I be looking for?

Closure:

- Remember what you learned here today and print/save your information because you will be using it tomorrow.
- Good work today! We’ll be using this information tomorrow when we meet with our groups!

Assignment:

- No Further Assignment

Modification:

- Walk by the SPED students more often to make sure they are not having any difficulties.
- Explain to them one-on-one exactly how to research using the internet/library.

Rationale:

This activity is important because students will learn how to properly research a topic using both Internet and print sources, which will translate to other subjects in the future.

Extension Activity:

- Students can research another topic using whatever source they did not use as much the first time. This will continue to develop their skills in researching using multiple sources.

Lesson Plan Outline

Your Name:

Collin Barnes

Date:

Day 15

Subject:

History

Grade Level:

10th Grade

Time Needed:

50 Minutes

Topic/Focus: Research and Work Day

Objectives: The Students will be able to:

1. Work together with SPED English students
2. Research their aspect of the newspaper effectively
3. Work as a group to plan and structure different parts of the newspaper.

Materials:

- Pens/pencils
- Paper
- Computers
- Meeting areas

Preparations:

- Reserve computer lab
- Gather materials
- Reserve meeting area

Classroom Setting:

- The students will be in a computer lab or a meeting area discussing how they want to structure their portion of the newspaper. They will divide roles and assign them accordingly, working *together* with the English students working on both historical and literary aspects of the Civil War.

Key Behavioral Reminders:

- Work together
- Don't get too loud
- Computers are for research only
- Continue working (be effective)

Anticipated Problems:

- Improper computer use. (Remove from computer. Classmates will do research while student works on something else. Some form of punishment.)
- Students are too loud. (Tell them to talk quieter.)

State Standards:

- **1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).
- **1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

- **4.A.4b** Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).
- **4.B.4b** Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.
- **5.A.4b** Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.
- **5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.
- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **16.A.4b** Compare competing historical interpretations of an event.

Instructional Plan

Anticipatory Set:

- “Good afternoon! We’re going to be working in the lab today researching for your newspapers”
- “Make sure you work together on this project”
- “Do NOT use the computers for anything other than research!”

Sequence of Learning Events:

1. Allow them to research
 - o Keep volume under control
2. Walk around and make sure they are efficient on the computers
3. Give them notice part-way through that they should meet together with their groups and work on their project.

Typical Discussion Questions:

- How do I find information on the internet?
- What should we focus on in our newspaper articles?
- How should we structure the articles?

Closure:

- Keep thinking about your project
- We will come together with everybody tomorrow.

Assignment:

- No Further Assignment

Modification:

- Allow them to work with a non-SPED classmate during research.
- Have them help lead small group

Rationale:

This activity is important because it will not only help students research topics using multiple sources, but they will also learn how to work together in a group to accomplish a task.

Extension Activity:

- Students can work on the project with their group outside of class to further refine their presentation and research the topic further.

Lesson Plan Outline

<u>Your Name:</u>	<u>Date:</u>	<u>Subject:</u>	<u>Grade Level:</u>	<u>Time Needed:</u>
Megan Crawley	Day 16	English	10 th Grade	50 Minutes

Topic/ Focus: *Lincoln Monument: Washington* – by Langston Hughes and Creating Campaign Songs.

Objectives: The Students will be able to:

1. Read a poem and talk about what it means.(Cognitive)
2. Create a campaign song for President Lincoln to the tune of a popular pop song. (Cognitive and Psychomotor)
3. Perform their songs for the class. (Psychomotor)

Materials:

- *Lincoln Monument: Washington* – by Langston Hughes

Preparations:

- Obtain *Lincoln Monument: Washington* – by Langston Hughes
- Have a copy of the poem for each student.

Classroom Setting:

- Students will be working in partners to create their songs so they will be pushing their desks together.

Key Behavioral Reminders:

- Keep your voices at an appropriate level.

Anticipated Problems:

- Students will be passing notes. (Use approximation to keep students on task.)
- Students will be socializing rather than writing their songs. (Use teacher approximation to keep students on task.)

State Standards:

- **1.B.4c** Read age-appropriate material with fluency and accuracy.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings
- **5.A.4b** Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.

Instructional Plan

Anticipatory Set:

- Say, “Good afternoon students! The last time we met we read chapters ten and eleven in Across Five Aprils. Can someone tell me what we learned about President Lincoln in those chapters.”
- “Very good! Well today we are going to talk more about President Lincoln. We are first going to read a poem about him by Langston Hughes and then we are going to do some writing of our own.”

Sequence of Learning Events:

1. Say, "I am handing out a poem to you right now entitled *Lincoln Monument: Washington* – by Langston Hughes."
2. "Can I have a volunteer read this poem."
3. Selected student will read the poem.
4. Discuss the importance of the poem.
 - o Why would one go see this monument?
 - o What made Lincoln so looked up to?
 - o Why will his voice be heard forever?
5. Say, "Very good class. We all know that songs are a form of poetry and writing put to music and we also all know that President Lincoln made a big impact on the United States, and since we learned about his reelection yesterday, I want you all to pick partners and then pick a popular song and write new lyrics to it. Your new lyrics are going to be a campaign song for President Lincoln explaining why he is a great President and why he should be reelected. Your song should have two verses and a chorus"
6. Students will get in their partners and start working on their song.
7. Once students have finished writing their songs, groups will perform.

