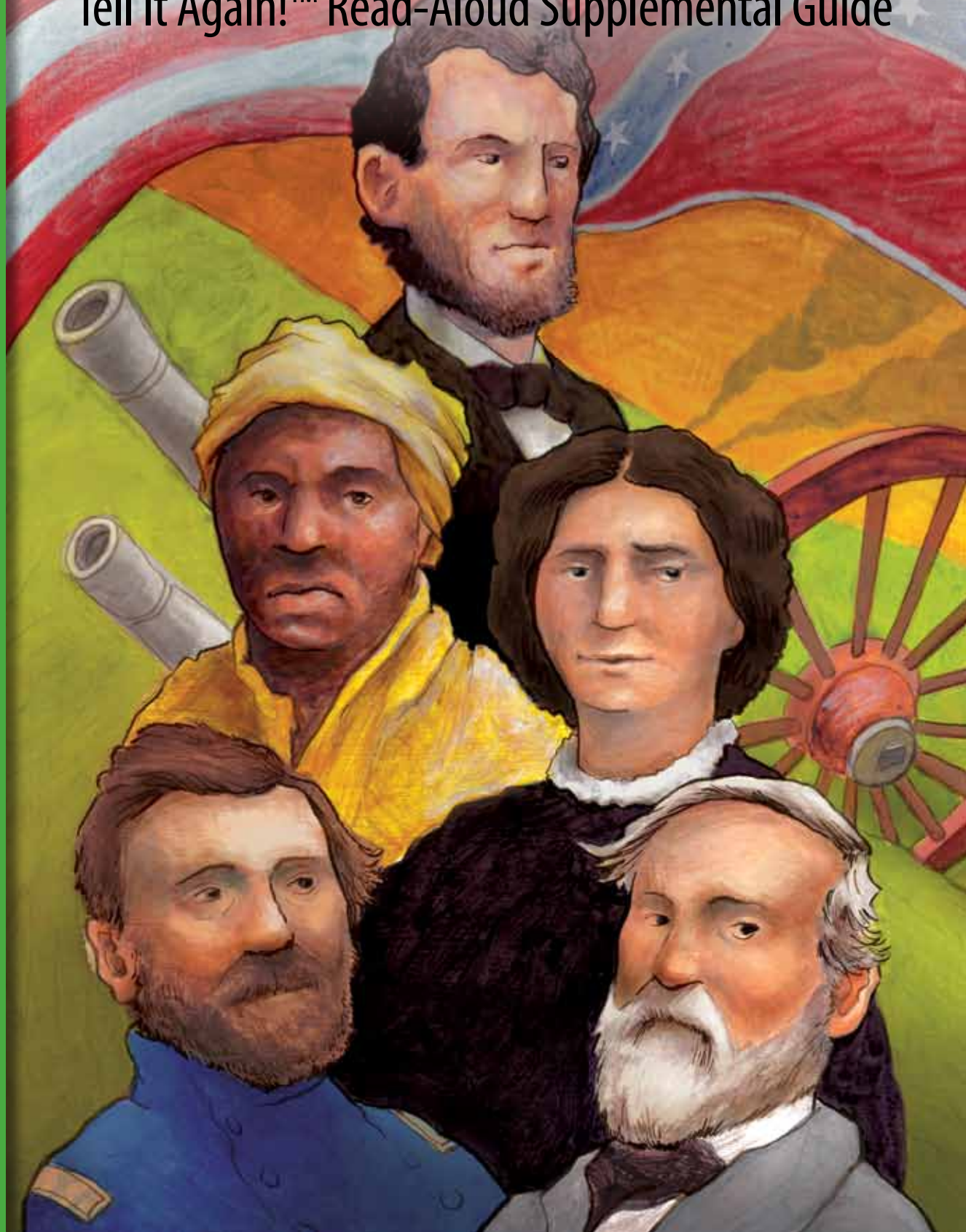


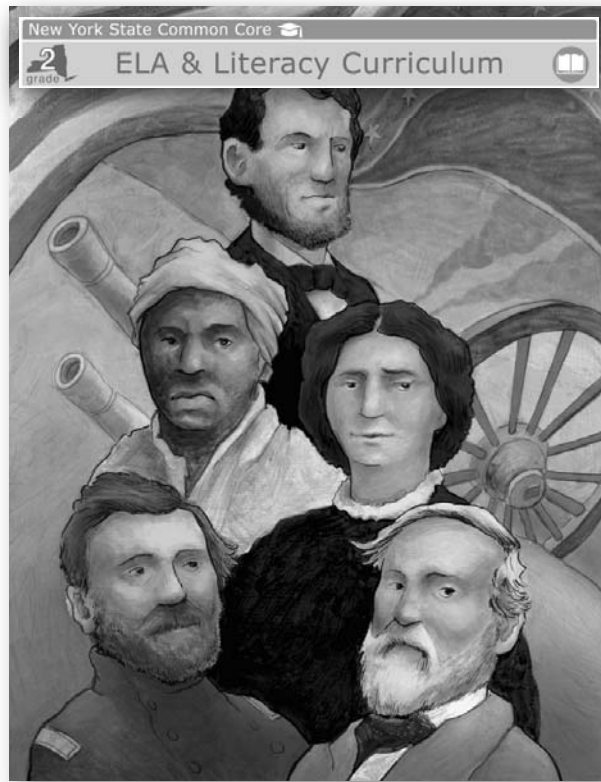


# The U.S. Civil War

Tell It Again!™ Read-Aloud Supplemental Guide







# The U.S. Civil War

## Transition Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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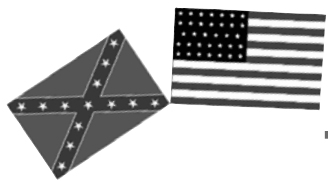
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# Preface to the Transition Supplemental Guide

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This preface to the *Transition Supplemental Guide* provides information about the guide's purpose and target audience, and describes how it can be used flexibly in various classroom settings.

**Please note:** The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

*Transition Supplemental Guides* for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students' needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

## ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.


The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

## ***Transition Supplemental Guide Contents***

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The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.



Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Introductory Content</b>	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
<b>Vocabulary Preview</b>	[There will be one or two vocabulary preview words per lesson.]	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<p><b>Note:</b> It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
<b>Title of Read-Aloud</b>	[Materials that may help scaffold the read-aloud will be listed here.]	
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Extension Activities</b>	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades

addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *states*, *war*, and *president*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *responsibility*, *debate*, and *proclamation*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *seceded*, *Confederacy/Union*, and *Underground Railroad*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that

sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

## Vocabulary Instructional Activities

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

### English Language Learners

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The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Entering</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
<b>Emerging (Beginner)</b>	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in simple sentences</li> <li>• Uses newly learned words appropriately</li> <li>• With appropriate scaffolding, able to understand and produce narratives</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex stories and books</li> <li>• Continue to focus on Tier 2 vocabulary</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Provide some extra time to respond</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use questions that require opinion, judgment, and explanation</li> <li>• Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Use questions that require inference and evaluation</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## **Students with Disabilities and Students with Special Needs**

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Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).



### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for The U.S. Civil War

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for The U.S. Civil War: Supplemental Guide

### Lesson

	1	2	3	4	5	6	7	8	9	10	11
<b>Core Content Objectives</b>											
Demonstrate familiarity with slavery and the controversy over slavery in the United States	✓	✓	✓	✓	✓						
Identify the contributions that enslaved African Americans made to the success of plantations in the South	✓										
Describe the life and contributions of Harriet Tubman	✓	✓	✓								
Identify the Underground Railroad as a system of escape for enslaved Africans in the United States		✓									
Demonstrate familiarity with the song “Follow the Drinking Gourd”		✓									
Differentiate between the North and the South			✓								
Describe the adult life and contributions of Abraham Lincoln				✓	✓						
Differentiate between the Union and the Confederacy and the states associated with each					✓						
Describe why the southern states seceded from the United States					✓						
Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South						✓					
Identify the people of the North as “Yankees” and those of the South as “Rebels”						✓				✓	
Define the differences between the Union and the Confederacy						✓	✓				
Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War						✓					
Identify Robert E. Lee as the commander of the Confederate Army							✓				✓
Explain why Lee was reluctant to command either the Union or Confederate Army							✓				
Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross								✓			
Describe the work of the American Red Cross								✓			

**Alignment Chart for  
The U.S. Civil War: Supplemental Guide**

**Lesson**

	1	2	3	4	5	6	7	8	9	10	11
Identify Abraham Lincoln as the author of the Emancipation Proclamation									✓		
Explain the significance of the Emancipation Proclamation									✓		
Identify Ulysses S. Grant as the commander of the Union Army										✓	✓
Explain that the North's victory reunited the North and the South as one country and ended slavery											✓

**Note:** The Language Arts Objectives in the Lessons may change depending on teacher's choice of activities.

## Reading Standards for Literature: Grade 2

### Key Ideas and Details

<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.										
<b>CKLA Goal(s)</b>	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral		✓								

### Integration of Knowledge and Ideas

<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot		✓								

























## Reading Standards for Informational Text: Grade 2

### Key Ideas and Details

<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.										
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓									
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓									





**Alignment Chart for  
The U.S. Civil War: Supplemental Guide**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.											
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud											
<b>Craft and Structure</b>												
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.											
<b>CKLA Goal(s)</b>	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions											
<b>Integration of Knowledge and Ideas</b>												
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.											
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud											
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.											
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds											
<b>Range of Reading and Level of Text Complexity</b>												
<b>STD RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.											
<b>CKLA Goal(s)</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4											
<b>Writing Standards: Grade 2</b>												
<b>Text Types and Purposes</b>												
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.											
<b>CKLA Goal(s)</b>	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section											




**Alignment Chart for  
The U.S. Civil War: Supplemental Guide**

**Lesson**

Alignment Chart for					1	2	3	4	5	6	7	8	9	10	11	
The U.S. Civil War: Supplemental Guide																
Research to Build and Present Knowledge																
STD W.2.8		Recall information from experiences or gather information from provided sources to answer a question.														
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓	✓													
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓		✓										
Speaking and Listening Standards: Grade 2																
Comprehension and Collaboration																
STD SL.2.1		Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.														
STD SL.2.1a		Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).														
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)															
STD SL.2.1b		Build on others’ talk in conversations by linking their comments to the remarks of others.														
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age															
STD SL.2.1c		Ask for clarification and further explanation as needed about the topics and texts under discussion.														
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud															
STD SL.2.2		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.														
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud															
	Summarize (orally or in writing) text content and/or oral information presented by others				✓											
STD SL.2.3		Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.														
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue			✓	✓	✓	✓			✓			✓			

