

SAMPLE SOCIAL STUDIES UNIT PLAN GRADE 4: THE CIVIL WAR

Important Note: *The following unit plan fills in the gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies. In addition to thoughtful preparation from these resources, there are additional components for which educators will need to plan and prepare. This includes but is not limited to the following: reviewing all activities prior to use, adapting the unit plan for the teacher's specific classroom, and adjusting material as seen fit.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING SAMPLE GAP UNIT PLANS?

To support social studies instruction in Tennessee and in response to feedback from educators over gaps between the current (2014) and [revised \(2019\) Tennessee Academic Standards for Social Studies](#), the department has created sample gap unit plans for grades 3 and 4. The resources found in each of these unit plans serve as a model to reference as educators begin designing units and becoming more familiar with the revised standards. These lessons are intended to be used at the end of the 2018-19 school year to cover one-time content gaps some students will experience as a result of the shifts in standards.

2. WHAT ARE THE SPECIFIC GAPS IN CONTENT THAT THESE UNIT PLANS ADDRESS?

Though the majority of the content remained the same between the current (2014) and revised (2019) social studies standards, some content has shifted to new grade levels:

Grade Level	Current Standards (2014)	Revised Standards (2019)
Grade 3	World Geography and Cultures	Part 1: Geography and Economics Part 2: Early American and Tennessee History
Grade 4	The History of the United States (to 1850)	The History of the United States: Revolution to Reconstruction

Content students cover in grade 4 in the current standards (2014) will shift to grade 3 in the revised standards (2019) and content students cover in grade 5 in the current standards (2014) will shift to grade 4 in the revised standards (2019). These shifts will cause one-time content gaps for students who are in grades 3 and 4 during the 2018-19 school year. These gaps are outlined below:

Grade Level	Gap
Grade 3	<ul style="list-style-type: none"> • Early American History (including: American Indians, Exploration, and The Thirteen English Colonies) • Early Tennessee History
Grade 4	<ul style="list-style-type: none"> • Pre-Civil War • Civil War • Reconstruction

To ensure that students cover this material, the department has developed a series of six sample unit plans that focus specifically on the content outlined above.

3. WHAT IS INCLUDED IN THE SAMPLE GAP UNIT PLAN?

The sample gap unit plans include several key components that serve as a foundation for a strong unit:

Essential Question: Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking. Essential questions are not typically answerable within a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after the deep exploration of content. An example from Grade 3 is *Why do people come to a new place?* This question helps students understand the beginning of the Thirteen English Colonies.

Supporting Question(s): Supporting questions help guide students in answering the essential question. These are specific to each lesson and lead students in answering the essential question. Some supporting questions are used for multiple lessons within a unit as they may take students more time to answer. Supporting question(s) are open ended and support student thinking, exploration, and learning. An example from Grade 4 is *What were the social, political, economic, and physical implications of the Civil War on the United States?* This question directly relates back to the essential question (*How did the end of the Civil war impact the United States?*) by guiding students into their exploration of the chosen topic.

Standards: The standards for the sample gap unit plans come from the revised Tennessee Academic Standards for Social Studies Standards (2019) and address the specific gaps between the current (2014) and revised (2019) standards. Although not all of the gapped standards are used in the lesson plan, the units cover the most essential gaps between the standards.

Content Strands: Each sample gap unit plan includes narratives about the connections to the content strands. The content strands are the seven disciplines that are used within social studies that help guide learning. The content strands include culture (C), economics (E), geography (G), history (H), politics/government (P), Tennessee history (T) and Tennessee Code Annotated (TCA). Each unit plan will focus on a selection of content strands but will not necessarily include all of them.

Social Studies Practices: The sample gap unit plan includes connections to the social studies practices. The social studies practices are specific skills that students should apply when learning social studies in order to create and address questions that will guide inquiry and critical thinking. The practices allow students to progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.01–SSP.04) and to develop historical and geographic awareness (SSP.05–SSP.06).

Lessons: Each sample gap unit plan includes lessons for multiple days of instruction and provides opportunities for students to demonstrate their understanding by applying what they have learned. These lessons have been carefully sequenced within their units to support students in building disciplinary understanding so that students can successfully engage in the end-of-unit task. It is up to teachers to determine the amount of time needed for each lesson.

