

Teacher: Callie Preston	
Title: Civil War Book Study	Subject: Social Studies, LA
Topics: Civil War (Changes in Family Roles)	Grade: 6th
Lesson Duration:	School: Canon City Schools
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Students will explore the Civil War through a wide source of websites, read a variety of historical fiction books about children and their lives during the Civil War, do a book study as a group, and write a short book review (several options included for students to choose from), sharing it with the class.
National Standards for History Era: Link	Era 5 Standard 2: The course and character of the Civil War and its effects on the American people
Standard(s): <i>State, Local or National</i>	History Standard 3: Students understand that societies are diverse and have changed over time. History Standard 6: Students understand that religious and philosophical ideas have been powerful forces throughout history. Geography Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
Themes/Concept:	Students will read a variety of historical fiction books about children during the Civil War, do a book study, and write a short book review, sharing it with the class.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ul style="list-style-type: none"> • How did family's roles in the north and the south change during the Civil War, especially for children? • What was life like during this time for civilians?
Elements <i>(What you want the students to understand)</i>	The role of the family changed drastically when the Civil War began. Children's roles were drastically different and demands placed on them were much higher once the war began.
Launch Activity (Hook)	<p>Visit the websites below for some "exploration" of the Civil War.</p> <ul style="list-style-type: none"> • American Civil War Homepage • www.CivilWar.com • Outline of the Civil War • Civil War Diaries • Civil War Women • Documenting the American South: Slave Narratives • Civil War photographs • Songs of the Civil War • American Memory • The Civil War Home Page • Great American History • The Central Virginia Battlefields Trust • www.CivilWar.com • Young Heroes of History - Historical Fiction for Children

	<ul style="list-style-type: none"> • American Civil War • Poems and Songs of the American Civil War • Civil War in Miniature • Gettysburg - Historical Information • Cyndi's List: U.S. - Civil War / War for Southern Independence • Civil War Potpourri Page • The Underground Railroad • Ulysses S. Grant Home Page • Abraham Lincoln Research Site • Civil War Battle Summaries by State • Civil War Album • The New Georgia Encyclopedia: Women During the Civil War • Encyclopedia of USA History: American Civil War • History Channel: The Secession Crisis - Civil War • Soldier Talk & Civil War Slang • Civil War timeline
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<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Prior study of the Civil War, in particular:</p> <ul style="list-style-type: none"> • Harpers Ferry Raid • Abraham Lincoln • Battle of Bull Run • Battle of Gettysburg • Battle of Shiloh • General Robert E. Lee • General William Sherman • Underground Railroad • Plantations 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Interpret what is read. • Draw logical conclusions • Prepare summaries, position papers, and other written materials. • Extract significant ideas from supporting, illustrative details. • Restate major ideas of a complex topic in concise form. • Form opinions based on critical examination of relevant information • Communicate effectively both orally and in writing. • Listen carefully for information. • Recognize the values implicit in issues and the possible courses of action that flow around them.
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Lesson Methodology *(How will you conduct the lesson; activities...?)*

<p>Lesson Strategies:</p> <p>Genre Study: Historical Fiction</p> <ul style="list-style-type: none"> • Assign students to leveled reading groups and assign each group a book from the list below or another book that you might be aware of. Be sure that you have enough books for everyone in the group to have their own. Make sure that no two groups choose the same novel. Students could choose their own books if they are at the appropriate level for their reading.

- Many of the books listed below are historical fiction. Make sure that students understand what this is—based on events that actually happened, but the storyline, characters, and events may not be completely true. Authors of historical fiction must be knowledgeable about the specific event they are incorporating into their story. They may use other literature to help them understand this, like newspapers, photographs, art, diaries, letters, etc. All of these primary sources help provide a clearer understanding of the subject so that the writer can make the setting, characters, and events more realistic for the reader.
- Allow several days for the students to read the books together. While reading, the students could map the book, identifying setting, characters, events, a timeline, etc.

