I. ABSTRACT
This unit is designed to teach students a sense of historical empathy through the life and times of
the Civil War through research, writings, illustrations, and retelling of facts through different
forms of assessment. Cumulating activity will be a Powerpoint presentation of the student’s
knowledge of the Civil War.

II. OVERVIEW
A. Concept Objectives
1. The students will develop a sense of historical empathy. See through the eyes of
people who were there.
2. The students will understand the meaning of time and chronology. The students
will learn how major events relate to each other. (SS TEKS 2.2)
3. The students will understand how historical figures and ordinary people helped
shape our nation. (SS TEKS 2.4)

B. Content from the Core Knowledge
1. Civil War (page 50)

C. Skill Objectives
1. Create and interpret timelines (SS TEKS 2.2C)
2. Identify contributions of historical figures that have influenced the nation. (SS
TEKS 2.4A)
3. Write and record ideas and reflections (LA TEKS 2.14A)
4. Retell or act out the order of important events in stories (LA TEKS 2.9C)
5. Use symbols, find locations, and determine directions on maps and globes (SS
TEKS 2.5A)
6. Analyze characters and locations including traits, relationships, and changes (LA
TEKS 2.11H)
7. Develop vocabulary and discuss meaning of words (LA TEKS 2.8A and C)
8. Use prior knowledge to retell meaning of vocabulary words (LA TEKS 2.9A)
9. Record his/her own knowledge of a topic in various ways such as by drawing
pictures (LA TEKS2.20B)
10. Write to communicate with a variety of audience (LA TEKS 2.14C)
11. Use electronic tools and research skills to build knowledge base regarding a
topic, task, or assignment (TECH TEKS 8B)
12. Listen critically to interpret and evaluate (LA TEKS 2.1 D)

III. BACKGROUND KNOWLEDGE
A. For Teachers
2. Hirsch, Jr., E.D., What Your Second Grader needs to know. Dell Publishing,
1991, 0-385-31843-X
1996, 0-06026024-6
B. For Students
1. Geography unit presented earlier in the year
2. Synonym unit presented earlier in the year

IV. RESOURCES

V. LESSONS
Lesson One: Abraham Lincoln (Day 1)

A. Daily Objectives
1. Concept Objective(s)
   a. The students will understand how historical figures and ordinary people helped shaped our nation. (SS TEKS 2.4)
   b. The students will understand the meaning of time and chronology. The students will learn how major events relate to each other. (SS TEKS 2.2)
2. Lesson Content
   a. Abraham Lincoln’s childhood (page 50)
3. Skill Objective(s)
   a. The students will identify contributions of historical figures that have influenced our nation. (SS TEKS 2.4A)
   b. The students will create and interpret timelines. (SS TEKS 2.2C)

B. Materials
1. Large cut-out of Lincoln’s stovepipe hat with “What We Think We Know About Abraham Lincoln” for the title (Appendix A)
2. White chalk to write on hat
3. *Abraham Lincoln* by Ingrid & Edgar Parind ‘Aulaire
4. Sentence strips and black marker
5. Stick puppet (child of Lincoln) (Appendix B)
6. Popsicle sticks (one for each child)
7. Poem called *Lincoln* by Nancy Byrd Turner

C. Key Vocabulary
1. Stovepipe hat- a tall silk hat

D. Procedures/Activities
1. Students will brainstorm what they think they know about Abe Lincoln. Write (with chalk) the list on the stovepipe hat. Save the hat for the end of the Civil War unit and on the back assess what was learned about Lincoln (title for back “What We Learned About Abe Lincoln”)
3. Students will produce a sentence/sentences in interactive writing about Lincoln’s childhood on the sentence strip with the marker. The class will need to guide
each other on punctuation and spelling. This will be the beginning of the class time-line. Teacher and students need to decide on the chronological time frame for the sentence.

4. Refer to appendix B for stick puppet. Pass out one for each student. Students need to color and cut out. Glue the Popsicle stick to the back of the puppet. Students will work with a partner to retell Lincoln’s childhood.

5. As a class students will read the poem called Lincoln by Nancy Byrd Turner.

E. Assessment/Evaluation
   1. Teacher will assess the students as they retell Lincoln’s childhood to a partner.

Lesson One: Abraham Lincoln (Day 2)

A. Daily Objectives
   1. Concept Objectives
      a. The students will develop a sense of historical empathy. See through the eyes of people who were there. (SS TEKS 2.2)
      b. The students will understand the meaning of time and chronology. The students will learn how major events relate to each other. (SS TEKS 2.4)
   2. Lesson Content
      a. Abraham Lincoln as a young man (page 50)
   3. Skill Objectives
      a. The students will identify contributions of historical figures that have influenced our nation (SS TEKS 2.4A)
      b. Students will create and interpret timelines. (SS TEKS 2.2C)

B. Materials
   1. Abe Lincoln Goes to Washington 1837-1865 by Cheryl Harness
   2. Sentence strips
   3. Black marker
   4. Previous days stick puppet
   5. Appendix B stick puppet
   6. Popsicle sticks
   7. Poem-Lincoln by Nancy Byrd Turner
   8. Crayons