Extension Activity: Each sample gap unit plan includes an extension activity that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer essential questions for the unit through authentic and meaningful context.

Appendices: Additional resources and activities developed for use within lessons are linked throughout the unit. [Click here to view the folder](#) that contains all of these resources and activities.

Essential Question: *What role did geography, people, and events play in the outcome of the Civil War?*

4. ARE DISTRICTS REQUIRED TO USE THE SAMPLE GAP UNIT PLANS?

No, districts are **not** required to use the sample gap unit plans; however, if districts do not address the gaps in content, students will **not receive instruction on essential content** and may be unprepared for the next year's academic content.

5. WHEN SHOULD THESE BE USED IN THE CLASSROOM?

Districts are not required to use the sample gap unit plans; however, these sample lessons are designed for use after teachers have completed teaching their current social studies standards (2014). Because these lessons focus on the revised standards (2019), teachers may wish to focus on these sample lessons after completing TNReady testing, as they are not focused on the current (2014) social studies standards.

6. HOW WERE THE STANDARDS SELECTED?

The standards used in the sample gap unit plans do not include the totality of the revised Tennessee Academic Standards for Social Studies. Instead, these units have a narrowed focus on the content gaps students in grades 3 and 4 during the 2018-19 school year will incur without intentional, targeted instruction focused on this content.

Essential Question: *What role did geography, people, and events play in the outcome of the Civil War?*

UNIT BACKGROUND

Important note: This unit assumes that students have learned about slavery. It should be taught after instruction on the standards focused on slavery.

Essential Question

What role did geography, people, and events play in the outcome of the Civil War?

Social Studies Standards Alignment

The questions and tasks outlined in this unit plan are aligned to the following Tennessee Academic Standards for Social Studies, social studies practices, and content strands:

Content Standards

- 4.29** Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.
- 4.30** Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.
- 4.32** Describe the roles of major leaders during the Civil War, including: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, President Abraham Lincoln.
- 4.34** Examine the significance and outcomes of key battles of the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg.
- 4.35** Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.
- 4.36** Describe the significance of the Gettysburg Address.
- 4.35** Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S. after the surrender at Appomattox Court House.

Further Social Studies Standards Connections

The questions and tasks outlined in this unit plan have connections to the following Tennessee Academic Standards for Social Studies:

- 4.28** Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.

Social Studies Practices

This unit directly addresses all six of the social studies practices. **SSP.01** and **SSP.02** are incorporated by gathering a variety of sources (e.g., maps, photographs, autobiographies) and allowing students to examine those sources to summarize ideas and draw conclusions specific to the time period. **SSP.03** is addressed through the students completing activities to compare and contrast multiple sources and recognize the differences between multiple sources. When using **SSP.04**, students demonstrate their understanding of ideas, distinguish viewpoints, illustrate cause and effect, and predict outcomes through argumentation and producing evidence of learning. This can be seen through the various activities students are asked to complete, including “bell work” and “exit tickets.” **SSP.05** is explored through student understanding of historical empathy (e.g., understanding that slavery is a sensitive topic) and making connections to the present. Additionally, students will use **SSP.05** to show their historical awareness by recognizing how events were experienced during that time period. Finally, students will develop geographic awareness using **SSP.06**, which includes understanding the relationships between people, resources, and ideas based on geography (i.e., the North and the South).

Content Strands

Culture is utilized through exploring the United States’ Civil War, including the various social implications. Students should understand that life was very different during the Civil War than today.

Economics is examined through the economic impacts of the Civil War.

Geography is developed through the continued exploration of regionality of the North and South. Students should understand that geography played a large role in the Civil War and the differences in how people lived. Students should also understand the fight for the border states and the general location of specific battles. Furthermore, students should build on their geographic background knowledge they have built on throughout the school year.

History is explored when students learn about the lives of Americans during the period of the Civil War, including the reason the South seceded, the various battles of the Civil War, the important people during the Civil War, and how the Civil War came to an end. It is important for students to understand that the country was completely divided in two during this time period. Additionally, teachers can bring in other resources (such as books or videos) to build students’ knowledge of the time period.