Charley Skedaddle by Patricia Beatty (Morrow, 1987). Charley Quinn, a former member of the New York City street gang the Bowery Boys, is determined to avenge the death of his older brother at the Battle of Gettysburg. At age twelve Charley is too young to enlist as a soldier in the Union Army, but he sneaks onto a troop ship and becomes a drummer boy. His first battle -- the Battle of the Wilderness in the Blue Ridge Mountains -- is a far cry from his expectations, however. His eagerness fades abruptly when he sees men dying all around him and even shoots one Confederate soldier himself. Charley "skedaddles" into the wilderness and is reluctantly taken in by a tough old mountain woman. She does not trust him at first, and he must hide his identity from the mountain folk who would shoot him at the first sound of his northern accent. Charley is plagued by shame over his desertion, but eventually he gets a chance to prove his courage both to Granny Bent and to himself.

Eben Tyne, Powdermonkey by Patricia Beatty and Phillip Robbins (Morrow, 1990). Based on a crucial naval battle that happened in 1862, this book tells the story of Eben Tyne, age thirteen, a powder carrier aboard the Confederate vessel the *Merrimack*. He participates in the ship's victorious attack on the Union blockade of Virginia's Norfolk Bay, and in the bloody and inglorious battle that follows.

Jayhawker by Patricia Beatty (Morrow, 1991). At age twelve, Elijah Tulley has an experience that he will never forget. Radical abolitionist John Brown visits his home and blesses him and his sisters. Lije is forever committed to abolishing slavery, and he becomes even more passionate about the cause when his father is killed while attempting to free some slaves from a Missouri plantation. He becomes a spy for the Union Army, living with a band of bushwhackers and reporting their activities to his fellow abolitionists, or Jayhawkers. The work is dangerous -- he must earn the trust of hardened criminals such as Charley Quantrell, Jim Hickok, and Jesse James -- but Lije draws on inner reserves of courage and cleverness to bring his mission to a successful conclusion.

Turn Homeward, Hannalee by Patricia Beatty (Morrow, 1984). Twelve-year-old Hannalee Reed works in a Georgia textile mill. When General Sherman's troops pass through her town, they burn the mill, round up all the mill workers, and send them to work in the North. Hannalee is separated from her younger brother and another friend, but she is determined to find them and return home. She escapes from the Kentucky household where she is forced to work as a servant and sets off on a daring adventure that brings her face to face with the horrors of war. Based on the true story of the displacement of Georgia mill workers, this book reveals a little-known aspect of the Civil War as it weaves a compelling and moving narrative around a strong female protagonist.

With Every Drop of Blood by James Lincoln Collier and Christopher Collier (Delacorte Press, 1994) Fourteen-year-old Johnny promised his dying father that he would not go off to fight for the South but instead stay to take care of his family. Secretly, however, Johnny hopes for a chance to avenge his father's death at the hands of the Yankees. When he hears about a supply convoy leaving for the Confederate capital of Richmond, Virginia, he decides to join in the effort. Before the wagons get very far, Yankee soldiers attack it, and Johnny is shocked to find himself taking orders from a young African American soldier who takes him prisoner. As the boys gradually get to know each other, Johnny grudgingly begins to respect and like Cush. The friendship that forms between them makes Johnny question the point of the war as well as his own beliefs about African Americans.

Lincoln: A Photobiography by Russell Freedman (Clarion Books, 1987). This is a detailed and balanced account of the life and career of Abraham Lincoln. Illustrated with a wealth of photographs and prints, the biography gives readers a close look at the complex and fascinating man who led the nation through one of its darkest hours.

Across Five Aprils by Irene Hunt (Follett, 1964). Nine-year-old Jethro, who lives in southern Illinois, has an idealized view of war based on stories from history books about dramatic battles and their glorious heroes. When the Civil War breaks out, however, painfully dividing his family as it divides north and south, Jeth must confront the many confusing and horrifying realities of war. At age ten, his father ill and his older brothers off fighting in the war, Jeth becomes the man of the household. *Across Five Aprils* spans the four long years of the war, during which he is transformed from a boy into a young man.

Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words edited by Michael McCurdy (Alfred A. Knopf, 1994) Skillfully selected excerpts from Frederick Douglass's autobiography paint a vivid portrait of the great abolitionist. The story of Douglass's childhood provides a close look at slavery from the perspective of the enslaved, and the account of his escape and subsequent career is both dramatic and inspirational.

The Story of Booker T. Washington by Patricia and Fred McKissack (Childrens Press, 1991) This book provides a brief overview of the life of Booker T. Washington, with many photographs and other illustrations.