C. Key Vocabulary
   1. Lad—male person of any age between early boyhood and maturity
   2. Trudged—to walked or marched
   3. Weary—exhausted in strength
   4. Woodmen—man who lives in the woods or forest
   5. Bough—a branch of a tree
   6. Ruddy—reddish color
   7. Flickered—move unsteadily with a fluctuating light

D. Procedures/Activities
   1. The teacher will read aloud to the class Abe Lincoln Goes to Washington by Cheryl Harness pages 1-12.
   2. The class will reread the timeline that was started the previous day. Then they will continue the timeline with interactive writing. This is modeled in the previous lesson.
   3. The students will color and cut out their stick puppet (Appendix B) of Lincoln as a young man. Then they will glue the puppet to the Popsicle stick by putting glue on the back of the paper.
4. The students will use their puppet from the previous day and their puppet from today to retell the story of Lincoln’s life so far. The students will reread the poem called *Lincoln*. Divide the students into groups and have them use the context clues of the poem to figure out the meaning of key vocabulary words.

5. The teacher will have the groups share their meanings and tell what context clues they used to find or understand the meaning of the key vocabulary words.

E. **Assessment/Evaluation**
   1. The teacher will assess the students as they retell Lincoln’s childhood and as a young man.
   2. The teacher will assess the students as they share their meanings and how they figured out their key vocabulary words in the poem.

**Lesson One:** Abraham Lincoln (Day 3)

A. **Daily Objectives**
   1. **Concept Objectives**
      a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
      b. The students will understand the meaning of time and chronology. The students will learn how major events relate to each other. (SS TEKS 2.2)
   2. **Lesson Content**
      a. Abraham Lincoln as President (page 50)
   3. **Skill Objective**
      a. The students will identify contributions of historical figures that have influenced our nation (SS TEKS 2.4A)
      b. Students will create and interpret timelines. The students will learn how major events relate to each other. (SS TEKS 2.4)

B. **Materials**
   1. *Abe Lincoln Goes to Washington 1837-1865* by Cheryl Harness
   2. Sentence strips and black marker
   3. Stick puppets from days 1 and 2 and the last puppet from Appendix B
   4. Popsicle sticks
   5. Crayons

C. **Key Vocabulary**
   1. None

D. **Procedures/Activities**
   1. Teacher continues to read aloud *Abe Lincoln Goes to Washington 1837-1865* by Cheryl Harness pages 12-26.
   2. The class will reread the time-line that was written on day 1 and 2. Then they will continue the class timeline with interactive writing.
   3. The students will color and cut out the last stick puppet on appendix B.
   4. Divide the class into groups of 3. Have students practice acting out Lincoln’s life using the stick puppets from days 1-3.
   5. The groups will retell Lincoln’s life in front of the class.

E. **Assessment/Evaluation**
   1. The teacher will assess the student’s presentation of Lincoln’s life. Go to Appendix C and refer to the rubric.

**Lesson Two:** Harriet Tubman (Day 1)

A. **Daily Objectives**
   1. **Concept Objectives**
a. The students will develop a sense of historical empathy. See through the eyes of the people who were there.
b. The students will understand how historical figures and ordinary people helped shape our nation. (SS TEKS 2.4)

2. Lesson Content
a. Introduction of Harriet Tubman (page 50)

3. Skill Objectives
a. Write to record ideas and reflections (LA TEKS 2.14A)
b. Record his/her own knowledge of a topic in various ways such as by drawing pictures (LA TEKS 2.20B)

B. Materials
1. Go Free or Die by Jeri Ferris
2. Construction paper
3. Pencil
4. Crayons

C. Key Vocabulary
1. None

D. Procedure/Activities
1. The teacher will read Chapter 1 of Go Free or Die by Jeri Ferris. As the teacher reads the chapter he/she shouldn’t tell the students who Harriet Tubman is. During reading stop periodically and discuss what has been read. This is a good time to check for understanding.
2. Give each student a piece of white construction paper. On this paper the students will draw and color a picture of Harriet Tubman. On the same paper by their picture they will write what they think it would be like to be Harriet as a child.
3. The students will share their picture and writing with the class.
4. Give the students another large piece of construction paper. Have the students fold this paper in half so it represents a book. This will be a folder for them to keep all of their papers in for each chapter of the book that is read. If time allows, have them decorate the front of their folder. This activity can be done everyday for students that finish work early.

E. Assessment/Evaluation
1. The students will be assessed on their drawing and writing of Harriet Tubman’s childhood. See Appendix C for Rubric.