Politics is utilized by analyzing the political impacts of the Civil War, including the Election of 1860 and the Emancipation Proclamation.

LESSON 1

Supporting Question(s)

How did the Election of 1860 lead to secession?

Vocabulary

The following words should be addressed during this lesson:

- secession
- emancipate

Lesson Sequence and Instructional Notes

Students should be in the same groups as Lesson 1 for this lesson. However, the groups of four will be split into pairs of two for portions of the lesson. Prior to class, the teacher should have prepared two anchor charts. The first should be entitled “Issues with Secession” and have a T-chart drawn on it without the columns labeled (they will be named during the lesson). The second should be titled “Order of Secession” and have four quadrants with the following titles: “Predictions of States that Will Secede,” “States that Seceded Before Fort Sumter,” “States that Seceded After Fort Sumter,” and “Other Slave States.” The teacher should print off copies of the [Slave and Free States in the U.S. in 1860](#) and [1860 Presidential Election by State](#) maps for each group prior to the start of the lesson.

The teacher should begin the lesson by displaying the [Seceding South Carolina Delegation](#) portrait and tell students that this was the front page of a northern magazine after President Lincoln was elected. Students should turn and talk with their 2-by-2 partner (i.e., partner within their group of four) about the picture about who they think the men are and why they think they are important. After two to three minutes, the teacher should bring students back together to discuss their answers, asking follow-up questions such as “Why do you say that?” or “What have you learned that makes you think that?” After sufficient discussion, the teacher should explain that after Abraham Lincoln was elected president, South Carolina seceded from—or left—the Union. When they left, the congressmen from South Carolina resigned from the House and Senate and returned home. The men on this magazine cover are those men. The teacher should then ask students “Why do you think South Carolina chose to secede from the Union?” and allow one to two minutes for discussion, which should include the Election of 1860 and sectionalism.

The teacher should then explain to students that even though South Carolina had seceded from the Union, it was still geographically “in” the United States. The teacher should pose the following scenario: “Let’s say that you are upset with your parents because of the rules they are making you follow and decide that you want to ‘emancipate’ from them and no longer follow their rules, **but** you still live in the same house with them. What issues might you have?”

The teacher should then ask students to work in their groups to discuss and write down a list of four to five potential issues that would arise because of this. After five minutes, each group should share an issue. The teacher should capture issues on the left-hand side of the Issues with Secession T-chart. As each group gives their example, the teacher should ask other groups if they thought of that issue and allow students time to

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describe the impact that issue would have on the household. The teacher should follow this procedure until every group has given all of their examples; ideally, each group will have at least one unique example.

Next, the teacher should bring the discussion back to the idea of secession and restate that, though South Carolina left the Union, it did not physically move and was still inside the United States, just the scenario in which they “emancipated” themselves from their parents but still live at home. The teacher should ask students to look at the list on the anchor chart and discuss within their groups which issues would still be relevant to a state leaving the Union and add three more.

After five minutes, each group should share which issues would be the same and capture them on the right-hand side of the Issues with Secession T-chart. As each group gives their examples, the teacher should ask other groups what they thought of that issue and allow students time to describe the impact it would have on the United States. The teacher should follow this procedure until the class has discussed all of the issues on the chart. The teacher should repeat the same procedure with the added issues. The teacher should ensure that students mention the use of forts and/or weapons during this time. After all examples have been given, the teacher should ask students to come to a consensus on what each column on the T-chart should be titled (e.g., Household Emancipation and South Carolina Secession).

The teacher should then hand out the [Dividing Up the States Chart \(Appendix A\)](#) to each student and the [Slave and Free States in the U.S. in 1860](#) and [1860 Presidential Election by State](#) maps to each group. Students should work in their 2-by-2 partnerships to look at one of the maps and fill in the chart accordingly. One partnership will look at the Slave and Free States map and indicate on the chart if each state is a “free” or “slave” state, while the second partnership will look at the 1860 Presidential Election map and record who each state voted for. Once each partnership has completed their portion, they will switch maps and complete the other.

