A Divided Country ‖ Covering the War

## Goals & Objectives

**Goals:** Students will understand that wars not only bring glory but bring physical, emotional, psychological, and technological adversities. With wars, leaders must strategize in order to out-do their opponent.

**Objectives:**

***Content:*** Through a simulation of important battles, the majority of the students will portray reporters and cover important battles that took place during the Civil War. They will do this by outlining eight battles and writing a rough draft, in the form of an article.

***Language*:** By listening to the testimonies of individuals who were present at various Civil War battles, students will write key details in order to develop articles for a newspaper.

## California State Content Standards

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

**8.10.6:** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

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

## Common Core Literacy Standards

**CCSS.ELA-Literacy.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**CCSS.ELA-Literacy.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCSS.ELA-Literacy.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**CCSS.ELA-Literacy.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Driving Historical Question

Although the Union had more resources available, why did the Union struggle to win battles throughout the war?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 min.**

On the touch screen, I will project an article that was recently published. The article will be on Baxter Holmes’ piece that was published on April 15, 2015 regarding the Lakers having the worst season in franchise history (http://espn.go.com/los-angeles/nba/story/\_/id/12699832/los-angeles-lakers-new-york-knicks-finish-worst-seasons-franchise-history). I will ask them to read the article and jot down what they notice that is unique about reading a news article. Students should respond and share that there’s a title that addresses what the story will be about, a photo regarding the topic, and quotes from people related to the topic.

From this discussion, I will provide a general format of what journalists think about when they write an article, the five W’s: who, what, where, when, and why. I also will give students a guiding format of how journalists develop their articles: a lead sentence, an introduction, opening quotation, a main body, a closing quotation, and a conclusion.

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

Fort Sumter

The First Battle of Bull Run

The Second Battle of Bull Run

The Battle at Shiloh

The Battle of Antietam

The Battle of Gettysburg

The Monitor vs. the Merrimack

The Battle of Vicksburg

“Stone Wall” Jackson

George B. McClellan

Ironclad

Ulysses S. Grant

David Farragut

Casualties

Draft

Bounties

George Meade

Major Robert Anderson

Abraham Lincoln

Jefferson Davis

### Content Delivery (Method of Instruction) ‖ **Time: 18 minutes**

In my transition, I will inform students that they are all journalists who are on an assignment to learn about the secession taking place, but more importantly covering some of the battles. Students will not cover all the battles in one day. Instead they will learn and write about one battle each day.

For each day, one group of students (four) will portray individuals who where apart of that battle. Based off of the script each student has, the remaining students will jot down key information and possible quotes that will help them develop their story. Students, who will portray characters, will have props help them get into character. While the students reenact or share their script, the screen will project a background that can help the remaining students develop an image they’d like to use for their article. These investigations include key battles fought during the Civil War (Fort Sumter, First and Second Battle of Bull Run, Shiloh, Antietam, Gettysburg, Ironclads, and Vicksburg).

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

**Anticipatory Set:** Reading and assessing key components to a news article.

**Content Delivery:**

Interviewing (simulation) of individuals from key battles.

### Lesson Closure ‖ **Time: 15 minutes**

In the lesson closure, students can collaborate with their peers and begin to write a rough draft of their article. On the screen I will project the requirements that the article should have: title, lead sentence, introduction, at least one quotation, main body, a conclusion, identify if there was a technological innovation that was used in this battle, and an image. Students can keep the outline as a study guide, but must turn in the article for credit. Students who participated in the reenactment will have to write a summary of the event.

### Assessments (Formative & Summative)

**Formative:**

Questions students will answer in the modeled article.

What they fill out or leave blank in their outlines.

**Summative:** Article written by each student that summarizes the war.

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

Outline for the Five W’s.

Outline for writing a newspaper.

Screen, projecting the requirements needed for article students will need to turn in.

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

Outlines for both, the Five W’s, and the structure for developing an article. The model article used in the anticipatory set; touch screen and projector, props (top hat, blue sweater, grey sweater, wig to resemble Jefferson Davis’ hair), and PowerPoint to incorporate visuals of the scene and individuals.