**Alignment Chart for  
The U.S. Civil War: Supplemental Guide**

**Lesson**

Alignment Chart for					1	2	3	4	5	6	7	8	9	10	11	
The U.S. Civil War: Supplemental Guide																
Presentation of Knowledge and Ideas																
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.															
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences							✓								
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.															
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings															
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)															
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification															
Language Standards: Grade 2																
Vocabulary Acquisition and Use																
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.															
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).															
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions							✓								
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.															
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).															
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )															
	Provide synonyms and antonyms of selected core vocabulary words				✓									✓	✓	
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions		✓											✓		

**Alignment Chart for  
The U.S. Civil War: Supplemental Guide**

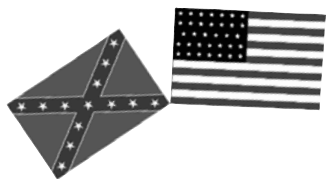
**Lesson**

The U.S. Civil War: Supplemental Guide		1	2	3	4	5	6	7	8	9	10	11
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i> ).						✓					
CKLA Goal(s)	Learn the meaning of common sayings and phrases						✓					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i> )	✓										
Additional CKLA Goals												
Identify and express physical sensations, mental states, and emotions of self and others		✓	✓					✓	✓	✓		✓
Share writing with others		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Prior to listening to a read-aloud, orally predict what will happen based on images or text heard, and then compare the actual outcome to the prediction			✓			✓			✓			✓
Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic			✓			✓		✓	✓	✓	✓	✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# The U.S. Civil War

## Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching *The U.S. Civil War* domain. The *Transition Supplemental Guide* for *The U.S. Civil War* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fifteen days total on this domain.**

Week One									
Day 1	#	Day 2	#	Day 3	#	Day 4	#	Day 5	#
Lesson 1A: “Harriet Tubman, Part I” (40 min.)		Lesson 2A: “Harriet Tubman, Part II” (40 min.)		Lesson 3A: “The Controversy Over Slavery” (40 min.)		Lesson 4A: “Abraham Lincoln” (40 min.)		Lesson 5A: “The Division of the United States” (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.		60 min.	

Week Two									
Day 6	⑩ #	Day 7	#	Day 8	#	Day 9	#	Day 10	#
Pausing Point (60 min.)		Lesson 6A: “The War Begins” (40 min.)		Lesson 7A: “Robert E. Lee” (40 min.)		Lesson 8A: “Clara Barton” (40 min.)		Lesson 9A: “The Emancipation Proclamation” (40 min.)	
		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.		60 min.	

Week Three								
Day 11	#	Day 12	#	Day 13	⓫	Day 14	⓫	Day 15
Lesson 10A: “Ulysses S. Grant” (40 min.)		Lesson 11A: “The End of the War” (40 min.)		Domain Review (60 min.)		Domain Assessment (60 min.)		Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)		Lesson 11B: Extensions (20 min.)						
60 min.		60 min.		60 min.		60 min.		60 min.

⑩ Lessons include Student Performance Task Assessments.

# Lessons require advance preparation and/or additional materials; please plan ahead.

## Lesson Implementation

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It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and domain-wide activities are included to aid students in their learning of the content in *The U.S. Civil War* domain.

- Civil War Map (Instructional Master 1A-1)—This is a student copy of a map of America around the time of the Civil War. Students may use this map to keep track of the areas referred to in the read-alouds. Students will color the Confederate states gray, the Union states blue, and the border states green. Students will also draw a red circle around the stars which represent battles.

- Response Cards for *The U.S. Civil War*—Response Cards of key people in this domain include Harriet Tubman (Instructional Master 1A-2); Abraham Lincoln (Instructional Master 4A-1); Robert E. Lee (Instructional Master 7A-1); Clara Barton (Instructional Master 8A-1); and Ulysses S. Grant (Instructional Master 10A-1). Use the Response Cards to preview, discuss, and review read-aloud content about these important people during the U.S. Civil War.
- *Civil War* Timeline—You will create a class Civil War Timeline using Image Cards that have been provided with this domain. You may wish to have students create their own timeline using Instructional Master 5B-1 and the cut-outs on Instructional Master 5B-2.
- Picture Gallery of the U.S. Civil War—Students will write descriptions for images of various people and events they have learned about in the read-alouds. Students will write several sentences to tell about or describe a person, place, or event related to the U.S. Civil War. Then students will think of an appropriate title for the image and/or their writing. You may wish to put the images and student writing on the wall to create a class U.S. Civil War gallery, or you may wish to have students create a portfolio to hold their writing.
- Venn Diagrams for *The U.S. Civil War*—As a class, compare and contrast the Underground Railroad and real railroads (Instructional Master 2A-1), and Robert E. Lee and Ulysses S. Grant (Instructional Master 10B-2).
- Writing a Letter—There are two opportunities in this domain for students to write a letter. Model how to write a letter, and stress that a more formal kind of speech is used when we write letters. Students will pretend that they were at the first battle of the Civil War—the Battle of Manassas—and write a letter to a friend about their experience (Instructional Master 6B-1). Near the end of the domain, students will write a letter to a person from the time of the U.S. Civil War (Instructional Master 10B-1).
- A Proclamation or Speech (Instructional Master 9B-1)—Students will work together to write and present a speech, that announces a change at the school. Help students put their ideas together, and stress that more formal language is used when we present a formal speech such as this. Model how to present the speech in a confident and formal tone.

- On Stage—Lessons 4 and 9 have an On Stage extension where students can act out the lines of the characters from the read-aloud. You may wish to create a script from these lessons so that students can prepare and practice their lines before acting them out. You could also consider grouping students into five groups and having them make up a short skit about one key person in this domain: Harriet Tubman, Abraham Lincoln, Robert E. Lee, Clara Barton, or Ulysses S. Grant.
- Music connections—You may wish to coordinate with the school’s music teacher to practice singing the song presented in this domain: “Follow the Drinking Gourd.”

## ***Anchor Focus in The U.S. Civil War***

This chart highlights two Common Core State Standards as well as relevant academic language associated with the activities in this domain.

<b>Anchor Focus</b>	<b>CCSS</b>	<b>Description of Focus and Relevant Academic Language</b>
<b>Writing</b>	W.2.2	<i>Picture Gallery of the U.S. Civil War</i> —Students will draw and write about the main topics of the lessons. Students will give their drawings an appropriate title. Relevant academic language: <i>gallery, title, describe, share</i>
<b>Language</b>	L.2.3	Writing a Letter/Preparing a Speech—Use knowledge of language and its conventions when writing and speaking. Compare formal and informal uses of English.

## ***Domain Components***

Along with this *Transition Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *The U.S. Civil War*
- *Tell It Again! Image Cards* for *The U.S. Civil War*

\*The *Tell It Again! Multiple Meaning Word Posters* for *The U.S. Civil War* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN: 978-1-890517-74-8

## ***Why The U.S. Civil War Is Important***

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This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. Students will also learn about some women and men who made significant contributions during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.

It is important to note that the content of some of the read-alouds, especially those dealing with slavery, might be unsettling for some students. Please preview all read-alouds and lessons in this domain before presenting them to students. If you believe any of these read-alouds would be unsettling to your students, please substitute a trade book from the list of recommended trade books.

This domain will lay the foundation for in-depth studies of the U.S. Civil War in later grades. It will also set the stage for the Grade 2 *Fighting for a Cause* domain, which will be taught later in the school year.

### **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The U.S. Civil War*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy. If your students did not follow the CKLA program in Kindergarten and Grade 1, it is recommended that you review the following domains—and the trade books listed in the Recommended Resources section of those domains—to fill any gaps in students' background knowledge.

### ***Presidents and American Symbols (Kindergarten)***

- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- Identify the American flag
- Recognize Abraham Lincoln as an important president of the United States
- Recall that Abraham Lincoln was known as “Honest Abe”

### ***A New Nation: American Independence (Grade 1)***

- Explain that the first Africans in the colonies came to Jamestown as indentured servants, not slaves
- Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies
- Identify Washington, D.C., as the nation’s capital
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation

## Core Vocabulary for *The U.S. Civil War*

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The following list contains all of the core vocabulary words in *The U.S. Civil War* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. **The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own.** However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 1

plantations  
slavery  
survival  
value  
wages

### Lesson 2

conductor  
contributions  
gourd  
passengers  
rebellious

### Lesson 3

abolitionists  
agriculture  
cotton  
economy  
factories

### Lesson 4

candidates  
debates  
expand  
government  
politicians

### Lesson 5

Confederacy  
elected  
heritage  
seceded  
Union

### Lesson 6

civilians  
civil war  
clash  
devastated  
flee  
Rebels

### Lesson 7

advisors  
frail  
general  
oath  
wasteland

### Lesson 8

compassionate  
countless  
disasters  
wounded

### Lesson 9

abolished  
Cabinet  
emancipation  
proclamation  
scroll

### Lesson 10

ammunition  
defeat  
rations  
surrendered  
Yankees

### Lesson 11

equality  
monument  
prosperity  
ransacked  
rival  
united

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Harriet Tubman, Part II			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Africans creek enslaved <b>gourd</b> Pennsylvania plantation slavery South/North	<b>contributions*</b> danger freedom guided journey <b>passengers</b> <b>rebellious*</b> straight	cotton railroad
<b>Multiple Meaning</b>	<b>conductor</b> stations	capture free guard help safe	<u>flies</u> star train
<b>Phrases</b>	cotton plantations runaway slaves safe houses slave catchers Underground Railroad	at all costs knew very well risk her own life secret routes win her freedom	fight back never give up
<b>Cognates</b>	africano(a) plantación el sur/el norte estación	<b>contribución*</b> guía <b>pasajero(a)</b> <b>rebelde*</b> capturer	tren



## References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

## Comprehension Questions

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In the *Transition Supplemental Guide* for *The U.S. Civil War*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 2.1 (RL.2.1) and Reading Standards for Informational Text 2.1 (RI.2.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2.2–2.5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2.2–2.4 and 2.6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 2.8

(RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 2.9 (RL.2.9) and Reading Standards for Informational Text 2.9 (RI.2.9).