The Boys' War by Jim Murphy (Clarion Books, 1990). Many of the soldiers who fought on both sides of the war were not men but children. Jim Murphy's book is an account of the war from the perspective of these young soldiers. It contains many quotations from the boys' journals and letters as well as photographs of the soldiers and the battlegrounds where they fought and died. The book captures their first-hand experiences of war, from the thrill of enlistment through the horrible reality of combat.

Shades of Gray by Carolyn Reeder (Macmillan, 1989). The war has left twelve-year-old Will Page without any immediate family: his father and brother were killed by the Yankees; his sisters died of an epidemic spread from a Union encampment near his Virginia home; and his mother died of grief over these losses. Will reluctantly goes to live with his Uncle Jed and his family, burning with anger over the fact that Jed refused to fight for the Confederate cause. Gradually Will comes to understand that the moral issues involved in the decision to fight were not as clear-cut as he thought, and that good people can have honest disagreements.

Harriet Tubman by M. W. Taylor (Chelsea House Publishers, 1991) Part of the Black Americans of Achievement series, this biography tells the incredible life story of the architect of the Underground Railroad, which helped hundreds of slaves make their way to freedom. The engaging narrative is augmented with many photographs and drawings that bring the text to life.

Up from Slavery by Booker T. Washington (Doubleday, 1963) The great political activist and educator tells the story of his life in his own words. Washington was born into slavery and freed under the Emancipation Proclamation, after which he devoted his life to helping African Americans make a place for themselves in the economy and society of the United States. The full text of [Up from Slavery](#) is also available online.

Integrating Reading and Writing

- Allow each member of the group to choose one of the following activities as a follow-up to their reading. This will be an individual assignment that will be shared and critiqued as a group upon completion:
 - If you could travel back in time to visit one of the characters from your book, what kind of adventures do you think you and the character would have? Be sure to include the setting, who else would you meet, what will happen, how does it feel to be in this time period, etc.
 - Pretend you are one of the characters in your book. Write a series of diary entries about your

experiences. What kind of events occurred in your life? How do you feel about these experiences? Was anyone else involved? How do you think they may have felt? What are the future plans of your character?

- Write a letter to a politician about a controversial event that occurred in your book. For example, allowing children to fight in the war—for or against it? Be sure you understand your audience so that your writing can be appealing to them and persuade them for or against your platform.
- Write a speech in which you express your views about slavery. Before you begin writing, make an outline of the major points you want to make. How are you going to persuade your audience or change their minds? After completing your speech, practice it in the mirror or with a friend who can help you critique it.
- Select one of the minor characters in a book you have read, and write a series of journal entries using the voice of that character. Before you begin writing, think about the following questions: What experiences has the character had? How do you think he or she might feel about these experiences? What hopes or dreams might the character have? How does the character feel toward other characters in the book, and why?

Closing Activity

- Bring the whole class together for a discussion.
- Allow each group to briefly share their book and what it was about.
- Use the questions below to guide the discussion:
 - Which character in the books you read did you find the most interesting? Why?
 - How is your character's life different than your life today?
 - How is their life more difficult or easy compared to yours?
 - How did the character's lives change with the war?
 - What ideas and feelings about the Civil War did this character have?
 - How did these ideas and feelings change over the course of the book?
 - What experiences did the character have that caused these changes?
 - After studying the Civil War era, do you think it is obvious which side was right and which was wrong?
 - What issues were at stake in the war besides the continuation of slavery?
 - Did your opinions or feelings about the war change as a result of your work in this unit? If so, how?
 - Did you find the Internet helpful in learning more about the Civil War?
 - Which sites were the most helpful or interesting?
 - Is using the Internet a fun way to find information?
 - What other topics would you like to explore on the Net?

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

Use the "Integrating Reading and Writing" and "Closing Activity" for assessment of understanding

Portfolio Assessment

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

Student Self-Assessment

Differentiation Associated with this unit

Special Ed: Choose books that are more at their level. Some of the books listed have a lot of photos included, so sway this direction with this group. Allow students to do the "Integrating Reading and Writing" activity as a group instead of individual. Books on tape could also be utilized if reading cannot be found for students at their level.

Gifted and Talented: Allow students to create a play of the book and present it to the class.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

