

Title: Highlights of the Civil War

Subject: Social Studies

Topic: U.S. History – Civil War

Grade: 5

School: CES

Wiregrass History Consortium Unit Plan			
GPS Standard:	<p>SS5HI The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.</p> <p>e. Describe the effects of war on the North and South.</p>		
Concept:	Major Events of the Civil War		
Essential questions (2-5 questions) (What you want the students to know.)	<p>What were the major events of the Civil War?</p> <p>How did the battle of Gettysburg affect the Civil War?</p> <p>How and when did the Civil War begin?</p> <p>How and when did the Civil War end?</p> <p>Who were some of the major leaders of the Civil War and what roles did they play?</p> <p>What effect did war have on the North and the South</p>		
Elements (What you want the students to understand.)	<p>The students will understand that there were many important events of the Civil War and they will be able to identify at least five of these events. They will also be able to identify the Battle of Gettysburg as the turning point of the Civil War. Finally, students will be able to discuss and explain how and when the Civil War began and how it ended.</p>		
Launch Activity (Hook)	Read and act out the play “A Nation Torn Apart”.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	<p>Knowledge Vocabulary – secession, Fort Sumter, Emancipation Proclamation, Confederate States of America, United States of America, surrender</p> <p>People – Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson</p> <p>Places – Richmond, VA; Gettysburg, PA; Washington, DC; Appomattox, VA</p> <p>Dates – April 1861, April 1865</p>		Skills Comparing/Contrasting Cause and Effect

Assessment Evidence: What evidence will show that students met the learning goal?
Traditional Assessment (Quizzes, Test, Selected Responses)
1. Students will be given a teacher made test at the beginning and the end of the Unit.
Portfolio Assessment
Students will keep a portfolio of their activities from this unit in an organized folder.
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
<ol style="list-style-type: none"> 1. The students will work in small groups to research and then identify the “who, what, when, and where” of 5 important battles of the Civil War including – Gettysburg, Manassas, Antietam, Sharpsburg, Vicksburg. 2. After watching the video “Just a Few Words, Mr. Lincoln”, the students will complete a graphic organizer as a whole class describing the Gettysburg Address and will respond to a writing prompt about the Address. 3. The students will learn about the beginning and the ending of the Civil War and identify how and where it began and how and where it ended. These two events will be compared and contrasted using a venn diagram. 4. Students will research leaders of the Civil War and complete a Kidspiration Web about each leader. 5. Students will learn about Sherman’s March to the Sea in Georgia and complete a cause and effect organizer on this event. 6. Students will research Abraham Lincoln as a whole class and write an informational biography individually about the man including his personal history, his professional history and his effect on the Civil War. 7. Students will research important dates of the Civil War and write 3 complete sentences summarizing the event. The statements will be added to a poster that the students work on in collaborative pairs and will be arranged in a chronological time line.
Student Self-Assessment
The students will self-assess their portfolios using a rubric.
Differentiation Associated with this unit
<ol style="list-style-type: none"> 1. On the battles research, students who need assistance will be allowed to respond with phrases, not complete sentences.
Resources and instructional tools: Peachstar Videos – “Just a Few Words Mr. Lincoln: The Story of the Gettysburg Address”; “The American Civil War: The War Years”; “The Life and Times of Abraham Lincoln” Trade Books – “If You Lived at the Time of the Civil War” by Kay Moore and Anni Matscik; “Pink and Say” by Patricia Pollaco