The *Transition Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 2.7 (RL.2.7) and Reading Standards for Informational Text 2.7 (RI.2.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Transition Supplemental Guide for The U.S. Civil War*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## ***Above and Beyond***

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In the *Transition Supplemental Guide for The U.S. Civil War*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and are identified with this icon: ↗.

## ***Supplemental Guide Activities***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters;

Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

## ***Recommended Resources for The U.S. Civil War***

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### **Trade Book List**

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The *Transition Supplemental Guide* includes a number of opportunities in the Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from the list below to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

**Note:** We recommend that you preview all books before presenting them in order to determine whether the content is appropriate for your students. A number of the trade books examine various aspects of the brutality of slavery, which may be disturbing to some students.

1. *Abe Lincoln Goes to Washington*, by Cheryl Harness (National Geographic Society, 1997) ISBN 978-1426304361
2. *Abe Lincoln: The Boy Who Loved Books*, by Kay Winters illustrated by Nancy Carpenter (Simon and Shuster, 2003) ISBN 978-1416912682
3. *Aunt Harriet's Underground Railroad in the Sky*, by Faith Ringgold (Dragonfly Books, 1995) ISBN 978-0517885437

4. *The Civil War*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050201
5. *Civil War on Sunday (Magic Tree House, No. 21)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890676
6. *Clara Barton*, by Wil Mara (Children's Press, 2002) ISBN 978-0516273396
7. *Escape*, by Sharon Shavers Gayle and illustrated by Eric Velasquez (Soundprints, 1999) ISBN 978-1568996233
8. *Escape North: The Story of Harriet Tubman*, by Monica Kulling and illustrated by Teresa Flavin (Random House, 2000) ISBN 978-0375801549
9. *Follow the Drinking Gourd*, by Jeanette Winter (Alfred A. Knopf, 1988) ISBN 978-0679819974
10. *Harriet and the Promised Land*, by Jacob Lawrence (Aladdin Paperbacks, 1997) ISBN 978-0689809651
11. *Harriet Tubman and the Underground Railroad (Graphic Library)*, by Michael Martin and illustrated by Dave Hoover and Bill Anderson (Capstone Press, 2005) ISBN 978-0736852456
12. *Henry's Freedom Box (A True Story from the Underground Railroad)*, by Ellen Levine (Scholastic Press, 2007) ISBN 978-0439777339
13. *Hope's Gift*, by Kelly Starling Lyons and illustrated by Don Tate (Putnam Juvenile, 2012) ISBN 978-0399160011
14. *If You Lived at the Time of the Civil War*, by Kay Moore and illustrated by Anni Matsick (Scholastic Inc., 1994) ISBN 978-0590454223
15. *If You Lived When There Was Slavery in America*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2004) ISBN 978-0439567060
16. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*, by Jean Fritz and illustrated by Charles Robinson (Grosset & Dunlap, 2008) ISBN 978-0448401706
17. *Nettie's Trip South*, by Ann Turner and illustrated by Ronald Himler (Aladdin Paperbacks, 1987) ISBN 978-0689801174

18. *The Patchwork Path: A Quilt Map to Freedom*, by Bettye Stroud and illustrated by Erin Susanne Bennett (Candlewick Press, 2005) ISBN 978-0763635190
19. *A Picture Book of Abraham Lincoln*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1989) ISBN 978-0823408016
20. *A Picture Book of Frederick Douglass*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823412051
21. *A Picture Book of Harriet Beecher Stowe*, by David A. Adler and illustrated by Colin Bootman (Holiday House, 2004) ISBN 978-0823418787
22. *A Picture Book of Harriet Tubman*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823410651
23. *A Picture Book of Robert E. Lee*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1998) ISBN 978-0823413669
24. *The Real McCoy*, by Wendy Towle and illustrated by Wil Clay (Scholastic Inc., 1993) ISBN 978-0590481021
25. *Show Way*, by Jacqueline Woodson and illustrated by Hudson Talbott (Putnam Juvenile, 2005) ISBN 978-0399237492
26. *Under the Quilt of Night*, by Deborah Hopkinson and illustrated by James E. Ransome (Aladdin Paperbacks, 2002) ISBN 978-0689877001

## Websites and Other Resources

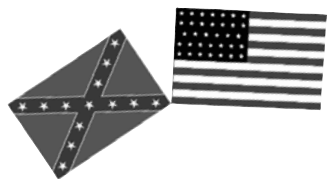
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### ***Teacher Resources***

1. **Map of U.S. During Civil War**  
<http://www2.lhric.org/pocantico/civilwar/map.htm>
2. **Civil War Word Search**  
<http://www2.lhric.org/pocantico/civilwar/wordsearch.htm>
3. **Interactive Map: The Underground Railroad**  
[http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u6/index.html](http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html)
4. **Harriet Tubman**  
<http://www.pbs.org/wgbh/aia/part4/4p1535.html>
5. **Clara Barton National Historic Site**  
<http://www.nps.gov/features/clba/feat0001/flash.html>

### ***Student Resources***

6. **The Civil War for Kids**  
<http://www.civilwarkids.com/index.html>
7. **The History Channel's Civil War 150**  
<http://www.history.com/interactives/civil-war-150#/home>



# Harriet Tubman, Part I

1

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Identify the contributions that enslaved African Americans made to the success of plantations in the South
- ✓ Describe the life and contributions of Harriet Tubman

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the Slavery Freedom T-chart from “Harriet Tubman, Part I” to explain what slavery was like (RI.2.7)
- ✓ Compare and contrast similarities and differences between slavery and freedom (RI.2.9)
- ✓ Write simple sentences to represent details or information from “Harriet Tubman, Part I” (W.2.2)
- ✓ Make personal connections between their nickname and Harriet Tubman’s nickname, Minty, in “Harriet Tubman, Part I” (W.2.8)
- ✓ With assistance, categorize and organize facts and information within *The U.S. Civil War* to answer questions about what slavery was like in order to write a Civil War journal entry (W.2.8)

- ✓ Identify and express physical sensations, mental states, and emotions of themselves and those of enslaved people in “Harriet Tubman, Part I”
- ✓ Share writing with others

## Core Vocabulary

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**plantations, n.** Large farms for growing crops to sell

*Example:* There were many plantations that grew cotton in the South.

*Variation(s):* plantation

**slavery, n.** The practice of forcing people to work without pay and denying them the freedom to decide how to live their lives

*Example:* People under slavery were not paid for their work and were not free to decide where they would work and live.

*Variation(s):* none

**survival, n.** The fact of continuing to be alive, even in very difficult situations

*Example:* A polar bear relies on its layers of fur for its survival in very cold habitats.

*Variation(s):* none

**value, n.** Usefulness or importance

*Example:* Jorge’s father always stressed the value of getting a good education.

*Variation(s):* none

**wages, n.** Money that is paid or received for work

*Example:* Enslaved people were forced to do difficult work for no wages.


*Variation(s):* wage



Vocabulary Chart for Harriet Tubman, Part I			
<p>Core Vocabulary words are in <b>bold</b>.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Africans enslaved Maryland <b>plantations</b> <b>slavery</b> South	job punished reality responsibility* <b>survival</b>	baby child family father/mother/ sister/brother grandmother house
Multiple Meaning	crop labor <b>wages</b>	care field forced resist trade <b>value</b> work	hard
Phrases	“big house” field slaves Harriet Tubman– Minty Mr. Brodess	cried out for dared not eyelids were heavy heart raced not their choice/ against their will shred of hope	doze off fight back
Cognates	africano(a) plantación el Sur	realidad responsabilidad* resistir valor	familia

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Do We Know?</b>	Westward Expansion Timeline (from Domain 7)	Review the history of the United States prior to the time period of this domain.
	The Pledge of Allegiance; chart paper, writing tools	Write the Pledge of Allegiance on chart paper; underline the words <i>liberty</i> and <i>justice</i> .
<b>Domain Introduction</b>	Instructional Master 1A-1 (Civil War Map)	Use the Civil War Map to help students locate different states that allowed (dashes and dots) and did not allow (gray) slavery at the time before the Civil War.
<b>Personal Connections</b>	chart paper, chalkboard, or whiteboard	Discuss the meaning of <i>nickname</i> with the class.
<b>Vocabulary Preview: Slavery, Plantations</b>	Image 1A-3	
	Image 1A-4, Image Cards 2–4; additional images of plantations in the South	Introduce students to what a plantation is and the crops grown on a plantation to prepare students for information presented in Lesson 3.
<b>Purpose for Listening</b>	Instructional Master 1A-2 (Response Card 1: Harriet Tubman)	You may wish to pass out Response Card 1 (Harriet Tubman). Point to young Harriet Tubman, and tell students that they will hear about her childhood in today's read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Harriet Tubman, Part I</b>	Civil War Map; world map or globe	
	chart paper, writing tools	Make a list of the work enslaved people did on the plantation. Refer back to this list during the Comprehension Questions, Slavery and Freedom T-Chart activity, and Lesson 3.

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Responsibility		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Slavery and Freedom T-Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	
A Picture Gallery of the U.S. Civil War: Minty's Life	Image 1A-2; Instructional Master 1B-2; writing tools	
<b>Take-Home Material</b>		
Family Letter	Instructional Masters 1B-3-5	

### **Advance Preparation**

Find additional images of plantations (with a “big house” and a field) to show the class.

Write the Pledge of Allegiance on chart paper, and underline *liberty* and *justice*.

Make a copy of Instructional Master 1A-1 for each student. Refer to it as their Civil War Map. Students will be coloring in this map throughout this domain.

Make a copy of Instructional Master 1A-2 for each student. Refer to it as Response Card 1 for Harriet Tubman. Students can use this Response Card to preview, review, and discuss read-aloud content. There are lines on the Response Card for students to write a sentence about the role this character played in the U.S. Civil War.

Prepare a Slavery and Freedom T-Chart using Instructional Master 1B-1 as a guide.

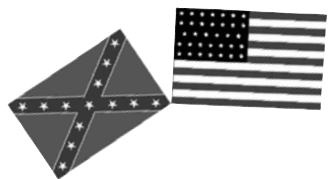
✈ Above and Beyond: For students who are ready to do so, have them fill in their own chart using Instructional Master 1B-1.

