

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies.

UNIT # 3– “The Civil War: A Nation Divided”

Elaborated Unit Focus

In this unit, student will learn and understand the causes and events of the Civil War. Students will use the theme of *beliefs and ideals* to understand the issues surrounding slavery and states’ rights. By learning about *individuals, groups, and institutions*, students will understand the roles of key leaders in the Civil War. Finally, students will understand how *location* affected some of the major battles of the war. To put this all together, students will discuss how *conflict and change* affected the United States during and following the Civil War.

Standards/Elements

SS5H1 The student will explain the causes, major events, and consequences of the Civil War.

- Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.
- Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
- Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
- Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.
- Describe the effects of war on the North and South.

SS5G1 The student will locate important places in the United States.

- Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.

- Describe the government function in taxation and providing certain goods and services.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: *The student will understand that people’s ideas and feelings influence their decisions.*

- How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
- How do the beliefs of the North compare to the beliefs of the South?
- How did John Brown’s beliefs and ideals influence his actions?
- Why did the beliefs of states’ rights cause conflict between the North and South?
- Why did slavery increase tension between the North and South?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- How does conflict lead to change within societies?
- How did conflict between the North and South create change?
- Why was the Atlanta Campaign and Sherman’s March to the Sea important to the North’s plan to win the Civil War?
- How did the attack at Fort Sumter create conflict between the North and South?
- How did Sherman’s March to the Sea change the South’s plan?
- How did the conflict at Appomattox Court house change the course of the war?
- Why was the Battle of Gettysburg a turning point in the conflict?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How do the actions of individuals, groups, and/or institutions affect society?
- How did the actions of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson affect society through intended and unintended consequences?
- How did the actions and views of the North and South create intended and unintended consequences?

Location: The student will understand that location affects a society’s economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- How does location affect society’s economy, culture, and development?
- Why was the location of Gettysburg important in the Civil War?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Students will read biographies of Harriet Beecher Stowe and John Brown. Students will portray their characters in a one-person-play. The play will portray the events of Harper’s Ferry Raid (John Brown) and Uncle Tom’s Cabin. The students will relate each event to a cause or a consequence of the Civil War.	SS5H1 a,b ELA5R1 a,d ELA5W1 ELA5W3 a-g ELA5LSV1	Dialogue and discussion. Constructed response. Observation.

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide access to information sources in a variety of reading levels • Provide a template with prompts for including critical information in the script (see attachment 1) • Allow students to dictate text for the script • Allow students to pre-record their lines for the play or use cue cards • Have students practice their plays in front of small groups before presenting to the whole class 		
<p>In groups, students will pretend to be reporters during one of the battles listed in the standards. The students will take an internet tour of the major battlefields of the Civil War as well as use other primary source materials. Students will organize the researched information on index cards. Students will need to include the name of the battle, location, major officers, strategies used, causalities, outcome, and other interesting facts. Students will take on the role of a war correspondent and report to the class. For modeling and background development, show footage of real-life reporters acting as war correspondents.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a template with prompts for the critical information to include in the report (see link below) http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf • Bookmark a select few websites for the students to view. Edit each site for readability level. • Permit the use of cue cards or index cards • Provide a pre-written script with fill-in-the-blank information for the student to complete using a predetermined source SCRIPT (attached) 	<p>SS5H1e SS5H1G1b ELA5R1 ELA5W3 a-g ELA5LSV1</p>	<p>Dialogue and discussion. Constructed response. Observation.</p>
<p>Students will watch <i>American Heroes and Heroines: Abraham Lincoln</i> on United Streaming. Students will read trade books and informational material about the Civil War leaders in the standards. Students will compare and contrast Abraham Lincoln with Jefferson Davis or Ulysses S. Grant with Robert E. Lee or Stonewall Jackson. Students will create a Venn Diagram to compare two leaders. After students complete the Venn Diagram, they will pair up with students who chose different leaders and present the information in small groups.</p> <ul style="list-style-type: none"> • For example, Lee and Grant attended West Point and fought against Native Americans in the west. The men had many things in common which may have made surrender more acceptable. 	<p>SS5H1d ELA5LSV1</p>	<p>Constructed response. Self assessment.</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Use guided viewing to assist students with detecting key information in the video • Provide independent guided reading templates with key point prompts for students to use during their readings GUIDED READING TEMPLATE (attached) • Provide a Venn Diagram template for making comparisons and model the process • Provide information resources in a variety of reading levels 		
<p>Students will view the interactive tour of the Melrose Mansion Plantation. Students will get a firsthand look at the life of a slave. http://206.137.17.63/melrose/melrose.htm Students will take the interactive tour of the underground railroad on the National Geographic website. http://www.nationalgeographic.com/railroad/ Students will travel on the Pathways to Freedom website where students take on the role of a runaway slave. http://pathways.thinkport.org/following/ After completing the interactive websites, students will write a viewer's response to the websites. The teacher may prompt students using questions.</p> <p><u>Sample Questions</u></p> <ul style="list-style-type: none"> • After visiting the websites, how do you feel about slavery? • How do you think the issue of slavery changed our society? • What about the websites stick out in your mind? • Why is it important for us to remember the hardships faced by slaves? <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow the students to answer the viewer's response questions while viewing so that students can identify key points • Allow students to work with partners 	<p>SS5H1b ELA5W1a ELA5LSV2a</p>	<p>Constructed Response Observation Dialogue and Discussion</p>
<p>Students will take a test over the information presented in the standards.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Use multiple choice format • Limit answer choices to two (a. and b.) • Oral presentation of test • Provide a study guide • Schedule review time for students prior to testing 	<p>SS5H1a-e SS5G1b SS5E2c</p>	<p>Selected Response</p>