Once all groups have finished filling in their charts, the teacher should hand out colored pencils/markers and ask students to complete the following:

- Using two different colors, shade in the boxes in the “Are They a Free of Slave State...” column, one color for each (e.g., blue for “free” and gray for “slave”)
- Using four colors, shade in the boxes in the “Who They Voted for...” column. Use the same color as “free” for Lincoln and the same color as “slave” for Breckenridge. Two new colors should be used for the other two candidates (i.e., Bell and Douglas).

Then, groups discuss the relationships they notice on their chart, specifically the relationship between the columns and colors. After five minutes of student discussion, the teacher should lead a whole-class discussion using the following sentence starters (these should be written on the board to encourage students to use them when responding): “Considering..., it can be concluded that...” “The relationship between the two columns is...” “These factors contribute to...” “It can be seen that...”

After three to four minutes, the teacher should tell students that after South Carolina seceded, other states also decided to secede from the Union. The teacher should ask students which states they think seceded based on the chart they created. As students respond, the teacher should record the answers on the Order of Secession Anchor Chart under the “Predictions of States that Will Secede” section. As students make their predictions, the teacher should ask follow-up questions like, “What makes you say that?” or “How do the colors on your chart show that division?” Students should conclude that states that are “slave” states voted for “Breckenridge” and all “slave” states could potentially have seceded.

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The teacher should tell students that they will continue this lesson tomorrow. To close the lesson, the teacher should ask students to complete a 3-2-1:

Predict three states that you think will secede from the Union.

List two reasons South Carolina left the Union.

Define secession in your own words.

The Dividing Up the States chart will be used in other portions of this unit. The teacher should either collect them for “safe keeping” or have students put them in a safe place. Additionally, the Order of Secession anchor chart will be completed in upcoming lessons.

LESSON 2

Supporting Question(s)

Why is the Battle of Fort Sumter important?

Vocabulary

The following words should be addressed during this lesson:

- caption
- bombard
- Confederate States of America

Any vocabulary word found in the slide show could also need further explanation.

Lesson Sequence and Instructional Notes

Students should be in the same groups as the previous lessons. The Order of Secession anchor chart will continue to be used in this lesson and the Secession T-chart should be visible. Students will continue to use their Dividing Up the States chart in this lesson.

To begin, the teacher should tell students that they are going to start the lesson by having a pop quiz and tell students that there will only be two grades: 100 and 0. The teacher should say that one lucky group will be allowed to work as a group and use their textbooks; the rest of the class will have to take the quiz independently without their textbooks. The teacher should then play eeeny-meeneey-mineey-mo to select which students will get to use their textbook and work as a group for the quiz. Once a group has been selected, have each student take out a sheet of paper and answer five questions of the teachers choosing. After students have started answering the questions, the teacher should stop the activity and ask the students that got to work as a group and use their textbooks how they felt about the quiz. The teacher should then ask the rest of the students how it felt to seemingly have a disadvantage. How did it feel that the teacher appeared to be favoring the one group? The teacher should then ask students if they think this is what the South may have felt like after Lincoln was elected president and lead a brief discussion about what issues upset the South and what they did to “take action.” Once a student recognizes that South Carolina seceded from the Union, the teacher should refer students back to the previous day’s Order of Secession Anchor Chart and the predictions under “Predictions of States that Will Secede” and ask students why these states were predicted to secede. *The teacher should ensure that students understand that this “pop quiz” will not count and that it was only part of the lesson. The teacher should not take a grade for it.*

The teacher should have students take out their Dividing Up the States chart and ask students to place a “1” next to the state that was the first to secede and explain that several other states left the Union shortly after South Carolina and formed a new country within our country called the Confederate States of America.

The teacher should show this [Animated History of the Confederate States of America](#) video and press pause every time a state secedes from the Union and record them in order on the anchor chart under the “States that Seceded Before Fort Sumter” column. The teacher should ask students why they think these states

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seceded and why others did not and allow students to discuss their opinions. The teacher should have students draw comparisons to the chart and the “Free or Slave State” and “Who They Voted for” columns. Students should draw the conclusion that these states were the ones “upset” by Lincoln being elected and possibly favoring the North. The teacher should then have students number the states that seceded from the Union.