Make a copy of Instructional Master 1B-2 for each student. They will write a description about an image of Minty's life.

### ***Notes to Teacher***

Students who participated in the Grade 1 Core Knowledge Language Arts program should remember discussing the Declaration of Independence, the writing of the U.S. Constitution, and slavery from the domain *A New Nation: American Independence*. You may need to spend more time building background information for students who are new to the CKLA program.

Be sure to explain that slavery is a terrible thing that has been used by different groups of people throughout history, going back thousands of years ago. Slavery did not only happen in the U.S., but there was slavery in different places in the world. Many people during the time before the Civil War knew that slavery was wrong, yet many states, especially in the South, forced many people into slavery. Emphasize that slavery was wrong then, and it is wrong today.



# Harriet Tubman, Part I

1A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### What Do We Know?

10+ minutes

#### Reference Notes:

Students who participated in the CKLA program Grade 1 learned about the Declaration of Independence, the writing of the U.S. Constitution, and the practice of slavery from *A New Nation* domain.

Students have learned about steamboats, the Pony Express, and the transcontinental railroad from the *Westward Expansion* domain.

Remind students that they recently learned about westward expansion in the United States. Ask students what they remember about the *Westward Expansion* domain and what they remember about the history of the United States prior to the time period of this domain. Remind students that after the Lewis and Clark expedition, the United States continued to grow, and more and more people decided to move westward looking for open land and new opportunities. Remind students of the exciting innovations, or new ideas, they learned about, including the invention of steamboats, the operation of the Pony Express, and the building of the transcontinental railroad. Remind students that they also learned about the hardships westward expansion caused for both pioneers and Native Americans. You may wish to use the timeline created in the *Westward Expansion* domain introduction as a review.

**Note:** Students who participated in the Core Knowledge Language Arts program in Grade 1 should remember discussing the Declaration of Independence, the writing of the U.S. Constitution, and slavery from the *A New Nation: American Independence* domain. The words *liberty* and *justice* were also core vocabulary words within that domain.

Have students recite *The Pledge of Allegiance*, adding a focus on the meaning of the last part, “with liberty and justice for all.” Ask

students if they know what the words *liberty* and *justice* mean. Explain that *liberty* means freedom and *justice* means fairness. Remind students that when the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of enslaved African people. Slaves are people forced to do difficult work for no wages or pay, and they are not allowed to make their own decisions about where to live or what to do with their lives. Ask: “If a person is not allowed to decide what he or she can do in life, and is forced to work for no money, is he or she free?” (Pause for students’ responses.) Explain that many people realized that slavery was wrong, yet many of the colonies, especially in the South, forced many people into slavery.

## Domain Introduction

5 minutes

Tell students that for the next few weeks, they will learn that people in different parts of the country strongly disagreed about slavery as the United States grew and spread westward. Slavery was allowed in some states but not in others. Having different parts of the United States disagree about whether or not slavery should be allowed eventually led to a war. Explain that this war was called the U.S. Civil War or the War Between the States. Explain that a civil war is a war between two different groups within the same country. Tell students that they will learn about important events and important people related to the U.S. Civil War.

## Personal Connections

5 minutes

Tell students that today’s read-aloud is about a woman named Harriet Tubman, who was called Minty as a child. Explain that “Minty” was Harriet Tubman’s nickname as a child. Ask students if they know what a nickname is. Ask if any of them have nicknames, and have students share with the class—if they wish—what their nicknames are. Explain that in the read-aloud they are about to hear, they will hear the nickname Minty. You may wish to reinforce that Harriet Tubman is Minty by writing the following on chart paper, a chalkboard, or a whiteboard so students have a visual reference: Harriet Tubman = Minty.

## Vocabulary Preview

5 minutes



### Slavery

#### ◀ Show image 1A-3: Slaves at work

1. In today's read-aloud, you will hear about an awful and unfair practice called *slavery*.
2. Say *slavery* with me three times.
3. Slavery is the practice of forcing people to work without pay and denying them or not letting them have freedom to make decisions on their own.
4. Slavery is wrong. Enslaved people were not paid for their work and were not free to decide where they should live or work.
5. Look at the image and tell your partner about the kind of work you see the enslaved people doing. Were they paid for their work? Could they decide what kind of job they wanted to do?



### Plantations

#### ◀ Show image 1A-4: Plantation scene

1. In today's read-aloud you will learn that *plantations* relied on and used slavery.
2. Say the word *plantations* with me three times.
3. Plantations are large farms used to grow crops to sell. A plantation includes a "big house" and large fields for growing crops.
4. [Show Image Card 2 (Cotton Plant).] There were many plantations in the South that grew cotton.  
[Show Image Cards 3 (Sugar Cane) and 4 (Tobacco Plant).] Plantations in the South also grew sugar and tobacco.
5. Where is the "big house" in this image? Where are the fields?  
[If available, show additional images of plantations and have students identify the "big house" and the fields.]

## Purpose for Listening

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Explain that Harriet Tubman was alive before, during, and after the time of the Civil War. Tell students the title of today's read-aloud, "Harriet Tubman, Part I." Explain that there are two parts to Harriet Tubman's story; today they will hear the first part. Ask students to listen carefully about what Harriet Tubman's life was like as a child.





## Harriet Tubman, Part I

### ◀ Show image 1A-1: Minty watching over baby<sup>1</sup>

1 What is happening in the picture?

Minty's eyelids were heavy. Her head bobbed up and down as she faded in and out of sleep. She pinched herself to try to stay awake, but the house was so quiet and calm. Even the tree frogs, crickets, and other creatures of the night had stopped chirping and croaking. It seemed all of Maryland was asleep at this late hour, except young Minty.<sup>2</sup>

2 What is the setting for this story?  
[Point out Maryland on a U.S. map.]

At age six, Minty should have been asleep, too. Her body and mind cried out for sleep, yet she dared not doze off for fear she would not hear the baby crying. This baby was Minty's responsibility. She watched over the baby day and night—rocked him to sleep, kept him warm in his blanket, and sang songs to keep him happy. Minty would do anything in her power to keep him happy, for she knew that if he cried she would be punished.

3 Do you think it was fair for the baby's mother to get angry with Minty when her baby cried?

And so, each time the baby stirred in his crib—each time he whimpered or moaned—Minty's heart raced. As soon as the baby cried out, even if he only cried for a moment, the baby's mother would get very angry with Minty.<sup>3</sup>

4 The word *value* means usefulness or importance.

This was the awful, painful reality in which Minty lived, because Minty was an enslaved African person. Even at the tender age of six years old, she was forced to work for no pay all day long, every day. And Minty thought she would be enslaved her entire life until she died. This was the terrible truth of **slavery**: Minty and other enslaved Africans like her had no rights or freedom. Minty would be forced to do the hard work given to her from sunup to sundown, providing great **value** to the plantation owner, almost every day of her entire life.<sup>4</sup> Very, very little of Minty's time would ever be her own to do with as she wished. This is what life was like for millions of people in the United States of America when Minty was six. In fact, this is what life had been like for many people for a long time, long before Minty or her parents and grandparents were born.



← **Show image 1A-2: Minty's mother telling the story**

One night Minty asked her mother how and why she and her family had become enslaved.

"Well, your grandmother," her mother told her, "she came over the ocean on a great big ship. She came from a place called Africa. Many Africans are here now, enslaved in this land they call the United States."<sup>5</sup>

"Why did Grandmother and other Africans come here?" Minty asked.

"It was not their choice to come here from Africa," her mother explained. "Africans were captured by men with guns and other weapons who wanted to bring them to America to work in slavery."<sup>6</sup> They were put on these ships against their will, and then they were brought to this country and sent to places like **plantations**, farms, businesses, or households to work.<sup>7</sup> That's why our life is the way it is. We do as we are told, and we do our best to survive." By this, Minty's mother meant they worked hard to keep their families as safe and healthy as possible.<sup>8</sup>

- 5 [Have a student trace a path from Africa to the United States on a world map or globe.]
- 6 [Students may seek to understand how the Europeans were able to seize so many African people and enslave them. Be prepared to explain that the people who became enslaved did not have weapons powerful enough to fight back against the Europeans' guns and cannons.]
- 7 Plantations are very large farms where crops are grown.
- 8 Slavery is a terrible thing that has been used by many different groups of people throughout history, going back thousands of years ago.



← **Show image 1A-3: Slaves at work**

Minty's father and mother had nine children, including Minty. But, like most enslaved Africans, the family did not live or work together all in one home. Minty's mother worked for a man named Edward Brodess. Minty's father worked for a man named Edward Thompson, whose plantation was down the road from the Brodess home.

Three of Minty's sisters were sent away to work for plantation owners in Georgia.<sup>9</sup> Minty never saw any of them again. As her mother said, enslaved people did not have a choice or say in the matter. The plantation owners did whatever they had to do to make as much money as possible from their plantations and slave labor.<sup>10</sup>

Because families of enslaved Africans often could not live together or were separated, they depended on the community of

- 9 [Point to Georgia on a U.S. map, and discuss its location in relation to Maryland.]
- 10 Were slaves paid for their hard work? Since slaves were not paid for their work, plantation owners, small farmers, business owners, and others who used slaves made more money than they would have, had they paid others to do the work.

11 *Survival* is the condition of continuing to live, especially when conditions are very difficult.

the enslaved Africans on the plantation. Mothers and fathers would take care of children who were not their own. Enslaved Africans helped and supported each other as communities by looking out for each other and working together. In this way, they could be strong together, despite the fact that they were enslaved. Although life was hard for the enslaved people, this working together and helping each other contributed to their **survival** and made it better.<sup>11</sup>

Where Minty lived, the enslaved Africans worked hard to perform many jobs that added value to the plantation. They took care of the horses and tended crops of tobacco, corn, and hay—plowing, planting, and harvesting. In the winter, they chopped wood, mended fences, and helped clear more land for farming. Many enslaved people were skilled at a trade—some tended to the farm animals and butchers preserved the meat. Weavers, spinners, and seamstresses were involved in the process of making clothing. Their skills were valued—skilled carpenters constructed and repaired buildings and made furniture, and blacksmiths used iron to make and mend important tools for the life and work of the plantation. Many lived in shacks with dirt floors, had one set of tattered clothes and no shoes, and didn't have enough to eat.