Lesson Two: Harriet Tubman (Day 2)
A. Daily Objectives
1. Concept Objectives
   a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
   b. The students will understand how historical figures and ordinary people helped shape our nation. (SS TEKS 2.4)

2. Lesson Content
   a. Harriet Tubman continued (page 50)

3. Skill Objectives
   a. Identify contributions of historical figures that have helped influence the nation (SS TEKS 2.4A)
   b. Analyze characters and locations including traits, relationships and changes (LA TEKS 2.11A)
   c. Record his/her own knowledge of a topic in various ways such as by drawing pictures (LA TEKS 2.20B)
d. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. **Materials**
1. *Go Free or Die* by Jeri Ferris
2. Construction paper
3. Pencil
4. Thesaurus

C. **Key Vocabulary**
1. Synonym—words that mean the same

D. **Procedures/Activities**
1. The teacher will read Chapter 2 in *Go Free or Die* by Jeri Ferris. As the teacher reads, the student’s purpose in listening is to think about Harriet’s feelings.
2. The teacher will pass out construction paper. The students will fold the paper in half and then in half again. This will make 4 spaces when the student opens up the paper. In each box or space the students will draw a picture of Harriet showing different emotions or feelings. Each space is a different feeling or emotion. Under each picture they will write the feeling or emotion that they have drawn.
3. The teacher will discuss with the class a thesaurus. If it has already been introduced to the class review its purpose. If it has not been introduced to the class, conduct a brief introduction of why we use a thesaurus and how it can help us with our writing. After introduction, pass out a thesaurus to each student. If there are not enough thesauruses have students share. The student will then look up their feelings that they already have written on their page. Their job is to find a different or “better” word to describe Harriet’s feelings. The students will write their new word next to the first word they picked.
4. The student will add their feeling page to their folder that they started in day 1.

E. **Assessment/Evaluation**
1. The teacher will assess the student’s paper on Harriet’s feelings. See Appendix C for rubric.

**Lesson Two: Harriet Tubman (Day 3)**

A. **Daily Objectives**
1. Concept Objectives
   a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
   b. The students will understand how historical figures and ordinary people helped shape our nation. (SS TEKS 2.4)
2. Lesson Content
   a. Continue learning on Harriet Tubman (page 50)
3. Skill Objectives
   a. Identify contributions of historical figures that have influenced the nation (SS TEKS 2.4A)
   b. Retell or act out the order of important events in stories (LA TEKS 2.9C)
   c. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. **Materials**
1. *Go Free or Die* by Jeri Ferris
2. Appendix E
3. Construction paper
4. Pencil
5. Crayons
6. “Harriet Tubman” by Eloise Greenfield
C. **Key Vocabulary**
1. None

D. **Procedures/Activities**
1. The teacher will review with the class what they have read the two previous days from *Go Free or Die*.
2. The teacher will read Chapter 3. During reading periodically stop and discuss. This is a good time to check for understanding.
3. Use Appendix E to sequence sentences from the chapter. You will give each child four different sentences from the chapter. The students will also get a piece of construction paper. They will fold their paper to make four spaces as described in day 2 of this lesson. They will number their paper 1-4; refer to Appendix E on how the students will number their page. The students will cut out the sentences and put them in order. They will glue their sentence strips in order on their page in the corresponding box. Then they will draw a picture to go with their sentences. They will have four sentences and four pictures on their completed page. They will need to color their pictures.
4. The students will add their sequencing page to their folder that was started in day 1.
5. As a class the students and teacher will read the poem “Harriet Tubman” by Eloise Greenfield.

E. **Assessment/Evaluation**
1. The teacher will assess the students sequencing page. Refer to Appendix C for rubric.

**Lesson Two: Harriet Tubman (Day 4)**

A. **Daily Objectives**

1. **Concept Objectives**
   a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
   b. The students will understand how historical figures and ordinary people helped shape the nation. (SS TEKS 2.4)

2. **Lesson Content**
   a. Complete learning of Harriet Tubman (page 50)

3. **Skill Objectives**
   a. Identify contributions of historical figures that have influenced the nation (SS TEKS 2.4 A)
   b. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. **Materials**

1. *Go Free and Die* by Jeri Ferris
2. Writing paper (Appendix F)
3. Pencil
4. Crayons

C. **Key Vocabulary**

1. None

D. **Procedures/Activities**

1. The teacher will read Chapter 4 and the epilogue from *Go Free or Die*. During reading periodically stop and discuss. This is a good time to check for understanding.
2. The teacher will review with the students the difference between fact and opinion. The teacher will need to emphasize “opinion words” (ex. Great, love, the best, fun, I think, etc.)
3. The students will write a rough draft of a fact and opinion paragraph about Harriet Tubman. Their paper will begin with their opinion of Harriet Tubman. Next they will write 3-4 facts they have learned about her. Their final sentence will be another opinion. After the paper has been checked the student will recopy onto final draft paper. Refer to Appendix F for final draft paper. On the paper is a box for a picture of Harriet Tubman. In this box, the students need to draw and color a picture of Harriet Tubman.

E. Procedures/Activities
1. The teacher will assess the student’s fact and opinion paragraph written by the students. Refer to Appendix C for rubric.