Sample Performance Task

Enduring Understanding:

- The student will understand that when there is conflict between or within societies, change is the result.
- The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- The student will understand that location affects a society's economy, culture, and development.

Standards: SS5H1 a-e;

Description: A nearby Civil War historical site is worried because fewer and fewer students are visiting the site each year. The board of directors heard that you have been studying the Civil War and they know you have a strong understanding of how this conflict changed the United States. They have asked you to create a scrapbook that they can send to local elementary schools to encourage children to visit this landmark. The board of directors has agreed to add their informational brochures which contain plenty of information about what occurred at this site, so there is no need to repeat this in your scrapbook. Instead, the scrapbook should focus on how our country was changed by the people and events connected to the Civil War. The board of directors hopes that your scrapbook will contain items that will engage the reader while also helping them to understand the importance of the Civil War and the changes it brought to the country. Hopefully the students who read your scrapbook will want to visit this historic landmark.

Task: You have been asked to include several different pieces in your scrapbook that will be interesting to student readers.

Be sure to include:

1. Two Civil War Leader Trading Cards
2. A Storyboard of a Civil War Battle
3. Map of Major Battles and Campaigns
4. Venn Diagram Comparing the Effects of the War on the North and South
5. Diary Entries from Individuals after the War

Each of these items should grab the reader's attention, but each page should also include a paragraph explaining why this person or event was important to the United States.

Process:

Trading Cards

1. Begin by researching two leaders from the Civil War. Pick one leader from the Union and another from the Confederacy. You may choose from the following leaders: Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson.
2. Research each individual to locate interesting facts that describe the important contributions of each leader.
3. On a 3 X 5 index card write at least 4 facts on one side.
4. Then, on the opposite draw a picture or print a picture of the leader and paste to the index card.
 - An example can be found in the attachments.
5. Create a page in your scrapbook that features each of these trading cards. Remember, the goal of your scrapbook is to draw students' attention so that they will want to learn more about the Civil War. Therefore, your page should be neat, colorful, and easy to read.
6. Next to each trading card, you should include a paragraph explaining how the leadership of this individual changed the North and South. It may help to explain to readers how life would be different if this individual had never lived. Your trading card includes facts about this person, but this paragraph will show your understanding of why this person was important.

Storyboard

1. Pick a battle or campaign from the Civil War. You may choose Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, or the surrender at Appomattox Court House.
2. Research the battle or campaign chosen.
3. In your storyboard be sure to include the following:
 - Place
 - Key Leaders
 - Significance of the location and geographical features that benefitted on side over the other.
 - Importance of the battle in relation to the decisions made by the key leaders
4. On a piece of construction paper, create a storyboard that represents the events from the battle. The storyboard should have illustrations as well as the story of the battle. The illustrations may be drawn or printed from an online source.
Storyboard Template attached below.
5. After completing your storyboard and adding it to a new page in your scrapbook, consider how this battle changed the course of the Civil War and how people were affected by the events. You should include a paragraph with your storyboard that answers these questions. Students who read your paragraph should see that the battle you described brought changes to the United States.

Map of Major Battles and Campaigns

1. Include a map of the United States in your scrapbook. Identify the location of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and the surrender at Appomattox Court House.

Effects of the War

1. Using a Venn diagram, compare and contrast the effects of the war on the North and South. Venn Diagram attached below
2. Remember to think about the hardships as well as the opportunity cost of actions as you complete the comparison.

