

Title: Sherman's March Across Georgia Subject: History

Topic: **The Civil War in Georgia** Grade: **5** School: Omega Elementary

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS5H1 The student will explain the causes, major events, and consequences of the Civil War.		
Concept:	Students will gain knowledge of Sherman's March to the Sea, mapping the March across Georgia.		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What major battles took place in Georgia during the Civil War? 2. What affect did Sherman's March to the Sea have on Georgia? 		
Elements (What you want the students to understand.)	c. Identify major battle and campaigns: Ft. Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, Appomattox Court House.		
Launch Activity (Hook)	Battle of Atlanta By Mary Lynn Bushong		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	<u>Knowledge</u> Work with a partner to research the different battles across Georgia and give a presentation of the findings. As each team makes their presentation, they will mark the Georgia map with a label for the major battle sites across Georgia during Sherman's March to the Sea. Students will make their presentations using posters or power point presentation. They will summarize their information on index card to post on the Georgia map as they identify the area of the battle they researched.	<u>Vocabulary</u> adversary swath rebellion civilian population tactics frontal flank decimation	<u>Skills</u> <ul style="list-style-type: none"> • Students will use technology, the library, and various other means to research their battle. • Map skills will be used.
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Quiz over reading of <u>Battle of Atlanta</u> by Mary Lynn Bushong			
Portfolio Assessment			

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.)
Using a rubric, students will be assessed based on the information they present on the material. They will be assessed on how well they identify their battle and the affect it had on Georgia. They will also be assessed on how well they locate their battle on a Georgia map and on the presentation of materials to their classmates.
Student Self-Assessment
Differentiation Associated with this unit
Resources and instructional tools: Computer research on the internet, Library references, large map of Georgia

Submitted by:
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