Lesson Three: North vs. South: Yankees vs. Rebels (Day 1)
A. Daily Objectives
1. Concept Objectives
   a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
2. Lesson Content
   a. North vs. South (page 50)
3. Skill Objectives
   a. Use symbols, find locations, and determine directions on maps and globes (SS TEKS 2.5A)
   b. Analyze characters and locations including traits, relationships and changes (LA TEKS2.11H)
   c. Develop vocabulary and discuss meanings of words (LA TEKS 2.8 A &C)
   d. Use prior knowledge to retell meaning of vocabulary (LA TEKS 2.9 A)

B. Materials
1. Map of the North and South (Appendix G)-overhead and student copies
2. Scholastic: Encyclopedia of the Civil War by Catherine Clinton
3. Venn diagram
4. Index cards
5. Marker

C. Key Vocabulary
1. Agriculture-dealing with growing crops and producing livestock
2. Manufacturers-those that makes something or a product for use
3. Plantation-agricultural estate worked by resident labor
4. Factories-a set of buildings for making a product
5. Steamboats-a boat that moves by steam power
6. Abolitionists-people who wants slavery to disappear

D. Procedures/Activities
1. The students will learn about the geography of the North and South. Hand out student copy of the map. Put the overhead up. Discuss the geography of the map. Have the students color the northern states red and the southern states blue. Also, discuss with students the territories. Do not color the territories. Discuss home state and whether it was considered a northern state or southern state.
2. The teacher will read from Scholastic: Encyclopedia of the Civil War by Catherine Clinton pages 8-10. The student’s purpose for listening is to learn some facts about the North and South. They will think about how they are alike and how they are different. During this reading, go over the key vocabulary words for this lesson.
3. The students will share what they learned from the reading. After each student shares, have he or she write what they learned on an index card with a marker. Have them first start with how the North and South are different. When the differences are finished put the index cards on the Venn diagram under the appropriate headings. Then have the students share how the North and South are alike. Also write these on index cards, and put them in the middle of the Venn diagram. Discuss the diagram when it is completed.

E. Assessment/Evaluation
1. The students will be assessed by their participation in the Venn diagram activity.

Lesson Three: North vs. South: Yankees vs. Rebels (Day 2)
A. Daily Objectives
1. Concept Objective
   a. The students will understand the meaning of time and chronology. The students will learn how major events relate to each other. (SS TEKS 2.2)
2. Lesson Content
   a. North vs. South (page 50)
3. Skill Objectives
   a. Use symbols, find locations and determine directions on maps and globes (SS TEKS 2.6A)
   b. Use prior knowledge to retell meaning and vocabulary (LA TEKS 2.9A)
   c. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. Materials
1. Map of North and South
2. Index cards with vocabulary words already written on them-1 set of cards per group
3. Vocabulary matching chart
4. Marker
5. Overhead of Civil War songs from What Your Second Grader Needs to Know pg. 161
6. Copy of Civil War songs for students
7. CD or Videotape of songs

C. Key Vocabulary
1. Agriculture-dealing with growing crops and producing livestock
2. Manufacturers-those that makes something or a product for use
3. Plantation-agriculture estate worked by resident labor
4. Factories-a set of buildings for making a product
5. Steamboats-a boat that moves by steam power
6. Abolitionists-people who want slavery to disappear
7. Yankee-someone from the North
8. Rebel-someone form the South
9. Blue-the color of uniforms the North wore
10. Gray-the color of uniforms the South wore

D. Procedures/Activities
1. The teacher will review the map of the North and South with the whole class.
2. The teacher will review the key vocabulary for this lesson.
3. The teacher will divide the class into small cooperative groups. The teacher will give each group a set of cards with the key vocabulary words written on them. The students will do a closed sort of the vocabulary words. They will sort the words by words that describe or deal with the North and words that deal with or describe the South.
4. The teacher will need to make ahead of time a large chart that has the vocabulary words written on one side, and the definitions of the words on the other side. The definitions need to be in a different order than the words. The students will help the teacher read the words and definitions. Then they will chose which definition best describes the vocabulary word. The teacher will call students up to the chart to draw a line with a marker that matches the word and the definition.

5. The teacher will put the overhead of the songs up, and hand out copies to students. The students and teacher will read the songs together. Then the class will listen to the songs on videotape or CD. After they listen to the songs the class will sing the songs on their own.

E. Assessment/Evaluation
1. The teacher will assess the students by their participation in the closed sort and vocabulary matching activity.

Lesson Four: Controversy over Slavery (Day 1)

A. Daily Objectives
1. Concept Objectives
   a. The students will develop a sense of historical empathy. See through the eyes of people who were there.
   b. The students will understand how historical figures and ordinary people helped shape our nation. (SS TEKS 2.4)

2. Lesson Content
   a. Introduction to slavery and the Underground Railroad (page 50)

3. Skill Objectives
   a. Develop vocabulary and discuss meanings of words (LA TEKS 2.8A&C)
   b. Use prior knowledge to retell meaning of vocabulary (LA TEKS 2.9A)
   c. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. Materials
1. Diary of a Slave Girl-A Picture of Freedom-The Diary of Clottee, a Slave Girl
2. Drawing paper
3. Pencil
4. Crayons

C. Key Vocabulary
1. Freedom-being free from the power of another
2. Underground Railroad-a network of houses and buildings used to help slaves escape to freedom

D. Procedures/Activities
1. The teacher will review what was previously learned during the Harriet Tubman lesson. The teacher will also review why the South depended on slave labor.