Most enslaved Africans worked out in the fields, performing the many difficult tasks involved in growing and harvesting the crops. They were known as field slaves, and they lived the hardest lives of all. They worked from early morning until late at night, often with no relief from the heat or rest from their hard labor. They always worked under the watchful eye of the overseers, people who kept watch over and directed the enslaved people. The enslaved people always worked under the threat of punishment.

Other enslaved Africans worked in what was known as the “big house,” the beautiful mansion belonging to the plantation owners. They did not have to work in the hot sun, they wore nicer clothes than the field slaves, and they sometimes had access to more food than the field slaves. In addition to daily cooking and

cleaning, house slaves helped make butter, wash the household laundry, and care for the plantation owner's young children. That was Minty's job, which was why she was watching the baby at night. Just like those who worked in the fields, enslaved Africans who worked in the house worked hard. But, also like the people who worked in the fields, they helped each other a lot and this made it less hard and less sad.



← **Show image 1A-4: Plantation scene**

Plantations, like the one where Minty and other enslaved Africans lived and worked, were common throughout Maryland and all of the states in the southern United States, or the South.<sup>12</sup>

The South had rich soil and endless farmland. Those who owned the land could get rich by growing and selling tobacco, cotton, and other crops. Running a large plantation required many workers; there were no tractors or other machines to help in those days. The enslaved Africans working on a plantation contributed valuable skills and labor to the success of the plantation. Without the enslaved Africans, the plantation could not be run. They did many important jobs of all kinds. Even so, rather than hiring workers and paying them, plantation owners, who were white, forced people who were black to work for free in a life of slavery.

As enslaved people, they were not given any **wages** for the work they did on the plantations.<sup>13</sup> Millions of Africans were taken from their homes and shipped across the Atlantic Ocean to live a life in slavery, and the children of the enslaved Africans, children like Minty and her sisters and brothers, automatically became enslaved the very moment they were born. They would likely remain enslaved until they died.

← **Show image 1A-5: Minty's mother protecting her children**

As Minty's mother explained, enslaved people did not have the choice to be free people. Or did they? Early on, Minty began to wonder whether it was possible to resist, or fight back, as an

12 [Point to the area known as the South on a U.S. map.] What is a plantation?

13 *Wages* means the money earned for doing work. Were enslaved Africans given wages?



enslaved person. She wondered this because she had, in fact, seen her own mother resist the plantation owner's wishes. When Minty was young, Mr. Brodess arranged to send her brother, Moses, to a plantation belonging to another owner. Minty's mother had already seen three of her daughters sent far away to another plantation down south, and she was determined not to lose any more of her children.

When Mr. Brodess came to fetch Moses to send him away with the other plantation owner, Minty's mother stood in the doorway and promised, "I will not allow any more of my children to be taken away!" Something in her eyes must have scared Mr. Brodess that day, because he turned around and he never tried to send Moses or anyone else in Minty's family away again. This event gave Minty a shred of hope that one day she might be able to fight back and possibly win her freedom.<sup>14</sup>

14 Do you think Minty will eventually fight back and win her freedom?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What was Harriet Tubman's nickname as a child? (Minty) Minty was an enslaved person. What does that mean? (She did not have rights or freedom. She had to work for no money, and she would rarely be able to make decisions about her own life.)
2. *Literal* What important responsibility did Minty have as a young, enslaved African? (She watched over the mistress of the house's baby.)
3. *Inferential* What types of work did enslaved Africans do in the fields? (They plowed, planted, and harvested the crops.)

What kind of work did the enslaved Africans who worked at the “big house” do? (They cooked, cleaned, did laundry, made butter, and cared for the young children.) What other jobs did enslaved Africans perform on a plantation? (There were carpenters who constructed and repaired buildings and made furniture; blacksmiths who made and mended tools from iron; and weavers, spinners, and seamstresses who made clothing. They chopped wood, mended fences, cleared land for farming, tended the farm animals, and butchered and preserved the meat.)

4. *Inferential* What was life like for enslaved people? (harsh; They were often separated from their families; they weren’t paid wages for their hard work; many had minimal shelter, clothing, and food.)



◀ **Show image 1A-4: Plantation scene**

5. *Inferential* What do you see in this picture? (a plantation, lots of farmland, enslaved Africans) Why were slaves like Minty and her family important to plantation owners in the South? (Many workers were needed, and enslaved Africans did many types of important and difficult jobs that took a lot of skill. They were forced to work without being paid any wages.)



◀ **Show image 1A-5: Minty’s mother protecting her children**

6. *Inferential* What is happening in this image? (Minty’s mother is not letting Mr. Brodess take Moses away.) What did this event give Minty? (This event gave Minty a shred of hope that one day she might be able to fight back.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How would you describe Minty’s life as a young, enslaved person? (harsh, had to work hard, no freedom, etc.) How was Minty’s life different from your life today? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [Students may have many questions about slavery, the life of enslaved people, or other related topics. Please allow time to address these questions, and emphasize that slavery was wrong then as it is wrong today. If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Responsibility

5 minutes

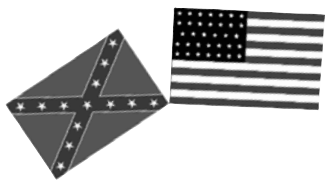
1. In the read-aloud you heard, "This baby was Minty's *responsibility*."
2. Say the word *responsibility* with me.
3. A responsibility is something or somebody you are expected to take care of.
4. Making her bed every morning is a responsibility that Janet has at home.  
Making sure the classroom lights are turned off when the class goes out for recess is a responsibility that Janet has at school.
5. What is a responsibility you have at home? What is a responsibility you have at school? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "A responsibility I have at home/school is . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things. If what I name is your responsibility, say, "That is my responsibility." If it is not your responsibility, say, "That is not my responsibility."

1. getting your backpack ready for school
2. preparing your own breakfast
3. driving to school
4. making sure you finish your homework
5. grading your work
6. buying groceries



**Complete Remainder of the Lesson Later in the Day**



# Harriet Tubman, Part I

1<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Slavery and Freedom T-Chart (Instructional Master 1B-1, optional)

15 minutes

- Create a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side “Slavery” and the other side “Freedom.” Record students’ responses on the T-Chart. Tell students that you are going to write down what they say, but that they are not expected to be able to read all of what you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them. Once the chart has been completed, read it to the class.
- Ask students to think about what they learned from the read-aloud about slavery and the harsh lives the enslaved Africans led. Have students share what they learned about Minty’s life and the lives of other enslaved Africans. (Students’ responses should reflect an understanding that enslaved Africans were forced to work difficult jobs that often required a lot of skill; they were not paid for their work; they were not free to make their own decisions; families were often broken up into different households on different plantations; they helped each other so it made their lives less hard and less sad; etc.)
- Then, ask students to think of people who had freedom back then (e.g., plantation owners) and people who have freedom now. Use yourself, students, and students’ parents as examples. Ask: “Did I get to choose my job? How about your parents? Am I paid for my



work? What are some freedoms you enjoy now? What freedoms do you hope to enjoy as you get older?” Make sure you contrast what is written on the “Slavery” side of the T-Chart.

- ✈ Above and Beyond: For those students who are ready to do so, have them fill in their own charts using Instructional Master 1B-1.

## **A Picture Gallery of the U.S. Civil War: Minty’s Life (Instructional Master 1B-2)**

**20 minutes**

- Tell students that they will be writing about several images related to the U.S. Civil War to help them remember important people and information from this domain.



### **◀ Show image 1A-2: Minty’s mother telling the story**

- Tell students that they will write about Minty’s life.  
[Review Flip Book images of Minty and the plantation. Have students use the information they heard in the read-aloud and the ideas shared in the Slavery and Freedom T-Chart.]
  - First, invite students to look carefully at the image. Ask them who they see; what they think Minty and her mother are talking about; how they think Minty and her mother are feeling.
  - Next, ask students to write about what they they think is happening in the image.
  - Then, students should think of an appropriate title for the image. Tell students that the title will tell others what they think the image is about.
  - Finally, students should share their writing with their partner or home-language peers.

### ***Checking for Understanding***

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first before I begin writing?’ Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class.”

[Be sure that students understand the four-part instructions to this activity.]

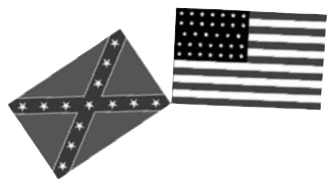
## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-3–5.



# Harriet Tubman, Part II

# 2

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the life and contributions of Harriet Tubman
- ✓ Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- ✓ Demonstrate familiarity with the song “Follow the Drinking Gourd”

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the meaning of the song “Follow the Drinking Gourd” (RL.2.2)
- ✓ Use information gained from an illustration in “Harriet Tubman, Part II” to demonstrate understanding of the characters, setting, or plot (RL.2.7)
- ✓ Interpret information from the Slavery and Freedom T-Chart from the read-aloud “Harriet Tubman, Part I” to discuss what a “journey to freedom” along the Underground Railroad meant to the runaway slaves (RI.2.7)
- ✓ Make personal connections orally about the pros and cons of being rebellious (W.2.8)

- ✓ Determine the meaning of multiple-meaning words and phrases, such as *flies* (L.2.5a)
- ✓ Identify and express physical sensations, mental states, and emotions of themselves, Harriet Tubman, and the enslaved Africans in the read-aloud “Harriet Tubman, Part II”
- ✓ Share writing with others
- ✓ Prior to listening to “Harriet Tubman, Part II,” predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction
- ✓ Prior to listening to “Harriet Tubman, Part II,” identify orally what they know and have learned from the previous read-aloud “Harriet Tubman, Part I”

### Core Vocabulary

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**conductor, n.** A person who led or directed enslaved Africans to freedom during the Civil War using the Underground Railroad

*Example:* Harriet Tubman was a famous conductor on the Underground Railroad.

*Variation(s):* conductors

**contributions, n.** Money, materials, information, or labor given by someone to help others

*Example:* Every year, my parents make several contributions to the American Red Cross to help people in need.

*Variation(s):* contribution

**gourd, n.** A plant whose hard-shelled fruit is sometimes dried and hollowed out to be used as a tool

*Example:* Tommy used the hollowed-out gourd to scoop water out of the pond.

