

TEAM Field Experience Social Studies Lesson



Descriptive Data

Name

Michael Mueller

Topic of Lesson

Geography and Causes of the Civil War

Grade Level

5th

Concepts

Objectives

Students will be able to:

1. Identify the states of the Union and Confederacy during the Civil War on a map.
2. Describe some of the reasons the Civil War began.

Assessment

Formative

Questions will be asked of the students throughout the lesson to determine if they understand both the geography of the nation during the Civil War and what caused the Civil War. The students will be observed and further teaching and guidance will be given as needed.

Summative

Students will complete "A Nation Divided" worksheet showing which states were part of the Union and which states were part of the Confederacy. The worksheet will be checked to make sure that is complete and accurate.

Students will compose two letters to President Lincoln from the points of view of the Confederacy and the Union describing why the Civil War began. The letters will be collected and read to determine if students understand some of the different reasons the war took place and how the two sides' viewpoints differed.

Authentic

Teacher Background

Lesson Background Summary

This is an introductory lesson to the Civil War. The students have talked about slavery and the war through various literature selections in the year, but this is the first time they are studying the war specifically.

Civil War: War between political factions or regions within the same country

Secede: To withdraw formally from an alliance; as in a political union

Standards

National & State

ND-K12.SS.4.1.EX.1 EX: Historical events such as the Declaration of Independence, influence of the Iroquois Confederacy on representative government, Mayflower, Revolutionary War (e.g., treaties with tribal governments, Paul Revere, Boston Tea Party, 13 Colonies), inventors (e.g., Alexander Graham Bell, Thomas Edison, Eli Whitney), Civil War (e.g., Battle of Gettysburg and Gettysburg address, Emancipation Proclamation, states rights, freedom trains), changes in methods of transportation and communication, symbols of democracy, folklore and cultural contributions to national heritage

Preparation

Organizational & Management Steps

1. Print out copies of "A Nation Divided" worksheet and be ready to distribute
2. Make overhead map of the USA during the time period
3. Print out copies of "The President's Dilemma" worksheet and be ready to distribute
4. Print out copies of the Civil War Wordsearch and be ready to distribute

Materials

Materials & Resources

1. "A Nation Divided" worksheet (attached, but only top half, bottom half with questions about which states were in the Confederacy and Union did not scan)
2. "The President's Dilemma" worksheet (attached, missing the writing prompt and description of attack on Fort Sumter, these parts did not scan)
3. Civil War Word Search
4. Overhead map of the USA and Confederacy
5. "Brothers" poem
6. pencils and colored pencils

Attachments  [A_Nation_Divided_Map.doc](#),  [The_President_s_Dilemma_Worksheet.doc](#),
 [Civil_War_-_Wordsearch.mht](#),  [Civil_War_Map-Overhead.doc](#),  [Brothers-Civil_War_Poem.mht](#)

United Streaming

No resources added.

Procedures

Introduction

1. Explain to the students that today we will be learning about the Civil War. Connect this to book they are reading in literature which deals with the aftermath of the war, but now we are going to study how the war began and what the

country looked like during the war.

2. Read the poem "Brothers" by Wayne Bengston.

3. Discuss how this is talking about the civil war and how family fought family and how more Americans died than in any other war.

Activity

4. Ask the students if they know what happened before the war ever began. After they answer that the South formed new country, give definition for secede and explain that that is what these states did.

5. Ask if they know why the states seceded. Explain they seceded when Lincoln was elected President due to fears that slavery would be outlawed in all eventual states, but slavery was not outlawed in the current states, since there were states in the Union where slavery was legal.

6. Question on why these states seceded, and why they clung to slavery so desperately. Explain briefly about the plantations and say that we will talk about that in more detail later.

7. Explain to the students that it is important that they understand what states seceded and what the country looked like then.

8. Hand out "A Nation Divided" worksheet to every student.

9. Put on overhead the map of the USA at the time.

10. Explain that the students are to refer to the overhead map, to color their worksheets as directed on the sheet. The students will take out their colored pencils and color the Union States blue, the Confederate states green, and the border states yellow. Explain to the children what a border state was and how those states stayed in the Union even though they had slavery.

11. After every student has colored their map the appropriate colors, we will go through the questions on the bottom half of the sheet as a class. I will call on students to answer the questions. The questions are: 1. How many slave states remained in the Union? Name them 2. How many free states stayed in the Union? 3. How many slave states seceded from the Union? 4. Which state split in two because of the Civil War? 5. Where do you think most of the fighting took place?

