

Teacher: Howard Mestas	
Title: GETTYSBURG	Subject: American History/Civil War
Topics: Battle of Gettysburg	Grade: 7-12
Lesson Duration: Three 45 minute class periods	School: Pueblo West Middle School

Education Designs Lesson/ Unit Plan

Lesson Summary:	<p>GETTYSBURG</p> <p>This lesson is not about the statistics about the battle, but on how it became a turning point in the Civil War. It is designed for students to use critical thinking and research to discover how American History may have been entirely different had Robert E. Lee won the battle and been in a position to force the Union's hand in a treaty recognizing the Confederate States of America.</p>
National Standards for History Era: Link	<p style="text-align: center;">Era 5</p> <p style="text-align: center;">Civil War and Reconstruction (1850-1877)</p> <p>Standard 1 The causes of the Civil War</p> <p>Standard 2 The course and character of the Civil War and its effects on the American people</p> <p>Standard 3 How various reconstruction plans succeeded or failed</p>
Colorado Model Content Standards	<p>1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</p> <p>2. Students know how to use the processes and resources of historical inquiry.</p> <p>4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</p>
Themes/Concept:	Conflict and Historical Interpretation
Essential questions (2-5 questions) (What you want the students to know.)	<ul style="list-style-type: none"> • Why was Gettysburg considered to be the “High Water Mark” for the Confederacy? • How would the outcome of the war have been different had Robert E. Lee's Army won the battle?
Elements (What you want the students to understand.)	Students will understand the impact of the Battle of Gettysburg on the war and on the political support in the north.
Launch Activity (Hook)	Students will watch selected video clips of the movie “Gettysburg” based on the book “The Killer Angels.” Students will read the following link as a starting point about the battle and its impact on the war and political support in the north. This link will be controversial and create a debate about the topic.

<p>Knowledge & Skills</p> <p>(People, Places, times and vocabulary- what the student should be able to do. What skills will they use?)</p>	<ul style="list-style-type: none"> • Robert E. Lee • George Mead • George Pickett • Lawrence Chamberlain • Gettysburg, PA • Army of Northern Virginia • High Water Mark • Reconstruction 		<p>Skills</p> <ul style="list-style-type: none"> ▪ Assume the perspective of another person ▪ Detect cause and effect relationships ▪ Obtain historical data ▪ Support interpretation with historical evidence ▪ Investigate historical data ▪ Formulate historical questions ▪ Obtain historical data ▪ Investigate the historical data
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Lesson Methodology (*How will you conduct the lesson: activities... ?*)

Students will watch selected film clips of the movie *Gettysburg* based on the book “*The Killer Angels.*” Students will do internet searches of Robert E. Lee’s string of victories leading to the battle. Students will create a timeline showing victories and events leading up to the battle. Students will search the internet (and other sources) to find examples of the shrinking support for the war in the north in the months leading up to the battle. Students will review all links provided. Students will be broken into small discussion groups and provide input to the class

Assessment Evidence: What evidence will show that students met the learning goal?

Traditional Assessment (Quizzes, Test, Selected Responses)

Students will create a timeline of events both political and militarily leading to the Battle of Gettysburg. Students will invent (create) an imaginary timeline of how America may have been different had Robert E. Lee won the battle (they should take into consideration the concessions the North may have made).

Portfolio Assessment

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

Group power-point presentations, class discussions, timelines.

Student Self-Assessment

Peer-review and collaboration

Differentiation Associated with this unit

- Students can elect to work individually.
- Students can create a map of the Battle of Gettysburg
- Students can write reports on important officers on both sides of the battle.
- Special needs students can give oral responses to photographs of the battle.

- Gifted students can do a book report on “*Killer Angels*” and answer whether-or-not the book is a good source for the battle even though it is a work of fiction.

Resources: Video “Gettysburg.” Book “The Killer Angels”