2. The teacher will read aloud Diary of a Slave Girl-A Picture of Freedom-The Diary of Clottee, a Slave Girl. The teacher will read part of the book so the students can get the idea that the main character is a young slave girl named Clottee, and that she can read and write somewhat. Most words give Clottee a picture, however the word freedom doesn’t give her a picture.

3. The students will write the word FREEDOM on the top of their drawing paper. Then they need to draw a picture of what freedom means to them.

E. Assessment/Evaluation
1. The teacher will informally assess the student’s picture of freedom. Through discussion of the book the teacher will also informally assess the students understanding of events in the book.
Lesson Four: Controversy over Slavery (Day 2)

A. Daily Objectives
1. Concept Objectives
   a. The students will develop a sense of historical empathy. See through the eyes of the people who were there.
   b. The students understand how historical figures and ordinary people helped shape our nation.
2. Lesson Content
   a. Underground Railroad (page 50)
3. Skill Objectives
   a. Write to record ideas and reflections (LA TEKS 2.14A)
   b. Use symbols, find locations, and determine directions on maps and globes. (SS TEKS 2.5A)
   c. Develop vocabulary and discuss meanings of words LA TEKS 2.8A&C)
   d. Record his/her own knowledge of a topic in various ways such as by drawing pictures (LA TEKS 2.20A)
   e. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. Materials
1. Escape by Sharon Showers Gayle
2. Construction or drawing paper
3. Pencil
4. Follow the Drinking Gourd by Jeanette Winter
5. CD, tape, or video of Follow the Drinking Gourd song or story.

C. Key Vocabulary
1. Abolitionist-see definition from Lesson 4 Day 2
2. Conductor-a person who helped guide people to freedom on the Underground Railroad
3. Big Dipper-constellation that is in the shape of a water ladle
4. North Star-a star used as a beacon in the night sky to let runaways know they were headed north
5. Passengers-slaves who are escaping on the Underground Railroad
6. Safe House-a place where runaways hid for safety
7. Slave trackers-Anti-abolitionists who followed and tried to catch runaways
8. Station-a rest stop where escaping slaves received food, shelter, and money
9. Stationmaster-the owner of a free house or station

D. Procedures/Activities
1. The teacher will review the information they learned about the North and South.
2. The teacher will review the information they have previously learned about the Underground Railroad. The teacher will also teach and explain the vocabulary words in this lesson.
3. The teacher will read aloud Escape by Sharon Showers Gayle. As the teacher reads, he/she will stop and discuss vocabulary words and story. As each word comes up, the teacher will write the word and meaning on the board.
4. The teacher will review vocabulary one more time. The teacher will hand out construction paper. The students will draw a picture of slaves escaping on the Underground Railroad. The students will need to use the vocabulary words. They will illustrate each word in the picture. The students will be required to add detail to show the meaning of each word. They will also be required to write the word next to their picture. Refer to rubric in Appendix C.
5. The teacher will read Follow the Drinking Gourd by Jeanette Winter. During reading periodically stop and check for understanding.
6. The class will listen to the song on CD, tape, or video. For example, *Rabbit Ears: The Story of Follow the Drinking Gourd* as told by Morgan Freeman.

E. Assessment/Evaluation
1. The teacher will assess the students by their Underground Railroad pictures. Refer to rubric in Appendix C.

Lesson Five: Emancipation Proclamation (Day 1)
A. Daily Objectives
1. Concept Objective
   a. The students will understand how historical figures and ordinary people helped shape our nation. (SS TEKS 2.4)
2. Lesson Content
   a. Emancipation Proclamation and Gettysburg Address (page 50)
3. Skills Objectives
   a. Develop vocabulary and discuss meanings of words (LA TEKS 2.8A&C)
   b. Record his/her own knowledge of a topic in various ways such as drawing pictures (LA TEKS 2.20B)

B. Materials
1. *Abe Lincoln Goes to Washington 1837-1865* by Cheryl Harness
2. *The Gettysburg Address* by Abraham Lincoln Foreword by Garry Wills
3. Drawing paper
4. Crayons
5. Stovepipe hat chart from Lesson 1 Day 1
6. Chalk

C. Key Vocabulary
1. Emancipate-to set someone free
2. Proclaim-to announce

D. Procedures/Activities
1. The teacher will read about the Emancipation in *Abe Lincoln Goes to Washington 1837-1865* pages 26-34.
2. The class and the teacher will discuss emancipate. The teacher will write the meaning on the board. The teacher and the class will discuss proclaim. The teacher will write the meaning on the board. The teacher will ask the class to put the two words together. Then he/she will write Emancipation Proclamation on the board. The teacher will give the students time to discuss what the two words mean together.
3. The teacher will read aloud *The Gettysburg Address* by Abraham Lincoln Foreword by Garry Wills. As the teacher reads he/she will stop and discuss the meaning of words and the speech. The teacher will also pause in the reading to check for understanding.
4. The teacher will give each student a part from the Gettysburg Address. The students will be given a piece of drawing paper also. At the top of their paper they will glue their part of the Gettysburg Address. Then on the bottom of the page they will illustrate what their part of the speech says. The teacher will then put all of the pages together to make a book of the Gettysburg Address.
5. As a class the students will share their picture and explain why they chose what they drew.
6. As a class the students will add what they learned about Abraham to the stovepipe hat that was started in Lesson 1 Day 1. They will follow the same procedure they did for Lesson 1 Day 1. The teacher will write on the back of the hat “What We Have Learned About Abraham Lincoln.” The teacher will write
the students answers in chalk. This also could be a good time to add the
information of the Gettysburg Address the Lincoln timeline produced in Lesson
1.

