

**Teacher:** Bruce Tedrow

**Subject:** U.S. History Civil War

**Title:** Ten key people you should to know

**Topic:** Identify the ten key persons involved in the Civil War and their role

**Grade:** High School

**Lesson Duration:** Two 90 min. periods

**School:** Florence High School

**Education Designs Lesson/ Unit Plan**

<p><b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i></p>	<p>Special Education students may not remember all the events leading to the Civil War but should be able to remember Abraham Lincoln, his assassin, and 10 or so other key persons. By the end of this lesson students will match a picture of the key persons involved in the war, and be able to identify their involvement.</p>		
<p><b>National Standards for History Era:</b> <a href="#">Link</a></p>	<p><a href="#">Era 5</a></p> <p><b>Standard 2: The course and character of the Civil War and its effects on the American people.</b></p> <p><b>Individuals, Groups, &amp; Individuals; B. analyze group and institutional influences on people, events and elements of culture in both historical and contemporary settings</b></p>		
<p><b>Standard(s):</b> <i>State, Local or National</i></p> <p><i>Colorado Standards</i></p>	<p>Colorado 1.1 Students know the general chronological order of events and people in history</p> <ul style="list-style-type: none"> <li>• chronologically organizing major events and people of United States history; and</li> <li>• describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.</li> </ul>		
<p><b>Themes/Concept:</b></p>	<p>Most students with special needs are aware that their was a time when slavery was practiced, and a war was fought that brought it to an end, that Abraham Lincoln was president and possibly some of the names of the other key persons involved. This lesson will hopefully provide an “aha” moment for those who often get lost in details, or not able to see the big picture.</p>		
<p><b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i></p>	<p>Who were the key people involved in the Civil War?</p> <p>What were those key persons role in the Civil War?</p> <p>What do they look like?</p>		
<p><b>Elements</b> <i>(What you want the students to understand)</i></p>	<p>At the conclusion of this lesson students should be able to recognize the names of ten key people involved in the Civil War, what their alliances were and what they looked like.</p>		
<p><b>Launch Activity (Hook)</b></p>	<p>Have pictures of the 10 or so key persons involved in the Civil War, divide the class into small groups, have groups name and identify the person from a list and their roll.</p>		
<p><b>Knowledge &amp; Skills</b> <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>Abraham Lincoln John Wilkes Booth Harriett Beecher Stowe Robert E. Lee Ulysses S. Grant Jefferson Davis William Tecumseh John Brown Dred Scott Harriet Tubman Mary Todd Lincoln</p>	<p><b>Note:</b> This is only partial list of the many key persons involved in the Civil War, the individual teacher may want to edit it to fill local or</p>	<p><b>Skills</b> Using the computer or other information source match the name of the person with their bio. Be able to duplicate this information for a test.</p>

		personal Preferences.	
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<ol style="list-style-type: none"> <li>1. Introduction activity students first try to match pictures with names with biography then compare their list with the class. Other groups follow correcting previous list.</li> <li>2. Finally groups are dismissed to research and return with a corrected list.</li> <li>3. A crossword puzzle is provided as homework.</li> <li>4. The next day students chose a key person from the list provided and write a paragraph on this persons roll in the civil war from their point of view.</li> <li>5. Students present their person to the class.</li> </ol>			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment</b> ( <i>Quizzes, Test, Selected Responses</i> )			
A matching test following the unit will be given to each student to determine their competency as to the 10 key people studied.			
<b>Differentiation Associated with this unit</b>			
<p><b>Severe needs</b> students may use an abbreviated list or be paired with a higher functioning student. Other learning activities may also be used to match the 10 key persons with their biography like concentration or a sorting game North v South, or prewar v war.</p> <p><b>Advanced</b> students may be asked to assist those with more severe needs, or be asked to report on what is in the story Uncle Toms Cabin and why was it given credit for starting the war.</p>			
<b>Resources and instructional tools:</b>			
<a href="http://www.sparknotes.com/history/american/civilwar/terms.html">http://www.sparknotes.com/history/american/civilwar/terms.html</a>			
<a href="http://www.pbs.org/civilwar/cwimages/por">http://www.pbs.org/civilwar/cwimages/por</a>			
<a href="http://www.cliffsnotes.com/WileyCDA/LitNote/Uncle-Tom-s-Cabin.id-55.htmltraits/">http://www.cliffsnotes.com/WileyCDA/LitNote/Uncle-Tom-s-Cabin.id-55.htmltraits/</a>			