Typical Discussion Questions:

- Why would one go see this monument?
- What made Lincoln so looked up to?
- Why will his voice be heard forever?
- Why was Lincoln a good President?
- Why should Lincoln be reelected?
- What did Lincoln do to make him so well liked and admired?

Closure:

- Say, "You did a wonderful job today writing your songs and performing them. That was a lot of fun."
- "Tomorrow we are going to finish reading Across Five Aprils so make sure you have your book with you."

Assignment:

No Further Assignment

Modifications:

- Students who need more time than others will only have to create one verse and chorus.

Rationale:

This lesson is important because students are able to write a form of poetry and they are able to perform what they have created. It is also important because they are looking at the importance of persuading people to vote for someone and also looking at the importance of President Lincoln and what he did for the United States.

Extension Activity:

- Students could write another poem.
- Students could perform their songs for another class.

Culminating Newspaper Activity

Each week on Thursday and Friday, students will meet for 100 minute blocks of time in the computer lab. On Thursday, students will be doing group research about their topic for the week. Once all of their research is complete, students will start working on putting together their newspaper sections.

The newspapers will be done on the computer and by Friday, and students will print off their newspapers so that they can all be assembled together as one big newspaper issue.

The following pages include the group newspaper assignment. There will be four groups and each group will have four people. Every week, students will receive a different section of the newspaper to complete. There are four weeks, therefore everyone will get to work on each section once. Each section of the newspaper also has four roles, so every week, students will rotate roles within their group as well. By doing this, students will be able to participate in all different ways and they will have a well rounded experience.

Extra! Extra!

Your Assignment: You are responsible for creating the newspaper that everyone in your town is going to read. Each of you has an important job and it is vital that you get your facts straight so that no one is misinformed.

Your Group is charge of the *Letter To The Editor Section*. There are four roles altogether and each of you will be responsible for one of them.

Role #1 – Concerned/Opinionated Town Citizen – Your role is to write 2 letters to the editor about things going on around you during this time period.

Role #2 – Positive/Upbeat Citizen – Your role is to write 2 letters to the editor that are positive about the things going on around you during this time period.

Role #3 – Editor – Your role is to respond to 1 concerned letter and one positive letter that were written to you. You need to be kind and professional in your response. Please address all comments that were made to you.

Role #4 – Photographer – Your role is to find one picture and create another picture that depict the letters that the Citizens and the Editors have written.



Extra! Extra!

Your Assignment: You are responsible for creating the newspaper that everyone in your town is going to read. Each of you has an important job and it is vital that you get your facts straight so that no one is misinformed.

Your Group is charge of the *Front Page Stories*. There are four roles altogether and each of you will be responsible for one of them.

Role #1 – Writer – Your role is to write 1 hard hitting story about an event that happened during the past week. This story will be written from the third person and it will be factual.

Role #2 – Writer – Your role is to write 1 front page story that is about a person that we learned about this week. This story will be written from the third person and it will be written with personal opinion about this person as well as factual information.

Role #3 – Writer – Your role is to write 1 hard hitting story about the war and its events that have occurred during the past week. This story will be written from the third person and it will be factual.

Role #4 – Photographer – Your role is to find one picture and create another picture that depict the front page stories that are being written. You must also find a third picture for the third story, and this can be found or created.



Extra! Extra!

Your Assignment: You are responsible for creating the newspaper that everyone in your town is going to read. Each of you has an important job and it is vital that you get your facts straight so that no one is misinformed.

Your Group is charge of the *Local Events Section*. There are four roles altogether and each of you will be responsible for one of them.

Role #1 – Writer – Your role is to write 1 story about a local entertainment event that is going on in your town. Include where and when the event is taking place, and what is going to happen during this event.

Role #2 – Writer – Your role is to write 1 story about local sports and games. You will be creative as you think about possible team names and games that were played. Include details of the game and who won.

Role #3 – Writer – Your role is to write 1 story about a special deal that you can find in town. You can write about why that item is a must have and why it is important for people to own one. Include details of the sale and descriptions of the product.

Role #4 – Photographer – Your role is to find one picture and create another picture that depict the stories that are being written. You must also find a third picture for the third story, and this can be found or created.



Extra! Extra!

Your Assignment: You are responsible for creating the newspaper that everyone in your town is going to read. Each of you has an important job and it is vital that you get your facts straight so that no one is misinformed.

Your Group is charge of the *Book Review*. There are four roles altogether and each of you will be responsible for one of them.

Role #1 – Writer – Your role is to write 1 story about the main character. This story must be written as if you were Jethro and it must be told from his perspective.

Role #2 – Writer – Your role is to write 1 story about the things going on in the Creighton family and how they are affected by the war. You can write this story from any one of the family member's perspectives.

Role #3 – Writer – Your role is to pick a passage from the novel Across Five April and explain its significance. Be specific and thoroughly explain your thoughts.

Role #4 – Photographer – Your role is to create two pictures that illustrate scenes from the novel. Be creative!