12. Explain to the students that now there were two nations, but the fighting did not start yet.

Activity

13. Hand out "The President's Dilemma" worksheet to everyone.

14. Have a student volunteer read the paragraph at the top describing the attack on Fort Sumter and the start of the Civil War. Explain to the student what happened in this scenario, like how it was a Union base in Confederate territory. I will also explain how the Union refused to start the war since they did not recognize the Confederacy and would not attack their own states. The Confederacy viewed the base as an enemy in their land, so they attacked it. The Union would fight against aggression, so it started to fight back.

15. Explain how this was the immediate cause of the war, but there were many other factors that led up to this attack.
16. Then as a class we will go through the list of some basic causes of the war from both a Confederate and Union point of view. After each viewpoint read, I will ask the students questions, like, Why was slavery needed to run the plantations? Why didn't the North need slaves?
17. After we have gone through the different viewpoints what caused the war, I will explain to them the writing assignment. The students will write two short letters to President Lincoln explaining why the war started. One letter will explain what caused the war from a Confederate point of view and the other will explain it from the Union point of view.
18. If some students finish early, I will hand them the Civil War Wordsearch and have them work on that until everyone is done or we are out of time.

Conclusion

19. When everyone is done writing, I will ask the class if anyone can tell me what one cause of the Civil War was.
20. After a few different answers have been given, I will tell them that now they can use the map they made to see exactly what states are being referred to as they go through the Civil War unit. They can also use it as they hear about important battles and events in the war to see where they took place on a map and in what country they took place.

Accommodations

Paraprofessional & Diverse Learners

To meet the needs of all learners in the class, a couple of things were done. A couple of students needed one-on-one attention just for someone to describe to them what they were to do during the activities and to walk them through it step-by-step. Another student in the class focused on coloring the states in the "A Nation Divided" worksheet and did not do the questions on the bottom. These were the only accommodations used for this lesson.

Extensions

Enrichment

The Students will continue to study different aspects of the war in more detail as they study the Civil War unit. Things like soldier life, soldier uniforms, ironclad ships, women in the war, famous battles, Emancipation Proclamation, and many more things will be covered.

Review

Activity

The students can create a "Road Map to War" in which they create a picture that describes all of the political decisions that led to the war, like the Dredd Scott Decision, Missouri Compromise, Fugitive Slave Law, etc.

Technology

Audiovisual

Other

Reflection

Thoughts regarding the Lesson

1. After teaching this lesson, I would say overall it went very well. The reason it worked well is because I feel I knew the material and the subject fairly thoroughly. While preparing for the lesson, I ended up reading a lot of information about the war. This made me feel confident and comfortable when discussing the topics I covered. I also was able to answer all of the questions the students had that were related to the war, but not what was being covered specifically. I also thought the lesson topic as a whole worked well because the Civil War was being covered in literature and had been discussed earlier in the year, like when they read A Family Apart. This gave the students a lot of background knowledge and they were also interested in the topic too. The questions that the students asked is the part that worked the best in the lesson. This is when the students showed they were interested and wanted to learn about the topic. They also asked questions that connected this to the Iraq War. I thought that it was great that they were connecting the lesson to current events. I was glad I was able to answer their questions with confidence and that I did not have to answer with an "I don't know."

2. One part of the lesson that surprised me is that I was over-prepared. I had about 45 minutes to teach, and we ran out of time, so the students did not write the letters to President Lincoln. Instead, we discussed it as a class, since by that point I was already going over the time for social studies. No student got to do the wordsearch then since the

earlier activity was not even gotten to. Another thing that surprised me is some of the students answers to the questions on the "A Nation Divided" worksheet. These questions were answered together as a class with the students giving the answers. After looking at the completed maps though, a good number of students wrote down the wrong answers. I am surprised by this since we specifically went through each individual question, a student gave the answer, we talked about how we found the answer, and then the student answer was confirmed by me. We went through the questions in such detail that I do not think anyone should have gotten any of them wrong. My cooperating teacher talked to me about his and she said that the students were notorious for not listening and she has had a problem with that all year. I am still surprised by it though since they did not have anything else on their desks at the time so they could not have been working on other things. I was also surprised by a couple of the students in the class and how much they already seemed to know about the war. It seemed as if they knew the answers to every question I asked right away. That was a good surprise though.

3. If I were to teach this lesson over, I would probably turn it into two lessons. That way the end would not be rushed through or skipped, and each activity could be explored in more detail. I did not like rushing through the end of the lesson, but I felt I had to finish it in some way and not just cut it off. This sent the lesson over the scheduled time, although my cooperating teacher assured me it was not a problem. If I were to do this lesson again, I also would try to find some way to assure that every student is listening. I did not realize until seeing their work that some students apparently were not listening. The main thing I would change though is to split the lesson into two more in-depth lessons to ensure that each lesson has enough time to be fully explored. I enjoyed teaching this lesson overall and I am glad that I was given an opportunity to teach it and learn more about the Civil War myself in the process.

Suggestions for Revision

 Created with LiveText - livetext.com