E. **Assessment/Evaluation**
   1. The teacher will do an informal assessment of the student’s illustrations of the
      Gettysburg Address.

**Lesson Six: Soldiers (Day 1)**

A. **Daily Objectives**
   1. **Concept Objectives**
      a. The students will develop a sense of historical empathy. See through the
eyes of people who were there.
   2. **Lesson Content**
      a. Colors of the uniforms for the North and South (page 50)
      b. Review of North and South (page 50)
   3. **Skill Objectives**
      a. Identify contributions of historical figures that have influenced the nation
      (SS TEKS 2.2C)
      b. Analyze characters and locations including traits, relationships, and
      changes (LA TEKS 2.11H)

B. **Materials**
   1. *Pink and Say* by Patricia Pollaco
   2. *A Coloring Book of the Civil War* by Bellerophon books
   3. Crayons
   4. Songs of the Civil War from Lesson 3 Day 2

C. **Key Vocabulary**
   1. Union-Northern army
   2. Confederate-Southern army
   3. Yankee-a person from the North
   4. Rebel-a person from the South
   5. Blue-the color of the Northern army’s uniforms
   6. Gray-the color of the Southern army’s uniforms

D. **Procedures/Activities**
   1. The teacher will review with the class all that they have learned about the North
   and the South, slavery, and important people.
   2. The teacher will explain and review the vocabulary of the North and the South.
   3. The teacher will read aloud *Pink and Say* by Patricia Pollaco.
   4. The students will color pictures of Union and Confederate soldiers. The teacher
will randomly hand out the pictures so that the students only color one picture.
The students will use a coloring code to color the uniforms. When they finish
coloring they will read the information on the page about the soldier they just
colored. The students will share with a neighbor who has a different picture than
theirs. They will share what they learned about their soldier.
   5. The class will listen to and sing, “When Johnny Comes Marching Home, Again”
and “Dixie”. These songs were shared and practiced in Lesson 3 Day 2.

E. **Assessment/Evaluation**
   1. The teacher will informally assess the student’s ability to follow instructions on
   the coloring page.

**Lesson Six: Soldiers (Day 2)**

A. **Daily Objectives**
1. **Concept Objectives**
a. The students will develop a sense of historical empathy. See through the eyes of people who were there.

2. **Lesson Content**
a. Life of a soldier (page 50)

3. **Skill Objectives**
a. Write to communicate with a variety of audiences (LA TEKS 2.14C)
b. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. **Materials**
1. *Drummer Boy* by Ann Turner
2. *A Library of Congress Book: Civil War* by Martin W. Sandler
3. *Civil War Garments, History, Legends, and Lore* by Gina Capaldi and Alan Reckman
4. A shoebox for each child
5. Crayons
6. Writing paper for students
7. Scrap pieces of construction paper

C. **Key Vocabulary**
1. None

D. **Procedures/Activities**
1. The teacher will review the information about soldiers from Lesson 6 Day 1.
2. The teacher will read aloud *Drummer Boy* by Ann Turner. During reading periodically stop to discuss, and check for understanding.
3. Explain to the students that they will be learning about the camp life of Civil War soldier. Read pages 40-46 in *A Library of Congress Book: Civil War* by Martin Sandler.
4. The students will make a diorama of a soldier’s camp life. Hand out pages 59, 69, and 79 from *Civil War Garments, History, Legends, and Lore* by Gina Capaldi and Alan Reckman. The teacher will pass out a different page for each student. One student might make a diorama of a Union soldier’s camp, while another will do a Confederate soldier’s, and another will do a General’s camp. The students will color the artifacts on the page they are given. They will add these to their shoebox that will become their diorama. The student will then add background and detail (ex. Grass, sky, rocks, etc.) to their diorama using scrap pieces of construction paper.
5. The students will chose to be a Union soldier or Confederate soldier. The teacher will hand out the student writing paper. The students will write two paragraphs explaining what it was like to be a Union or Confederate soldier. They will add details about camp life and the battlefield. Refer to Appendix J for a student example. As the students are writing encourage them to add feeling words.
6. The class will sing the Civil War songs from Lesson 6 Day 1 and Lesson 3 Day 2.

E. **Assessment/Evaluation**
1. The teacher will assess the students on their diorama. Refer to Appendix C for rubric.
2. The teacher will informally assess the students writing on being a Civil War soldier. Refer to Appendix C for rubric.

Lesson Seven: General’s of the Civil War (Day 1)

A. **Daily Objectives**

1. **Concept Objective**
a. The students will understand how historical figures and ordinary people helped shape our nation.