Next, the teacher should tell students that, not only was South Carolina the first state to secede from the Union, but it was also the location of the first battle of the Civil War and pass out the [Civil War Battles Chart \(Appendix B\)](#). The teacher should explain that they are going to learn about the first battle of the Civil War, the Battle of Fort Sumter. *The teacher may wish to project a copy of the chart to model filling in the chart for this and the duration of the activity.* The teacher should then show the [See it History of the Battle of Fort Sumter](#) slide show. As the teacher is showing the slides/photos, they should lead a discussion of each of the pictures and read the accompanying text, which will give students context and tell the full story of the Battle of Fort Sumter. The teacher should also include any additional information they think will be helpful to students and have students fill in their charts (possibly modeling this action). Additionally, any time the teacher can draw a connection between the anchor chart and the slide show, they should do so.

The teacher should then reshoot the [Animated History of the Confederate States of America](#) video and press pause every time a state secedes from the Union after the Battle of Fort Sumter and record them in order on the anchor chart under the “States that Seceded After Fort Sumter” column. The teacher should ask students why they think these states waited to secede and allow time for discussion and draw conclusions from the “Free or Slave State” and “Who They Voted for” columns on their chart. Students should come to the conclusion that these states weren’t as sure as the rest of the states that seceded. The teacher should have students continue the numbering of the states that seceded from the Union.

To close the lesson, the teacher should show students a picture of [Fort Sumter \(south wing, after the battle\)](#) and ask students to create a one- to two-sentence caption for the picture. The caption should include the relevance of the battle.

Both the Dividing Up the States and Civil War Battle charts will be used in other portions of this unit. The teacher should either collect them for “safe keeping” or have students put them in a safe place. Additionally, the Order of Secession anchor chart will be completed in upcoming lessons.

LESSON 3

Supporting Question(s)

Why did some slave states not secede?

Vocabulary

The following words should be addressed during this lesson:

- border states
- territory

Lesson Sequence and Instructional Notes

Students should be in the same groups from the previous lessons. All previous anchor charts should be visible in the classroom. Students will continue to use their Dividing Up the States chart in this lesson.

The teacher will pose the questions, “Have you ever been torn between two issues or caught in the middle of a feud between two friends?” “How did you feel?” “What did you do in the situation?” Students will write their answers independently, then share their thoughts with a partner. The teacher will then ask for volunteers to share their answers with the entire class and ask students to draw parallels with the idea of a Civil War (i.e., a war within a country). The teacher will explain to the students that a similar situation on a much larger scale happened on American soil during the Civil War.

The teacher should then direct students to their Dividing up the States chart and ask students if there are any states left on their chart that have similarities to the states that seceded but that we haven’t discussed yet. As students list these states, the teacher should add them to the “Other Slave States” column on the Order of Secession chart. Once the students have listed these states, the teacher should explain that these states were slave states that were technically part of the Union and they were known as “border states” because they were the “border” states between the United States of America and the Confederate States of America. The teacher will then ask students why they think these states chose not to take a side. As students respond, the teacher should ask follow-up questions like, “Why do you say that?” or “What on the chart leads you to that conclusion?”

The teacher should then hand out a [Map of the United States in 1860 \(Appendix C\)](#) to each student and explain that they are going to complete a map showing America at the time of the Civil War. The teacher should tell students that their first task is to label the states on the map. The teacher should have students use their textbook or the [United States Secession, 1860-1861](#) map to label the states on the map.

Once all students have labeled their maps, the teacher should ask, “What did we call the two sides of the country in the Civil War?” Once the students have said North and South, the teacher should then ask what other names are associated with the North and South. The teacher should allow students to share out any names they know, including United States of America, Confederacy, Union, Confederate States of America. The teacher should draw in a large box to be used as a key and ask students to add the various names for the North and South. *The box for the key should be long as students are going to identify the various names for*

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each side. The teacher should model this for students. Finally, the teacher should ask students what we called the states that were caught in the middle. Once the students have said border states, the teacher should have the students add border states to the key.

The teacher should then have students color the map using three colors, modeling the process for students. As the teacher is modeling the coloring, the teacher should discuss the North, South, border states, as well as the territories on the map. The teacher should also ask students why the North and South didn't get along and why they think the border states didn't choose a side. During this time, the teacher should allow students to ask questions about the states, the territories, etc.