Diary Entries

1. Write two diary entries, one from a person living in the North and one from a person living in the South. The diary entries should be written just after the war ended. The writer may describe how he or she feels now that the war is over, what he or she sees around his or her home, what problems he or she expects the country will still face, and what positive or negative changes he or she believes will come as a result of the war.
2. Add these entries to your scrapbook. Be sure to identify where the writer lives so that the reader will understand the different perspectives.

Modifications:

- To assist students in making a choice, provide a Venn Diagram comparing the Union and Confederacy
- As an alternative to the diary activity have students use a Venn diagram to compare the lives of Union and Confederacy soldiers
- Provide access to information sources in a variety of reading levels
- Allow students to type or dictate information for their trading cards
- Reduce the number of storyboard events
- Provide a template with prompts to assist students with identifying key information about the battles

<ul style="list-style-type: none"> Consider visual impairments and visual processing challenges when selecting map materials. Choose maps that have bold lines and print with only the necessary information. Provide a kid-friendly resource map to assist students in locating and labeling battle sites on their own maps 	
Map and Globe Skills: Continuing mastery/application	Information Processing Skills: Continuing mastery/application

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Identifies battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House	Information presented about the battle or campaign is inaccurate or inadequate. The student shows little evidence of understanding in the student created storyboard. Vital information is missing.	The battle or campaign is identified. The student includes inaccurate information on the storyboard.	Accurately identifies a battle or campaign from the Civil War. The student accurately lists information about this battle site.	Accurately identifies a battle or campaign from the Civil War and analyzes the importance of the event by discussing what would have happened if the other side won the battle.
Explains the changes brought about by the conflict	Student only offers a retelling of the event, but does not demonstrate an understanding that change came as a result of the battle.	Student offers an explanation of how this battle impacted the people and future events during the war. However, the explanation is based on an inaccurate understanding of the battle itself; therefore, the explanation contains inaccurate ideas.	Presents a thoughtful explanation of how the battle impacted future battles in the Civil War. Examines the change brought about by the battle from the perspective of the country as a whole or one particular group.	Demonstrates a complex understanding of the importance of the conflict by discussing how the selected battle impacted the course of the war. Also analyzes how this particular conflict changed the lives of individuals and groups in different parts of the country (analyzes the impact from multiple perspectives).
Describes the roles of key leaders from the Civil War: Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.	The roles of the leaders are not described correctly. The student does not show an understanding of the leader’s role.	The roles of the leaders are described; however, not all the facts are correct. The student does not show an understanding of the leader’s role because of the description includes incorrect facts.	The roles of the leaders are described correctly.	Correctly describes the roles of the chosen leaders from the Civil War. The student explains how these key leaders were important in the Civil War.

<p>Explains the impact of important individuals</p>	<p>Uses inaccurate information to explain the accomplishments of the individual. There is no connection between the individual and his impact on society.</p>	<p>Provides a basic explanation of why this individual was important, but fails to connect this to his full impact on the United States. Some of the explanation may be based on inaccurate information.</p>	<p>Explains the importance of the individual by describing the influence of the person's actions and accomplishments on American society.</p>	<p>Demonstrates a full understanding of the impact of selected individuals on the outcome of the Civil War. Includes a thoughtful description of how life would be different in American society without the influence of this person.</p>
<p>Analyzes the effects of the Civil War on the North and South.</p>	<p>The effect of the Civil War on the North and South are incorrect on the Venn diagram.</p>	<p>The effects of the Civil War on the North and South are compared and contrasted using a Venn diagram; however, several facts are incorrect.</p>	<p>Using a Venn diagram, the student correctly compares and contrasts the effects of the Civil War on the North and South using examples discussed and studied in class.</p>	<p>By using a Venn diagram, the student analyzes the effects of the Civil War on the North and South by comparing pre-Civil War and post-Civil War way of life.</p>
<p>Examines effects of Civil War from multiple perspectives</p>	<p>Creates diary entries that contain inaccurate information and show little understanding of the effects of the Civil War on the North and the South.</p>	<p>Creates diary entries that show some misunderstandings about the impact of the war on the North and South.</p>	<p>Creates two diary entries that explain the impact of the war on the lives of two different individuals. Student includes information about the positive and negative affects of the war.</p>	<p>Creates diary entries that demonstrate a thorough understanding of the impact of the war from the perspective of an individual living at the time. Considers the positive and negative changes that may come as a result of the war. Entries demonstrate an understanding that different individuals will see the same event from different perspectives.</p>