*Variation(s):* gourds

**passengers, n.** Enslaved Africans who traveled to freedom on the Underground Railroad

*Example:* Many of the passengers on the Underground Railroad were caught before they could reach freedom.

*Variation(s):* passenger

**rebellious, adj.** Resisting, or fighting, being controlled by someone else


*Example:* John was being rebellious when he continued to hit his brother, even after his parents had told him not to.

*Variation(s):* none

Vocabulary Chart for Harriet Tubman, Part II			
<p>Core Vocabulary words are in <b>bold</b>.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Africans creek enslaved <b>gourd</b> Pennsylvania plantation slavery South/North	<b>contributions*</b> danger freedom guided journey <b>passengers</b> <b>rebellious*</b> straight	cotton railroad
Multiple Meaning	<b>conductor</b> stations	capture free guard help safe	<u>flies</u> star train
Phrases	cotton plantations runaway slaves safe houses slave catchers Underground Railroad	at all costs knew very well risk her own life secret routes win her freedom	fight back never give up
Cognates	africano(a) plantación el sur/el norte estación	<b>contribución*</b> guía <b>pasajero(a)</b> <b>rebelde*</b> capturer	tren

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Response Card 1; Slavery and Freedom T-Chart; Civil War Map	Use these support materials as you review content from Lesson 1.
<b>Essential Background Information or Terms</b>	Image 2A-3; Civil War Map, blue crayon	Use this Flip Book image to introduce the Underground Railroad. Point out the Great Lakes on the image, and have students color in the Great Lakes on their map blue. Explain that the destination of the Underground Railroad is the North, close to where the Great Lakes are located.
	Instructional Master 2A-1 (Underground Railroad and Real Railroad Venn Diagram); chart paper, writing tools	You may wish to begin a Venn diagram that lists the similarities and differences between the Underground Railroad and real railroads.
<b>Making Predictions About the Read-Aloud</b>	chart paper, writing tools	Take a quick class tally of student responses to the prediction question: “Do you think Harriet Tubman will choose to fight back and try to win her freedom?”
<b>Vocabulary Preview: Conductor, Passengers</b>	Image 2A-3; images of a train conductor, orchestra conductor	Explain that <i>conductor</i> is a multiple-meaning word.
	Image 2A-4; images of passengers on a train, a car, and an airplane.	Show students that people can be passengers on different vehicles.
<b>Purpose for Listening</b>	Response Card 1 (Harriet Tubman)	Tell students that in today’s read-aloud Harriet Tubman is grown up; she is no longer called Minty. Ask students to point to the image of Harriet Tubman who is the main character in today’s read-aloud.

Exercise	Materials	Details
<b>Presenting the Read-Aloud (15 minutes)</b>		
Harriet Tubman, Part II	Civil War Map	Have students point from the South (the starting point) to the North (the destination). Stress that Harriet Tubman made this dangerous trip nineteen times. Help students locate Canada.
	Venn Diagram for Underground Railroad and real railroads	Continue to fill in this Venn diagram during the read-aloud.
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Rebellious		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Multiple Meaning Word Activity: Flies	Poster 2M (Flies)	
Syntactic Awareness Activity: Speech Registers		
Vocabulary Instructional Activity: Contributions		
Who was Harriet Tubman?	Instructional Master 2B-1; writing tools	
Song: "Follow the Drinking Gourd"	Instructional Master 2B-2; audio of the song	

### **Advance Preparation**

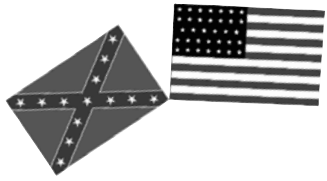
Find images of a train conductor and an orchestra conductor, as well as a train, a car, and airplane passengers to show the class.

Create a Venn diagram to compare and contrast the similarities and differences between the Underground Railroad and real railroads, using Instructional Master 2A-1 as a guide.

✈ Above and Beyond: Make a copy of Instructional Master 2A-1 for students who are ready to fill in this diagram on their own.

Find an audio version of the song "Follow the Drinking Gourd."

Make a copy of Instructional Master 2B-1 for each student. In small groups, students will use phrases and adjectives to describe Harriet Tubman.



# Harriet Tubman, Part II

2<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**5** minutes

Use images 1A-1–1A-5 to review what was learned in the previous read-aloud about Harriet Tubman’s early life and about slavery. You may wish to ask the following questions to review the content learned thus far:

- What was Harriet Tubman’s nickname as a child?
- What was Harriet Tubman’s life like as a young child?
- What are slaves?
- From which continent did many enslaved people come?
- What value did the enslaved Africans add to the plantation?
- What kinds of skills did the enslaved people contribute to the work of the plantation?
- Did enslaved Africans receive wages for their work?
- As a child, did Harriet Tubman endure slavery, or did she enjoy freedom?
- What did the enslaved Africans do to make their lives less harsh?

Remind students that slavery was allowed in some states, but not in others.



## Essential Background Information or Terms

5 minutes

Tell students that today they will hear about something called the Underground Railroad. Convey to students that the word *underground* is sometimes used to describe something that is hidden or secret. Explain that the Underground Railroad was not a real railroad for locomotives and trains, nor was it a subway, but that like a real railroad, it helped get people, or passengers, from one place to another. Passengers on the Underground Railroad were trying to get out of the South and go to live in the North, where slavery was not allowed and where they could be free. They usually traveled at night and moved through the woods so they would not be seen, and they wanted to keep their movements a secret from plantation owners and slave catchers. Explain that people traveling on the Underground Railroad also stopped at stations for rest. Tell students that a conductor on the Underground Railroad was a leader, helping others on their journey. Tell students that in today's read-aloud, they are going to continue learning about Harriet Tubman and her work on the Underground Railroad.

## Making Predictions About the Read-Aloud

5 minutes

Reread the last sentence from the previous read-aloud: "This event gave Minty a shred of hope that one day she might be able to fight back and possibly win her freedom." Ask: "What event did Minty experience that gave her hope that she could fight back and win her freedom? Do you think Harriet Tubman will choose to fight back and try to win her freedom?"

## Vocabulary Preview

5 minutes

### Conductor



#### ◀ Show image 2A-3: Underground Railroad

1. In today's read-aloud you will hear that Harriet Tubman grew up to become a *conductor*, not of a train, but of something else called the Underground Railroad. [Point to the right-hand side of the image. Mention that the arrows show the routes of the Underground Railroad.]

2. Say *conductor* with me three times.
3. A conductor is a person who led enslaved Africans to freedom during the Civil War using the Underground Railroad.  
**Note:** This is different from a train conductor or an orchestra conductor. [Show images of these kinds of conductors.]
4. [Point to Harriet Tubman in the image.] Harriet Tubman was a famous conductor on the Underground Railroad.
5. Look at the image and tell your partner what you think Harriet Tubman is doing. Where are they? What time of day is it? Do you think being a conductor on the Underground Railroad is a safe job or a dangerous job? Do you think it is an easy job or a difficult job?



### *Passengers*

#### ◀ Show image 2A-4: Tubman leading people out of swamp

1. In today's read-aloud you will hear that runaway slaves on the Underground Railroad were called *passengers*.
2. Say the word *passengers* with me three times.
3. Passengers were enslaved Africans who traveled to freedom on the Underground Railroad.  
**Note:** There are also passengers on trains, cars, or airplanes. [Show images of these kinds of passengers.]
4. Passengers on the Underground Railroad had to endure harsh and difficult conditions on their journey to freedom.
5. Look at the image and tell me who is the conductor and who are the passengers. How do you know? How can you tell that the passengers had to travel in harsh and difficult conditions?

### **Purpose for Listening**

Tell students the title of today's read-aloud, "Harriet Tubman, Part II." This is the second part of her story, when she is older. Tell students to listen carefully to find out whether or not their predictions are correct about whether Harriet Tubman fights for and wins her freedom.

Ask students to consider the similarities and differences between the Underground Railroad and real railroads.



## Harriet Tubman, Part II

### ◀ Show image 2A-1: Tubman watching over group escaping<sup>1</sup>

- 1 What do you think is happening in this picture?
- 2 The word *flies* means small insects with two wings. *Flies* also means to move through the air.
- 3 [Point to Harriet Tubman in the picture.] What does a conductor do? Who do you think this conductor is? Listen carefully to find out.
- 4 Why do you think enslaved people would choose to run away?

The summer air was hot and heavy. There was no breeze to cut the heat, and the shade of scraggly bushes did little to block the blazing sun. Gnats, mosquitoes, and flies swarmed all around, buzzing and biting.<sup>2</sup> Despite the heat and bugs, the runaway slaves—filthy from head to toe, their clothes tattered and shredded by thorns and branches, their bare feet blistered and cut—slept hard, huddled together in the tall grass.

As they slept, a woman—a **conductor**—watched and guarded over them.<sup>3</sup> Even now, as they slept deeply in the bushes, this woman sat upright and alert—her sharp eyes scanning the forest and her ears listening for signs of danger. She knew the dangers all too well. Slave catchers were always searching for runaway slaves—lurking in the middle of swamps, hunting for runaways miles away from the nearest house, town or road, hoping to catch groups of runaway slaves. The slave catchers were paid great sums of money if they caught runaway slaves, and this woman knew very well that the slave catchers would never give up.<sup>4</sup>

This woman who stood guard over everyone else was Minty, the same Minty who used to sit by the crib hoping the plantation owner's baby would not cry. But people did not call her Minty anymore. People now called her Harriet Tubman.



### ◀ Show image 2A-2: Flashback of Harriet growing strong

- 5 What was the “big house”?
- 6 Was she paid for her work? Why not?

When she grew up, Harriet Tubman did not serve in the “big house.”<sup>5</sup> Perhaps this was because the plantation owners sensed that she was a bit **rebellious**; she always did things her way. So, from the time she was a young woman, she was sent to work in the fields—plowing and digging, cutting hay and tobacco, and chopping wood.<sup>6</sup> In time, she became as strong and tough as a person could be.

When the plantation owner died, Harriet Tubman faced a new danger. It was likely that she would be sent off to Georgia, just like her sisters. Georgia was in the deep South where many of the plantations grew cotton and conditions were even worse for enslaved Africans. Work on the cotton plantations was difficult and performed in all types of weather—they plowed the fields with teams of mules, hoed the soil to get rid of weeds, and harvested the cotton by hand. The cotton had to be picked clean and then made into heavy bales that could be transported away from the plantation and sold. Harriet knew she had to run away from her life in slavery.



