

Teacher: Deanna Strait

Title: **Brother against Brother**

Subject: US History

Topic: **Civil War/Social**

Grade: 10th -11th

Lesson Duration: Approx 2 block periods School: South High

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	<p>This lesson will illustrate how the issues of the Civil War split families, and had family members fighting on opposite sides of the war. As a result of this lesson, students will gain a better understanding of how devastating the war was on families. Students will understand how the issues of the war pit brother against brother or father against son. Students will also see how wives and mothers dealt with having men fighting on both sides of the war.</p> <p>Working in groups, students will write a skit and role-play the discussion that might take place in a family if brothers or fathers and sons took opposite sides in a war. Roles for the skit can be developed and assigned by the teacher, or students in the group can decide their own roles. The teacher will conduct a Gallery walk and record students' roles and use a rubric to gauge each student's involvement in planning the skit.</p> <p>Students will have been given a presentation rubric prior to activity so they know what to include in the skit.</p>
National Standards for History Era: Link	Standard: Era 5 Standard 2: The course and character of the Civil War and its effects on the American people
Standard(s): <i>State, Local or National</i>	National National Council for the Social Studies Standard V Performance Expectations a: apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society. Performance Expectations b: analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. Colorado History 2A: The student understands how the resources of the Union and Confederacy affected the course of the war.
Themes/Concept:	SOCIAL Environment, Freedom, equality, participation, right independence, wants & needs
Essential questions (2-5 questions)	1. How did the issues of the war pit brother against brother or father against son?

<i>(What you want the students to know)</i>	<ol style="list-style-type: none"> Why did brothers fight against each other during the Civil War? How did wives and mothers deal with having men fighting on both sides of the war? What motivates members of the same family to fight on opposite sides of the war. 		
Elements <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> Students will be able to articulate through art, writing or role-playing the family dynamics of brother against brother. Students will be able to explain some of the issues that split families during the Civil War. Understand the impact of the Civil War had on families and the nation during the war years and afterward. 		
Launch Activity (Hook)	Family Feud <ol style="list-style-type: none"> Students will be divided into ‘families’ and given some hot button issues to discuss. Family members will be assigned specific points of view to defend. Hot button items might include; lack of money, pregnancy, inter-racial dating, smoking, drinking, drugs, etc. After the Family Feud the class will watch some movie clips from “The Shadow Riders” and then the class will talk about issues that divided families during the war. 		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Secession Slavery Crittenden Brothers Brother Abolition Compromise	Skills Assume the perspective of the other person. Communicate effectively both orally and in writing. Listen carefully for information.	Skills Read for a variety of purposes, evaluate sources of information, identify bias in printed & visual materials.
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
<p>Day One</p> <ul style="list-style-type: none"> Launch Activity (see above) After the movie clips from the “Shadow Riders” have students brainstorm issues that made people choose opposite sides in the Civil War. The teacher will explain that the students will be writing and presenting a skit or will role-play similar issues that split the family in the “Shadow Riders” The teacher can then divide the students into groups of 5 or 6 students. They can then be given a Ziploc bag with specific roles or they can develop their own roles. (ie: Mother, Father, 2 sons, daughter etc) <p>Day Two</p> <ul style="list-style-type: none"> Presentations of skits and/or scrapbooks 			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			

Traditional Assessment (*Quizzes, Test, Selected Responses*)

Students will be assessed with in class questions and learning probes and written responses to academic prompts

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Theatre: Working in groups, students can also write a skit and role-play the discussion that might take place in a family if brothers or fathers and sons took opposite sides in a war. Roles for the skit can be developed and assigned by the teacher, or students in the group can decide their own roles. The teacher will conduct a Gallery walk and record students' roles and use a rubric to gauge each students' involvement in planning the skit.

Students will have been given a presentation rubric prior to activity so they know what to include in the skit.

Art: Students can choose to create a scrapbook of 'family' letters.

Student Self-Assessment

Students will reflect on what they have learned and will answer the following questions: Do you think it is obvious which side was right and which was wrong? Did your opinions or feelings about the war change as a result of your work in this lesson? If so, how? Students will write a well developed paragraph to answer each question (minimum of 8 sentences per paragraph).

Differentiation Associated with this unit

Low Level, Sped, ESL: Students can write a letter to President Lincoln talking about how difficult it is to fight against a brother or other family member and ask for a resolution to the war. Length of paragraphs can be modified as needed.

Gifted/talented: Extension Activities: students can research countries in the present day world that have experienced a political, cultural, religious, or ideological split that has them engaged in a war. After the research, students will write a 2-4 paged typed report, double spaced on what they discover.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)**Textbooks**

Classroom computers (4)

Other media sources

Internet sources

Movie clips from the "Shadow Riders"

Ziploc bags with specific family roles

Group work rubric

Presentation rubric

<http://48thpennsylvania.blogspot.com/2007/03/brothers-war.html>

Across Five Aprils by Irene Hunt (Follett, 1964). Nine-year-old Jethro, who lives in southern Illinois, has an idealized view of war based on stories from history books about dramatic battles and their glorious heroes. When the Civil War breaks out, however, painfully dividing his family as it divides north and south; Jeth must confront the many

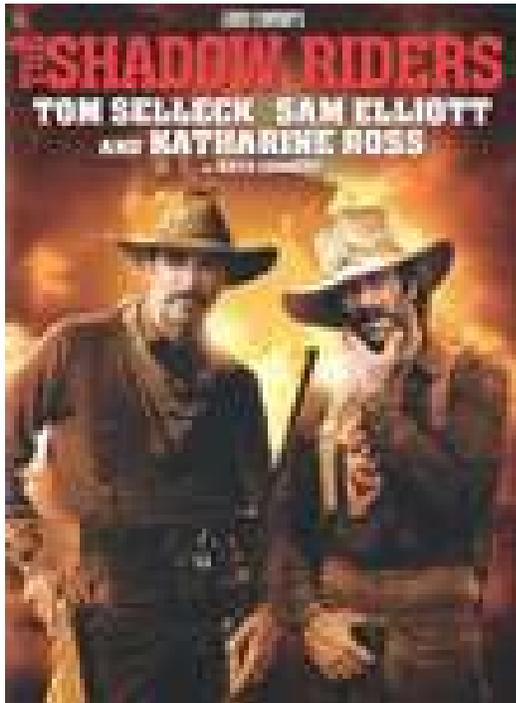
confusing and horrifying realities of war. At age ten, his father ill and his older brothers off fighting in the war, Jeth becomes the man of the household. *Across Five Aprils* spans the four long years of the war, during which he is transformed from a boy into a young man.

<http://www.smlplanet.com/civilwar/civilwar.html#Recommended%20Trade%20Books>

"Him on the One Side and Me on the Other"

The Civil War Letters of Alexander Campbell, 79th New York Infantry Regiment, and James Campbell, 1st South Carolina Battalion

<http://www.sc.edu/uscpres/2009/3789.html>



http://www.netflix.com/Movie/The_Shadow_Riders/70042552?mqso=80012394