2. Lesson Content
   a. Robert E. Lee (page 50)

3. Skill Objective
   a. Analyze characters and locations including traits, relationships, and changes (LA TEKS 2.11H)
   b. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. Materials
1. Robert E. Lee-Brave Leader by Rae Bains (or other resource book on the life of Robert E. Lee)
2. Student paper (Appendix F)
3. Large white construction paper for each student
4. Pencil
5. Crayons
6. Chalkboard, dry erase board, or chart paper

C. Key Vocabulary
1. General—an officer in the army

D. Procedures/Activities
1. The teacher will read aloud Robert E. Lee-Brave Leader by Rae Bains or another resource book about the life of Robert E. Lee. Before reading the teacher needs to set the purpose for listening. The student’s job is to listen for facts about Robert E. Lee. The teacher should review what a fact is before he/she begins reading. During reading, the teacher will stop periodically and check for understanding.
2. The teacher will list facts the students know and tell her about Robert E. Lee. The teacher will list these on the board or chart paper. After the students have told the teacher all the facts they learned about Robert E. Lee, and he/she has written them down the class will do the same with the opinions they have about Robert E. Lee. Before beginning, though the teacher should review what is an opinion.
3. After the class has made a fact and opinion chart of Robert E. Lee the students will write a fact/opinion paragraph about what they have learned. Refer to Appendix E for the student paper. The first sentence in their paragraph will be an opinion they have of Lee. Then they will list 3-4 facts they learned during the reading. Finally, their last sentence will be another opinion they have of Lee. In the box on the paper they will draw a profile of Lee’s face.
4. The students will then glue their fact/opinion paper and glue it to a large white piece of construction paper. On the back of this paper, they will draw a picture of Robert E. Lee.

E. Assessment and Evaluation
1. The teacher will assess the students on their fact/opinion paragraph about Robert E. Lee. Refer to Appendix C for rubric.
2. The teacher will informally assess the student’s drawing of Lee.

Lesson Seven: Generals of the Civil War (day 2)
A. Daily Objective
1. Concept Objectives
   a. The students will understand how historical figures and ordinary people helped shape our nation.

2. Lesson Content
a. Ulysses S. Grant (page 50)

3. Skill Objectives
   a. Analyze characters and locations including traits, relationships, and changes (LA TEKS 2.11H)
   b. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. **Materials**
   1. Excerpts about Ulysses S. Grant’s life from the Internet
   2. Student paper (Appendix F)
   3. Large white construction paper for each student
   4. Pencil
   5. Crayons
   6. Chalkboard, dry erase board, or chart paper
   7. Pictures of Ulysses S. Grant from Internet
   8. Compare/Contrast chart (Appendix K)

C. **Key Vocabulary**
   1. General—an officer in the army

D. **Procedures/Activities**
   1. The teacher will read aloud information about Ulysses S. Grant from the Internet. Some of the readings will need to be brought down to their level. Before reading the teacher needs to set the purpose for listening. The student’s job is to listen for facts about Grant. The teacher should review what a fact is before he/she begins reading. During reading the teacher will stop periodically and check for understanding. After reading, share pictures from the Internet of Grant with the students.
   2. The teacher will list facts the students know and tell her about Ulysses S. Grant. The teacher will list these on the board or chart paper. After the students have told the teacher all the facts they learned about Grant, and he/she has written them down the class will do the same with the opinions they have about Ulysses S. Grant. Before beginning the teacher should review the meaning of an opinion.
   3. After the class has made a fact and opinion chart of Ulysses S. Grant the students will write a fact/opinion paragraph about what they have learned. Refer to Appendix E for the student paper. The first sentence in their paragraph will be an opinion they have of Grant. Then they will list 3-4 facts they learned during the reading. Finally, their last sentence will be another opinion they have of Grant. In the box on the paper they will draw a profile of Grant’s face.
   4. The students will then glue their fact/opinion paper and glue it to a large white piece of construction paper. On the back of this paper, they will draw a picture of Ulysses S. Grant.
   5. The students will complete the compare/contrast chart about Lee and Grant. Refer to Appendix K for chart.

E. **Assessment/Evaluation**
   1. The teacher will assess the students on their fact/opinion paragraph about Ulysses S. Grant. Refer to Appendix C for rubric.
   2. The teacher will informally assess the student’s drawing of Grant.
   3. The teacher will grade the completed compare and contrast chart.