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Produce a product that is visually attractive	There is no direct correlation between the visuals and the curriculum. The color, font, graphics, effects, etc. detract from the presentation of the scrapbook.	Only a few of the visuals are directly tied to the curriculum. The color, font, graphics, effects, etc. occasionally detract from the presentation of the scrapbook.	Most of the visuals are tied to the curriculum. Uses good choice of color, font, graphics, effects, etc. to enhance the presentation of the scrapbook.	Visually tied to the curriculum. Makes excellent use of color, font, graphics, effects, etc. to enhance the overall presentation of the scrapbook.
Organizing Structure	Missing an organizing structure.	Organizing structure is inconsistent leading the reader to be confused about the about the information presented.	Uses an organizing structure that is appropriate for the purpose and audience.	Uses an organizing structure that is appropriate for the purpose and audience. Organizing structure helps the reader to fully understand all the information presented.
Mechanics	Frequent spelling, grammar, punctuation, and capitalization errors make the scrapbook extremely difficult to understand.	Occasional spelling, grammar, punctuation, and capitalization errors make the scrapbook difficult to understand.	The scrapbook contains very few spelling, grammar, punctuation, or capitalization errors allowing the reader to understand the ideas easily.	The scrapbook contains no spelling, grammar, punctuation, or capitalization errors.

Resources for Unit

<http://206.137.17.63/melrose/melrose.htm>

Melrose Mansion Plantation interactive tour

<http://edtech.kennesaw.edu/web/civwar.html>

Kennesaw Civil War Resource Page

<http://www.socialstudiesforkids.com/subjects/civilwar.htm>

Social Studies for Kids—Civil War

<http://www.nationalgeographic.com/railroad/>

Underground Railroad Interactive Activity

<http://pathways.thinkport.org/following/>

Travel back to the 1800s and become an eyewitness to history. You become a young slave who must make some important and life-changing decisions.

American Heroes and Heroines: Abraham Lincoln United Streaming

<http://school.discoveryeducation.com/clipart/clip/lincoln3.html>

Discovery Education Clipart

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 6/27/08.