To close the lesson, the teacher should give each student an index card and have students write a one-sentence summary about a state, describing which "side" the state had taken during the Civil War and its geography. The student may also wish to include whether it's a "free" or "slave" state and whom the state voted for in the Election of 1860. The student should place the name of the state on one side of the card and the sentence on the other. The student should craft the sentence without using the name of the state. These index cards will be used to open the next lesson.

LESSON 4

Supporting Question

What makes a good leader?

VOCABULARY

The following words should be addressed during this lesson:

- resume

Lesson Sequence and Instructional Notes

Students should be in the same groups from the previous lessons. All previous anchor charts should still be available for student reference. The teacher should also create a new anchor chart entitled “Characteristics of a Good Leader.”

To begin the lesson, the teacher should give each student one of the “state” index cards from Lesson 4 to have students complete a [Quiz, Quiz, Trade](#). The teacher should hand out one index card to each student and have them review the index cards. The teacher should have students stand and circulate the room until the teacher asks students to find a partner. Once they pair up, Partner 1 asks Partner 2 the question on their card. Partner 2 answers. If they get the answer correct, Partner 1 offers praise. If not, Partner 1 coaches Partner 2 until the correct answer is revealed. The process is repeated for Partner 2. The teacher should allow students to play for four to five minutes before asking students to return to their seats.

Once students have returned to their seats, the teacher should ask them the following question: “If the country is split in two, does that mean there are two leaders?” As students give answers, the teacher should ask follow-up questions such as, “Why would two leaders be needed?” or “What are the two countries?” The teacher should then lead a discussion about types of characteristics make a good leader. While students are providing answers, the teacher should write the characteristics on the anchor chart.

The teacher should then show a picture of [Abraham Lincoln](#) and [Jefferson Davis](#) and ask the students if they recognize these men. (Most students will recognize Lincoln). After students have identified Lincoln, the teacher should ask which side they think he would be the leader of: the Union or the Confederacy (North or South). Once they say Union/North, the teacher should ask who they think the other person is. The students should say, “the leader of the Confederacy/South.” Once they have come to this conclusion, the teacher should explain that his name is Jefferson Davis and say he was also called “President.”

The teacher should then hand out the [“Two Presidents” Resumes \(Appendix D\)](#) to each group and explain that they are now going to review both presidents’ resumes. The teacher should explain that a resume is a document created by a person to present their background, skills, and accomplishments.

The teacher should have each group review the resumes and discuss any similarities and/or differences they see. After about five minutes, the teacher should ask students to look at the Leadership anchor chart and discuss in their groups which qualities each leader possess. While students are discussing, the teacher

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should have each group decide who is the better leader based solely on their resume and tell students that they will be explaining to the class their feelings and they must include evidence from the resumes. The teacher should allow about 10 minutes for this discussion. *Many students may grapple with the fact that Jefferson Davis has had more leadership roles but that they "know" he probably supported slavery. The teacher should allow students to discuss this in their groups and intervene only if necessary.*

Once the groups have had time to make their decisions, the teacher should have each group present their conclusions. After students have presented, the teacher should allow time for the other groups to ask questions and also ask any necessary follow-up questions based on their conclusions and guiding students back to the anchor chart on leadership.

To close the lesson, the teacher should have students complete the following tasks:

1. Draw a Venn diagram and use five characteristics to compare and contrast Jefferson Davis and Abraham Lincoln.
2. Write the three characteristics of a leader that you think are the most important.
3. Name the president you think best meets the characteristics of a good leader and explain why.

The teacher should collect the closing tasks and review them to ensure student understanding.

LESSON 5

Supporting Question

How was military leadership different for the Union and Confederacy?

Vocabulary

Any words found in the readings may need further explanation.

Lesson Sequence and Instructional Notes

Students should be in the same groups as the previous lessons. All anchor charts should be available for student reference. Prior to class, the teacher should print off copies of the [Robert E. Lee and Ulysses S. Grant biographies \(Appendix E\)](#).