◀ **Show image 2A-3: Underground Railroad**

In order to reach freedom, Harriet Tubman needed to use the Underground Railroad. This was not a real railroad; it was a system of secret routes and hiding places to help enslaved people escape from slavery in the South to freedom in the North.<sup>7</sup> If only there *had* been a real railroad to freedom, then escaping would have been easy for Harriet Tubman and other runaway slaves. They could have hopped aboard any train and ridden away from the punishments, endless work, and sorrows of a harsh life.<sup>8</sup>

In certain ways the Underground Railroad was like a real railroad. On a real train, there are **passengers**, or people who travel from one place to another. Runaway slaves on the Underground Railroad were also known as passengers, and as soon as they ran away from the plantation, they set off on an incredible and difficult journey to freedom. But runaways could not complete this journey without help from a conductor. On a real railroad, a conductor is in charge of the train. On the Underground Railroad, a conductor guided runaway slaves, leading them through secret paths and taking them to safe houses. These safe houses were known as stations, and like real train stations, they were places where passengers could rest before moving on to the next part of their journey.<sup>9</sup> Many different people provided these stations to escaping slaves—people from both the North and

7 [Point to the arrows in the illustration. You may wish to identify the Great Lakes if questions arise about them.]

8 What do you see in this picture? Do you see a train or a real railroad? Is anything in this image underground?

9 What did a conductor on the Underground Railroad do? What were the slaves on the Underground Railroad called? Where did they rest?

10 Enslaved people “won their freedom” by escaping to an area where slavery was illegal.

11 [Point to Canada on a map of North America.] This country to the north of the United States is known today as Canada.

12 Contributions can be money, materials, information, or labor given by someone to help others.

13 Why do you think plantation owners and slave catchers knew about her?



14 What was a station on the Underground Railroad?

the South who knew slavery was wrong, and even some former enslaved Africans who had won their freedom and wanted to help others.<sup>10</sup>

Harriet Tubman made it safely to freedom in the North using the Underground Railroad. Enslaved Africans like Harriet were free in northern states like Pennsylvania, where slavery was not allowed, but they weren’t entirely safe until they left the United States and entered the land north of the United States.<sup>11</sup> This was because the laws allowed slave catchers to enter free states in the North to catch runaway slaves and return them to a life of slavery in the South.

Harriet did not stay in Pennsylvania for long. She missed her family and friends and could not bear the thought of them remaining in slavery while she enjoyed a free, new life. She decided she had important **contributions** to make to help those who were still enslaved.<sup>12</sup> So, she became a conductor on the Underground Railroad and returned to the South nineteen more times over several years—risking her life each time to help other enslaved Africans escape to freedom.

Harriet Tubman soon became one of the bravest and most famous conductors on the Underground Railroad. Her name became well known among the supporters of slavery.<sup>13</sup> Plantation owners put rich rewards out for her capture. Within a few years, they wanted her stopped at all costs. But she kept going back, again and again, helping more and more slaves escape.

◀ **Show image 2A-4: Tubman leading people out of swamp**

Harriet was startled by the distant sound of dogs barking, and she knew danger was near. “Wake up, now. Wake up!” she urged, shaking the men and women. “Gather up these babies. We’ve got to get a move on.” The men and women sprang to their feet with fear and panic. “Don’t you worry now,” she assured them. “I know a station not too far from here, but we’ll have to move fast, and we’ll have to stay in the creek to keep those dogs off the trail.”<sup>14</sup>

15 The dogs would sniff along the ground to pick up the scent, or smell, of a person. This was more difficult for a dog to do in water.

16 [Perform the secret knock for students.]



← **Show image 2A-5: Woman helping the fugitives**

They hustled out of the swamp and splashed up the creek, where the dogs would have a hard time following their scent.<sup>15</sup> An hour later, soaked in sweat and muddy creek water, they arrived in the front yard of a small farmhouse.

The runaway slaves hid in the weeds while Harriet Tubman slipped through the yard and onto the front porch. She tapped three times on the door, waited a moment, and then tapped two more times.<sup>16</sup> This was a secret knock, so the people in the house would know their visitor was an Underground Railroad conductor in need of help.

A white woman opened the door. She signaled for the runaways to follow her into the chicken coop. There, she lifted a trapdoor in the floor, revealing a dark hole.

“It’s not comfortable,” she told them, “but nobody will find you here. I have some stew and biscuits inside, and fresh milk. I’ll bring it out as soon as the coast is clear.”

Their hearts raced as they waited in their hideout, expecting to hear the slave catchers’ dogs barking any minute. But the dogs never came. Running through the creek had thrown the slave catchers off the trail, and for now, the runaways were safe. They wanted to sleep, but when the sun went down they had to move on again. There was no time to waste, for nighttime was the only safe time to travel.



← **Show image 2A-6: Tubman pointing out the “drinking gourd”**

Outside, Harriet Tubman looked up to the starry sky. She put her arm around one of the children. “See there?” she said, pointing upward. “That group of stars up there . . . It kind of looks like a ladle you might use to scoop water from a bucket. Back where I’m from, we used to call it a drinking **gourd**.<sup>17</sup> Do you see it?”

“I think so,” the child said.

17 [Show Image Card 1 (Hollowed-out Gourd).] The fruit of the gourd plant can be cut open and the insides scooped out so that it can be used for scooping up water.

18 [Demonstrate following the line to find the North Star on the image.]

19 [Pause for students to respond.]

“Now, see the ‘cup’ of that drinking gourd?” Harriet Tubman asked. “Look at the two stars at the end of the cup and pretend you can draw a straight line from those two stars, straight out into space. If you follow that line straight out, you will find the North Star.”<sup>18</sup> It is always there, right in the same spot, and you can always find it if you know how to find the drinking gourd in the sky. Do you know why that star is so important?”<sup>19</sup>

“Why?” the child asked.

“Because the North Star is always to the north. If we follow the North Star every night and keep it in front of us, then it will guide us north to freedom.”

And heading to the North and to freedom is exactly what they did.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What information did you use to make your predictions? (Answers may vary.) Were your predictions about whether or not Harriet Tubman would win her freedom correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did Harriet Tubman decide to fight back rather than accept her life as an enslaved person? (She was afraid that she would be sent away to a place where she would have an even worse life; she had witnessed her mother’s successful resistance to Mr. Brodess; she saw first hand how terrible slavery was.)
3. *Inferential* How was she able to gain her freedom? (She ran away using the Underground Railroad and traveled to Pennsylvania in the North, where slavery was not allowed.)

4. *Inferential* Was the Underground Railroad a real railroad? (no) What was the Underground Railroad? (a secret system of routes and hiding places to help enslaved Africans escape from slavery in the South to freedom in the North) Who were the conductors on the Underground Railroad? (people leading and guiding the runaway slaves on the route to freedom) Who were the passengers on the Underground Railroad? (enslaved Africans trying to escape) What were stations along the Underground Railroad? (safe places for runaway slaves to stay and rest along their journey to freedom)
5. *Inferential* What were Harriet Tubman's contributions to help enslaved people try to escape and win their freedom? (She became a conductor on the Underground Railroad; she went back and helped many other enslaved Africans escape their harsh lives in slavery.) Why did Harriet Tubman choose to be a conductor on the Underground Railroad and risk her own life to help other enslaved people? (She wanted them to be free also.)
6. *Inferential* What are some adjectives the author of the read-aloud used to describe Harriet Tubman? (*rebellious, strong, brave, famous, etc.*)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What do you think a "journey to freedom" meant for the runaway slaves? What freedoms were they hoping for? (Answers may vary, but should include an understanding of the following: wanting to live and work where and how they chose; wanting to earn money for their hard work; wanting to live together with family without fear of separation; wanting to be free to make decisions about their own lives; etc.) [You may wish to have students revisit the Slavery and Freedom T-Chart for ideas.]



8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: **Rebellious**

5 minutes

1. In the read-aloud, you heard, "The plantation owners sensed that [Minty] was a bit *rebellious*."
2. Say the word *rebellious* with me.
3. If you are rebellious, you want to do things your own way and not be controlled by someone else's rules.
4. Mary was considered rebellious because she always did the opposite of what her parents and teachers said.
5. Have you ever felt rebellious when you were doing something your own way instead of listening to the rules? Try to use the word *rebellious* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "I felt rebellious when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If I describe someone who is being rebellious, say, "[Name of person] is being rebellious." If I describe someone who is not being rebellious, say, "[Name of person] is not being rebellious."

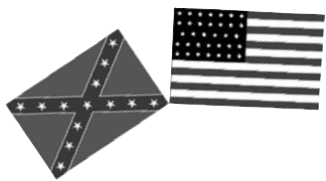
**Note:** You may wish to discuss whether it is an example of positive or negative rebellious behavior.

- Marta's boss did not pay her for her work, so Marta refused to work. (Marta is being rebellious.)
- Juan immediately began to clean up his room when his father asked him to clean up his room. (Juan is not being rebellious.)
- Minty's mother did not let Mr. Brodess take Moses away from her. (Minty's mother is being rebellious.)
- James hit his little sister, even after his grandma told him not to hit. (James is being rebellious.)

- Candice shared her art supplies when her teacher asked her to share. (Candice is not being rebellious.)



**Complete Remainder of the Lesson Later in the Day**



## Harriet Tubman, Part II

2<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

### Extensions

20 minutes

#### ↔ Multiple Meaning Word Activity

5 minutes

##### *Definition Detective: Flies*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *flies* in this sentence, “Gnats, mosquitoes, and *flies* swarmed all around, buzzing and biting.”
2. With your partner, think of as many meanings for *flies* as you can, or discuss ways you can use the word *flies*.
3. [Show Poster 2M (Flies).] Point to the picture on the poster that shows how the word *flies* is used in the lesson.
4. *Flies* also means moves through the air. Which picture shows this?
5. Did you or your partner think of any of these definitions?
6. Now, with your partner, make up a sentence for each definition of *flies*. I will call on a few partner pairs to share their sentences.