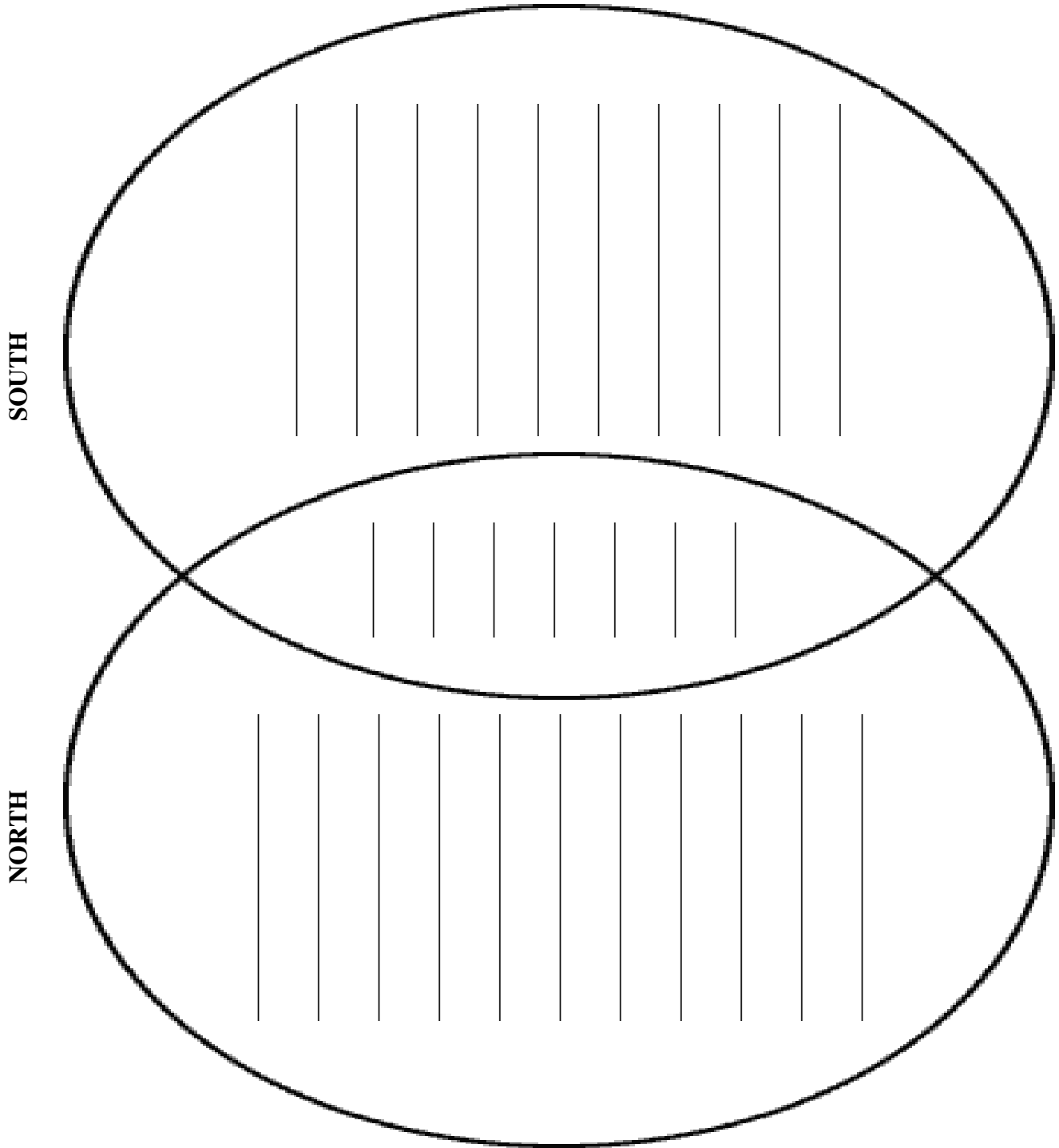
Storyboard Template

Directions: Using the template, create a storyboard about the battle of your choice. Be sure to include pictures as well as the story of the battle.

Name _____

Effects of War

Directions: Use the Venn diagram to compare and contrast the effects of the war on the North and South.

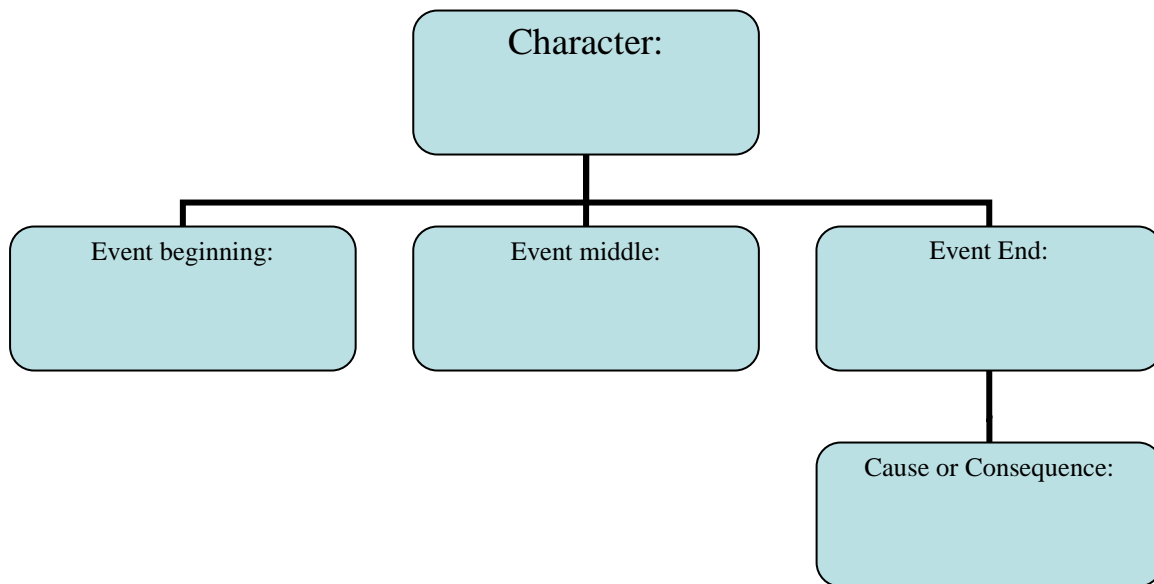


Name _____

Script Planning Worksheet

What do you think is the most important event in the life of your character?

Would this event be a cause or a consequence of the Civil War?



Name _____

Civil War Leaders Guided Reading Worksheet

What is the leader's name?

Where was he/she from?


What side was this leader on (Confederacy or Union)?

What was his/her role in the war (ex: general, president)?

Did he/she survive the war?

What is he/she most famous for?

Sample Civil War Leader Trading Card

Front
Abraham Lincoln

1809-1865
Back
Presidential Stats
<ol style="list-style-type: none">1. He was 16th President of the United States.2. He believed that secession should be illegal.3. He was against the expansion of slavery.4. He gave the Gettysburg Address, a historic speech.5. He was assassinated by John Wilkes Booth.