To open the lesson, the teacher should refer students to the Characteristics of a Good Leader anchor chart and give them one minute to think of five examples that they should add for a good military leader. Then, students will complete a Mingle, Pair, Share; students will mix around the room silently as music plays in the background. When the music stops, each student will find a partner and share their answers with each other. Once Partner A has read their answers, Partner B should add any characteristics they had not thought of. Then, partners should switch roles. Then, the music will start again and the class will repeat the process until about five minutes have passed. Then, students should return to their seats and share their answers, asking follow-up questions such as, “Why do you say that?” or “What evidence are you using to make your decision?”

After the discussion, the teacher should explain that each side had one “main” general. For the Union it was Ulysses S. Grant; for the Confederacy, it was Robert E. Lee. The teacher should then pass out [the Robert E. Lee and Ulysses S. Grant biographies \(Appendix E\)](#) and tell students that they are going to learn more about each of these leaders. The teacher should have the students work in their 2-by-2 partnerships (i.e., partners inside a group of 4) to read one of the biographies. As students are reading their biographies with their partners, they should annotate the biographies.

Once students have read and annotated their text, the teacher should pass out the [Comparing Leadership Chart \(Appendix F\)](#) and assign each group of four one question to answer based on their reading (both pairs will answer the same question, but about a different person). Each group should be given a different question to answer:

- How did he become a “national” leader?
- What was his major accomplishment?
- Did he demonstrate perseverance? How so?
- What leadership traits do you see in this person?
- What role did they play in the end of the Civil War?
- What kind of impact did they have on their side/country?
- How could the war have been different if he didn’t exist?
- What makes this person interesting?
- What significant battles did this person take part in?

Essential Question: *What role did geography, people, and events play in the outcome of the Civil War?*

Once students have been assigned a question, each partnership should work together to answer their question, citing evidence from their text if applicable.

Once students have answered their questions, they should move into two large groups (one per biography). In their groups, students should spend two minutes discussing their person and his achievements. Each student should have answered a different question and therefore have a different perspective of the person's achievements. Then, each student should present their question and the answer they came up with to the group (approximately two minutes per student). Students should record these answers on their chart and ask any questions they have about other students' answers.

Once both groups have completed their charts, students should return to their original groups. Each partnership will give the other a one-minute debrief of their general and share the answers to their questions. Once both partnerships have given (and recorded) their answers, the students should discuss any similarities or differences. The teacher should guide this discussion and tell students that they are not to move onto the next question until the teacher says so.

To close the lesson, the teacher should have students write a one-sentence summary for each leader (i.e., Lee and Grant) explaining the impact of their leadership. *The teacher should review these prior to the next lesson.*

LESSON 6

Supporting Question(s)

How do battles lead to the end of war?

Vocabulary

Any words found in the videos may need further explanation.

Lesson Sequence and Instructional Notes

Students should be in the same groups as the previous lessons. All previous anchor charts should still be available for student reference. The teacher should also prepare a new anchor chart entitled Civil War Battles Prediction that is split into four quadrants and labeled Bull Run, Shiloh, Antietam, and Gettysburg.

Prior to class, the teacher selects several of the one-sentence summaries from Lesson 6 to use as an opener. The teacher should project the summaries and ask students which leader the sentence describes, asking follow-up questions such as, “How do you know that” or “What evidence do you have?”

The teacher should then tell students that they are going to learn about some of the battles that these leaders fought in and ask students to take out their [Civil War Battle Chart \(Appendix B\)](#). The teacher should explain that the students are going to watch a series of videos (i.e., [Battle of Bull Run](#), [Battle of Shiloh](#), [Battle of Antietam](#), and [Battle of Gettysburg](#)) about the battles and fill in their charts:

1. The teacher should start by asking students if they have ever heard of Bull Run and/or if they know anything about it. As students are answering, the teacher should include their answers on the Civil War Battles Prediction anchor chart.
2. The teacher should give students sticky notes and explain that students are going to watch the video twice. For the first viewing, the teacher should stop the video every 30 seconds and ask students to write one thing that they learned from that portion of the video on a sticky note. After students have viewed the entire video, they should discuss the video and their sticky notes with their groups. Finally, the teacher should lead a one- to two-minute whole-class discussion.
3. The teacher should then tell students that they are going to watch the video a second time. This time, the teacher should pause the video after an answer from the battle chart has been given (i.e., date, important people, and winner). After the video has concluded, the class should discuss the final piece of the chart: important information. The teacher should allow students to describe and discuss why they think the battle was important and/or other important information that they think they should record that on their chart. The teacher may also refer students back to their previous sticky notes.

