

Teacher: Kathrine Thomson			
Title: Civil War	Subject: U.S. History		
Topics: Politics and leadership in the Civil War	Grade: 9 <sup>th</sup>		
Lesson Duration: 3 day block	School: South High		
<b>Education Designs Lesson/ Unit Plan</b>			
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson examines the roles of politicians and military leadership in the conduct of the Civil War. Key battles will be discussed, mapped and analyzed in terms of the actions of the leadership and their effect upon the Civil War. The student will also debate the loss of civil rights in the Civil War and analyze their use in wartime situations.		
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 5 Standard 2</a> : The course and character of the Civil War and its effects on the American people		
<b>Standard(s):</b> <i>State, Local or National</i>	<b>Colorado History Standard 2a: The student understands how the resources of the Union and Confederacy affected the course of the War.</b>		
<b>Themes/Concept:</b>	The student will know political leadership, conflict, government, justice and historical interpretation of the Civil War		
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> <li>1. Who were the leaders in the North and South in the government and military?</li> <li>2. What were the deciding battles of the War and how did they influence the outcome of the Civil War?</li> <li>3. What civil rights were suspended during the Civil War?</li> <li>4. What is the historical interpretation of Lincoln's Emancipation Proclamation?</li> </ol>		
<b>Elements</b> <i>(What you want the students to understand)</i>	The students should understand that the leadership during the Civil War came from both non-military and military sources and led to successes and failures in battle and loss of civil rights. They should also know that the outcome of the battles led to the Emancipation Proclamation.		
<b>Launch Activity (Hook)</b>	The students will be given pictures of Lincoln, Davis, Lee, Grant, Sherman, Meade, Antietam, Gettysburg, Vicksburg, Atlanta and the Emancipation Proclamation and place them on a time line		
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Vocabulary</u>  HABEAS CORPUS  Robert E. Lee  U.S. Grant  Phillip Sherman  Jefferson Davis  George Meade  Abraham Lincoln  Emancipation Proclamation </td> <td style="width: 50%; vertical-align: top;"> <u>Skills</u>  <b>Draw logical conclusions;</b>  <b>Detect cause-and-effect relationships</b> </td> </tr> </table>	<u>Vocabulary</u> HABEAS CORPUS Robert E. Lee U.S. Grant Phillip Sherman Jefferson Davis George Meade Abraham Lincoln Emancipation Proclamation	<u>Skills</u> <b>Draw logical conclusions;</b> <b>Detect cause-and-effect relationships</b>
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<b>Lesson Methodology</b> <i>(How will you conduct the lesson; activities...?)</i>			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b> Essay test explaining the roles of the leadership in the Civil War, the loss of civil liberties and an analysis of the effects of battles on the outcome of the war.			
<b>Portfolio Assessment</b>			

<p>Student will have a journal taking the role of one of the leaders during the Civil War and his reaction to battles and other events.</p>
<p><b>Authentic Assessment</b> (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)</p>
<p>The students will assume the roles of various military leaders, Lincoln, Davis and citizens of the North and South holding imaginary meetings discussing the Emancipation Proclamation and the conduct of the war, the loss of HABEAS CORPUS as they are being interviewed by the press.</p>
<p><b>Student Self-Assessment</b></p>
<p>Rubric for Role Playing:  A(90-100)=Complete logical and well researched presentations  B(80-89)=Less logical but well researched presentations  C(70-79)=Less logical and researched presentations  D(60-69)=Little logic and faulty research for presentation  F(Below 59)=No logic or research</p>
<p><b>Differentiation Associated with this unit</b></p>
<p>For the challenged student, roles as military leaders and Lincoln should be assigned and somewhat scripted instead of adlibbing in the press conference. The students will also be given notes and readings to mark and use with exams.  The advanced students should research their roles and develop their own script.</p>
<p><b>Resources and instructional tools:</b> (<i>Including Video Sources, Text Resources, Research Strategy</i>)  <b>Textbook, pictures of military/government leaders, pictures of battlefield, maps of battlefields, the Emancipation Proclamation</b></p>