A Divided Country: The Civil War ‖ The War Effort

## Goals & Objectives

**Goals:** Individuals play a different role during a war.

**Content:** Through a combination of direct instruction and student collaboration, students will look and respond to five guided questions regarding political cartoons. These cartoons with direct instruction will reveal to students the roles individuals, demographics, and groups had to the Civil War.

**Language:** Students will listen to a PowerPoint presentation and fill in the blanks to the outline of this presentation. Students will speak with one another and write their responses to political cartoons.

## California State Content Standards

**8.10.5:** Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

**8.10.7:** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## Common Core Literacy Standards

**CCSS.ELA-Literacy.RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**CCSS.ELA-Literacy.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.WHST.6-8.8:** Gather relevant information from multiple prints and digital sources (primary and secondary).

## Driving Historical Question

### How did the Civil War affect all Americans?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: ~ 5 min.**

In the anticipatory set, I will have students use the clickers to take a survey. Questions will entail the following:

* Did you watch cartoons when you were younger?
* Do you still watch cartoons?
* Did you watch this show, The Simpson?
* Did you watching this show, Phineas and Ferb?
* Did you watching this show, Clarence?
* Did you watching this show, Teen Titans Go!?

The question will have an image of the show; students then can get a visual. Knowing that students watch cartoons, I will transition and inform students that cartoons, or in this case, political cartoons state opinions about particular subjects. Students are often hear the phrase, “a picture is worth a thousand words.” Political cartoons present opinions about a person or event.

### Vocabulary (Content Language Development) ‖ **Time: Varies**

Enlist

Spies

Emancipation Proclamation

### Content Delivery (Method of Instruction) ‖ **Time: 25 minutes**

In the content delivery, I will scaffold the skill of interpreting at a political cartoon. We will look at two political cartoons. When looking at a political cartoon, students will be asked to consider the following questions:

* List the objects, people or symbols you see in the cartoon.
* What do you think each symbol means?
* Describe the actions taking place in the cartoon.
* Are there any words? Do they help to clarify the cartoon’s symbols?
* In your opinion, what is the message of the cartoon? Do you think others might interpret it differently?

Before having students work with one another, I will elaborate on an individual, demographic, or group who contributed to the war. The information will be presented through a PowerPoint. Students will write this information on the packet they receive with the political cartoons.

Each group will work together and look at a political cartoon and respond to the guided questions. Some of the cartoons will be repeated. They will be given approximately five minutes for this. Afterwards, I will display the political cartoon on the screen. I will randomly select a student to answer one of the guided questions. The Popsicle sticks will already be divided according to the political cartoon they received. Students, who did not get the other political cartoons, must follow along in order to get the responses.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: Varies**

**Anticipatory Set:** Participating in the survey on cartoons

**Content Delivery:** As a class, students will work together to answer the model/example political cartoons.

**Content Delivery:** As a group, students will work together to answer the political cartoon they were assigned.

**Closure:** Creating a political cartoon.

### Lesson Closure ‖ **Time: 7 minutes**

In the lesson closure, students will be given time to create their own political cartoon. They will be given a sticky note. On the white boards, there will be different topics to choose from. These topics will relate to current issues they experience as teens as well as current issues facing the country. Topics include: teens “addiction” to technology; police brutality; the environment; the economy/joblessness, and a miscellaneous. Students are encouraged to use the guided questions as a guide to help them develop their political cartoon. Before they can leave class, they must write their name on the back of the sticky and stick the post onto the category on the white board. The sticky notes will be color-coordinated according to periods.

### Assessments (Formative & Summative)

**Formative:**

* Survey of their exposure to cartoons
* Responses to the guided questions in both the examples and group political cartoons.
* Their own political cartoon.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

* Visuals being integrated in the survey and PowerPoint.
* The guided questions students will have for the political cartoons help students know and understand what to look for in a cartoon as well as how to interpret it.
* The PowerPoint will not be too wordy; students may feel overwhelmed or disengaged to the presentation.

### Resources (Books, Websites, Handouts, Materials)

40 Clickers, a projector, television screen, Handout (PowerPoint outline, political cartoons, and guided questions), Sticky Notes (yellow, green, and pink), pencils, erasers, a white board, and Expo markers.