The teacher should repeat the above process for Shiloh, Antietam, and Gettysburg. *The teacher will likely want to show the videos in this chronological order.* After students have learned about all the battles and completed the chart, the teacher should ask students if any of their predictions were accurate and lead a

brief discussion about the predictions.

The teacher should then ask students to think about how wars come to an end. The teacher should display the following questions and ask students to turn and talk with a neighbor: “Why would one side choose to surrender?” “What factors or events ‘turn the tide’ of a war and allow one side to defeat the other?” “Can one general’s decision make a difference?” After three to four minutes, the teacher should bring the class back together and lead a group discussion using the above questions as a starting point.

The teacher should explain that they are going to watch a video about the end of the war at [Appomattox Court House](#). *The teacher may wish to employ the same viewing procedure that is detailed above.*

The teacher should then hand out the [Civil War Card Sort \(Appendix G\)](#) and tell students that the envelope contains details about the events they discussed. The teacher should tell students that they are going to use the cards to complete a few activities. The teacher should then tell students that they have three minutes to look at the cards and sort them into whatever categories they want. Once the students have sorted the cards, the teacher should have each group give an example of one of their categories. When each group gives their answers, the teacher should allow time for the other groups to ask questions. The teacher should also ask students follow-up questions such as, “Why did you choose that category?” or “What is the title of your category?”

Next, the teacher should tell students that they are now going to sort the cards into four groups and ask students if they think they know what those groups will be. Once a student has answered “by battle” the teacher should have students sort the cards into the four battles and the important events from those battles. After approximately three minutes, the teacher should ask if they can think of anything that could help them with this activity. Once a student says, “their Battles of the Civil War chart,” the teacher can have students take out their charts to help them sort the cards. After another two to three minutes, the teacher should call time and go over the correct answers, modeling and displaying them as they go.

To close the lesson, the teacher should have students complete one of the following activities:

Option 1: Answer the lesson’s supporting question (*How do battles lead to the end of war?*) in two to three sentences.

Option 2: Rank the battles that were discussed based on impact (1 being the most influential, 4 being the least influential) and justify their answers in two to three sentences.

Option 3: Create two “tweets” about the end of the war, one from the perspective of General Grant and one from the perspective of General Lee. Each “tweet” should be 180 characters or less.

Essential Question: *What role did geography, people, and events play in the outcome of the Civil War?*

CULMINATING ACTIVITY: CIVIL WAR DIARIES

This extension activity gives students the opportunity to independently address the essential question for the unit and to demonstrate their understanding of the unit concepts. This activity prompts student thinking and provides students a chance to demonstrate their understanding in an authentic and meaningful way.

Supporting Question(s)

How did the end of the Civil War impact America?

Activity Sequence and Instructional Notes

Using all materials from this unit plan, the teacher should have students create a Civil War Journal. The journal should include the following:

- Write six entries, each one to two paragraphs long.
- Entries must be written in first person perspective of a person living during the Civil War.
- One entry must from each of the following: President Lincoln, President Jefferson, General Lee, and General Grant.
- At least three battles must be described in the entries (i.e., Sumter, Bull Run, Shiloh, Gettysburg, and Antietam).
- One journal entry must be about Appomattox Court House.
- At least four of the following terms must be used in the entries: secession, Union, Confederacy, Election of 1860, Emancipation Proclamation, Gettysburg Address.

The teacher may want to have students review sample journal entries from the Civil War, such as [Sam Watkins \(Co. Aytch\)](#), [All for the Union \(Elisha Hunt Rhodes\)](#), or [Civil War Diaries and Personal Narratives](#).

The teacher many also wish to add a summative assessment task to the end of the unit.

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Essential Question: *What role did geography, people, and events play in the outcome of the Civil War?*

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