**Lesson Eight:** Clara Barton

A. **Daily Objectives**
   1. **Concept Objectives**
      a. The students will understand how historical figures and ordinary people helped shape our nation.
2. Lesson Content
   a. Clara Barton (page 50)

3. Skill Objectives
   a. Write to communicate with a variety of audiences (LA TEKS 2.14C)
   b. Listen critically to interpret and evaluate (LA TEKS 2.1D)

B. Materials
   1. *50 American Heroes Every Kid Should Meet* by Dennis Deneberg and Lorraine Roscoe
   2. Student writing paper
   3. Pencils
   4. *Magic Tree House: Civil War on Sunday* by Mary Pope Osborne (optional)

C. Key Vocabulary
   1. Red Cross—a nonprofit organization that helps people in times of need, war and natural disaster.

D. Procedures/Activities
   1. The teacher will read aloud from *50 American Heroes Every Kid Should Meet* by Dennis Deneberg and Lorraine Roscol, pages 18 and 19. During reading the teacher should periodically check for understanding.
   2. The students will write a letter to Clara Barton. The teacher will need to hand out the student writing paper for each student. They will start their letter Dear Clara, and then tell her who they are and where they are from. Then they will tell Clara one thing that makes them special. This cannot be that they are from “Lubbock, Texas” or that they have a brother, for example. It has to be something unique just to them. After they write what makes them special they need to ask Clara four questions about her, her life, the Red Cross, or the Civil War. Their letter must be written in a friendly letter format, and correct punctuation.

E. Assessment/Evaluation
   1. The teacher will assess the student’s knowledge of Clara Barton through their letter. The teacher will assess that the student followed the format of a friendly letter and correct punctuation.

VI. CULMINATING ACTIVITY
   A. The students will participate in a Powerpoint demonstration. Each student will create a Powerpoint presentation that displays his or her knowledge of the Civil War. Refer to Appendix L for a student example.

VII. HANDOUTS/WORKSHEETS
   Appendices A-L (Note: Appendix G deleted for copyright reasons)

VIII. BIBLIOGRAPHY


MM. WEB SITES

  www.eduplace.com (maps)
  www.whitehouse.gov/history/presidents/ug18.htm (Ulysses S Grant)
Appendix A

What We Think We Know About Abe Lincoln

(Draw hat on a large sheet of black butcher paper)
### Puppet Presentation Rubric

1. Facts are correct  _______ _______
2. Facts follow the timeline  _______          _______
3. Facts need to be stated in complete sentences  _______ _______
4. Use a clear speaking voice  _______ _______

### Student Writing Rubric

1. Complete Sentences  _______ _______
2. Capital letters/correct punctuation legible handwriting  _______ _______
3. Beginning, Middle, and End  _______ _______
4. Uses fact and opinion correctly  _______ _______

### Sequencing Page Rubric

1. Complete Sentences  _______ _______
2. Capital letters/correct punctuation  _______ _______
3. Sentences are in correct order  _______ _______
4. Neatly drawn pictures  _______ _______

### Harriet’s Feelings Rubric

1. Correct use of a thesaurus  _______ _______
2. Feelings match pictures and what was read from the chapter  _______ _______
3. Able to tell why they chose specific word  _______ _______

### Underground Railroad Rubric

1. Pictures match vocabulary meaning  _______ _______
2. Good detailed pictures  _______ _______
3. Good use of vocabulary words  _______ _______
4. Legible writing  _______ _______
### Rubric

#### Diorama

<table>
<thead>
<tr>
<th></th>
<th>Accurate campsite</th>
<th>Neatness</th>
<th>Details/background need to be added</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Teacher</td>
<td>Student</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
Appendix E

Students will sequence the 4 sentences from Go, Fugue or Die Chapter 3.

1. Harriet believed God had sent the Quaker woman to show her the way to freedom, and she believed she was ready.

2. The door was opened by a tall woman, who swiftly pulled Harriet in and closed the door.

3. All night Harriet walked and ran toward the safest place to wade into the river, a place where it wasn't so deep.

4. Harriet worked as a slave. She plowed fields and drove mules.

Key:

Students will fold drawing paper and sequence the sentences. Then they will illustrate the sentences.
Appendix H

The Gettysburg Address by Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who have struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.
Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.
A Soldier's Life in the Civil War

I am a Union soldier in the Civil War. Camp life is horrible because in the tent you have to sleep spooned and smell someone's feet. Camp life is also scary because of dangers bugs and you might get shot. Finally camp life is also very painful because when you start to hurt, when you sick and have illnesses, and have wounded cuts and there's no doctors.

Battle is frightening because there's so much smoke that you might not see a bullet coming and might get shot. The Rebel's have a speel yell and it's annoying. When you in a War you can hear horses and people yelling because there dying.

Zachary
## Compare/Contrast Chart

<table>
<thead>
<tr>
<th>Robert E. Lee</th>
<th>Ulysses S. Grant</th>
</tr>
</thead>
</table>

### How are they alike?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### How are they different?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### What did you learn when you compared/contrasted Lee and Grant?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
THE CIVIL WAR

The North wanted Abraham Lincoln as their president, and the South didn't.
The South wanted the slaves to work on their plantations.
The North didn't believe in slavery.
The North and South had a war.

THE UNDERGROUND RAILROAD

It's not really underground.
They didn't go in masses they wanted.
They didn't have a fix because the slave patrols would see it.
They needed to look for dead trees and follow the remaining cords.

THE CONTROVERSY

Some of the drummers died because they got shot.
The soldiers lost the drummers and flag people.
The war was a war, small, confusing and succès.
The generals were Ulysses S. Grant and Robert E. Lee.
Lincoln asked Robert E. Lee to fight for the North.