## ↔ Syntactic Awareness Activity

5 minutes

### *Speech Registers: Formal and Informal Uses of English*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Have you noticed that the way you speak might change depending on the person you are talking to or what you are talking about? [Pause and have students think about this. Ask a few students whether or not this is true when they speak.]
2. For example, you might speak in one way—a more formal or proper and polite way—when you talk to teachers and other adults, and you might speak in another way—a more informal or casual and relaxed way—when you talk to your classmates and friends.
3. Let's act out an example of a time you might speak in a formal way and a time you might speak in an informal way.

[Invite one student to act as the principal and several students to act as students.] When you greet or say hello to the principal in the morning, you might say, "Good morning, Ms./Mr. \_\_\_\_\_. How are you today?" [Have students act this out.]

[Invite several students to act as students.] How would you greet or say hello to a friend in the morning? [Have students act this out.]

**Note:** Remind students that although they may speak in an informal way with friends and peers, they should be respectful of each other. Informal does not mean rude.

4. Now you try! I am going to say different situations. If you would speak in a formal way, bow or curtsy and say, "I would speak in a formal way." If you would speak in an informal way, give your neighbor a high-five and say, "I would speak in an informal way."

(Answers may vary.)

- saying hello to your teacher
- saying hello to your little brother or sister
- saying hello to your older brother or sister
- saying hello to your aunt or uncle
- saying hello to your cousins
- saying hello to the President of the United States

## ⇌ Vocabulary Instructional Activity

5 minutes

### **Word Work: Contributions**

1. In the read-aloud you heard, “[Harriet Tubman was free in the North, but] she decided she had important *contributions* to make to help those who were still enslaved [in the South].”
2. Say the word *contributions* with me three times.
3. Contributions are money, things, time, and labor given by someone to help others.
4. Enslaved Africans made many contributions to the plantation. Harriet Tubman made contributions of her time and energy to guide enslaved Africans along the Underground Railroad.
5. What were some contributions that enslaved Africans made to the plantations? [Refer to the list of work done by enslaved people from Lesson 1. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some contributions enslaved Africans made to the plantations were . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: What kind of contributions have you made at home or at school? Share with your partner about the contributions you have made. I will call on a few students to share what their partner says.

## Who was Harriet Tubman? (Instructional Master 2B-1) 15 minutes

- In small groups of three or four students, have students take turns describing Harriet Tubman, using information from the read-alouds about Harriet Tubman. The scribe for the small group should record the descriptions on Instructional Master 2B-1.
- Then a representative from each group will present his or her group's descriptions to the rest of the class.
- Discuss similarities and differences among the descriptions of Harriet Tubman.

## Songs: "Follow the Drinking Gourd" (Instructional Master 2B-2)

15 minutes

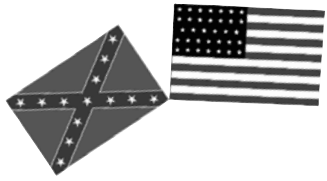


### ◀ Show image 2A-6: Tubman pointing out the "drinking gourd"

**Note:** If possible, try to find an audio recording of this song that students can listen to as they read along using Instructional Master 2B-2. Several options are available on the Internet. If, for various reasons, you are unable to find and/or play this song for students, simply read the lyrics with them.

- Point out the Big Dipper, and ask students if they know a name for this group of stars. (Big Dipper) Ask students what Harriet Tubman called this group of stars. (the drinking gourd) Have students explain why the drinking gourd was important to enslaved Africans. (It showed the way to the North and to freedom.)
- Tell students that they are going to listen to a song, or song lyrics, titled "Follow the Drinking Gourd." Explain that it was a coded song, which means it gave enslaved Africans a message about how to use the Underground Railroad to escape to freedom in the North. The plantation owners, however, did not realize the secret meaning of the words in the song. Explain to students that this is another way enslaved Africans could rebel against a plantation owner. Enslaved Africans often couldn't rebel by fighting directly with the plantation owner, because the plantation owner had guns and the enslaved Africans did not, but they could rebel by tricking the plantation owner through singing coded songs like this one.

- After listening to the song, or the song lyrics, help students summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. The music and lyrics may be found on Instructional Master 2B-2.



# The Controversy Over Slavery

3

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the life and contributions of Harriet Tubman
- ✓ Differentiate between the North and the South

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the North and the South T-Chart to explain the differences between the North and the South as described in the read-aloud “The Controversy Over Slavery” (RI.2.7)
- ✓ Compare and contrast the North and the South (RI.2.9)
- ✓ Write simple sentences to represent details or information from “The Controversy Over Slavery” (W.2.2)
- ✓ With assistance, categorize and organize facts and information about the North and the South to answer questions (W.2.8)
- ✓ Interpret information presented, and then ask a question beginning with the word *what* to clarify information in “The Controversy Over Slavery” (SL.2.3)
- ✓ Share writing with others



## Core Vocabulary

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**abolitionists, n.** People who worked to abolish, or end, slavery

*Example:* The abolitionists met together often to talk about their plans to end slavery.

*Variation(s):* abolitionist

**agriculture, n.** Farming; the work of raising crops and farm animals

*Example:* All civilizations rely on agriculture to provide food for the people.

*Variation(s):* none

**cotton, n.** Soft, white fibers that surround the seeds of a cotton plant

*Example:* Little wisps of cotton blew off the cotton plants and flew through the air.

*Variation(s):* none

**economy, n.** The system by which people produce and trade goods

*Example:* Americans and people in other countries help make the U.S. economy stronger when they buy goods produced within the United States.

*Variation(s):* economies


**factories, n.** Buildings where goods are manufactured, or made

*Example:* There are many toy factories around the world that produce children's toys for people to buy.

*Variation(s):* factory

Vocabulary Chart for The Controversy Over Slavery			
<p>Core Vocabulary words are in <b>bold</b>.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>abolitionists</b> <b>agriculture</b> <b>cotton</b> enslaved <b>factories</b> manufacturing Maryland Pennsylvania plantation slavery South/North tobacco	controversy* <b>economy</b> famous paid rebel	farm/farmer railroad sugar workers
<b>Multiple Meaning</b>	crop	common	
<b>Phrases</b>	abolish slavery abolitionist movement Mason-Dixon Line	against the law decide for themselves	
<b>Cognates</b>	<b>abolicionista</b> <b>agricultura</b> plantación el sur/el norte tabaco	controversia* <b>economía</b> famoso(a) rebelarse común	

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.


Exercise	Materials	Details
<b><i>Introducing the Read-Aloud (10 minutes)</i></b>		
<b>What Have We Already Learned?</b>	Image 2A-6; song: “Follow the Drinking Gourd”	
<b>Essential Background Information or Terms</b>	images of local factories or local places where goods are made; images of local stores and shops	<b>Note:</b> As you discuss the concept of economy, present a simple example of how the economy of your local community works. Discuss if and where consumer goods are made in your community. Discuss where people spend money to buy the things they need in your community. Explain that the economy is a system in which items and services are made and bought.
	Instructional Master 3A-1 (The North and the South T-Chart); chart paper, writing tools	You may wish to begin listing information about the North and the South on a T-Chart.
<b>Vocabulary Preview: Agriculture, Factories</b>	Image 3A-2; Image Cards 2–4; images related to agriculture	
	Image 3A-3; Image Card 5; images related to factories	
<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud (15 minutes)</i></b>		
<b>The Controversy Over Slavery</b>	Civil War Map, red crayon or marker	Have students trace over the Mason-Dixon Line with a red crayon or marker.
	The North and the South T-Chart	Continue to fill in this T-Chart during the read-aloud.
<b><i>Discussing the Read-Aloud (15 minutes)</i></b>		
<b>Comprehension Questions</b>		
<b>Word Work: Controversy</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>The North and the South T-Chart</b>	The North and the South T-Chart	Complete and discuss this T-Chart from the introduction of this lesson.
<b>A Picture Gallery of the U.S. Civil War: The North and the South</b>	Images 3A-2 and 3A-3; Instructional Master 3B-1; The North and the South T-Chart; writing tools	
<b>Domain-Related Trade Book</b>	trade book about Harriet Tubman and/or the Underground Railroad; drawing paper, drawing and writing tools	

### ***Advance Preparation***

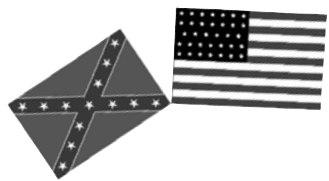
Bring in images of local factories or local places where goods are made, images of local stores and shops, and images related to agriculture and factories.

Create The North and the South T-Chart using Instructional Master 3A-1 as a guide.

 **Above and Beyond:** Make a copy of Instructional Master 3A-1 for students who are ready to fill in this chart on their own.

Make a copy of Instructional Master 3B-1 for each student. They will write a description about the North and the South, based on what they have learned about the North and the South from the read-aloud.

Find a trade book about Harriet Tubman and/or the Underground Railroad to read aloud to the class. Refer to the Recommended Resources in the Introduction for suggestions.



# The Controversy Over Slavery

3A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10 minutes**

### **What Have We Already Learned?**

**5 minutes**

Have students listen to the song, or the song lyrics for, “Follow the Drinking Gourd” again. Review the content studied thus far with the following questions:

- What was “the drinking gourd”?
- Why were enslaved Africans told to follow “the drinking gourd”?
- Why did enslaved Africans want to escape from the plantations of the South?
- What was the system of escape from the South to the North called? Who were the conductors? Who were the passengers? What were stations?
- Who was a famous conductor on the Underground Railroad?

### **Essential Background Information or Terms**

**10 minutes**

Tell students that in today’s read-aloud they will hear about some differences in the southern economy and the northern economy. The word *economy* describes the system by which people produce or make goods, or items, to trade or sell with others who want those goods. When people trade, buy, or sell goods with one another, they are cooperating. Because of this cooperation, people can get resources, such as food, clothing, and shelter they need, that they might otherwise not be able to produce or make for themselves. When more and more people engage in trading, buying, and selling goods, we say the economy is strong.

Lead students in a small discussion about what goods are produced in your community and where people in your community spend money.

Remind students they learned that Harriet Tubman worked on a tobacco plantation in the South. Plantations were an important part of the southern economy—how the people in the South supported themselves and earned money to buy the things they needed. The southern economy depended on farmers and plantation owners to produce certain crops that other people wanted to buy. To produce these crops, southern plantation owners treated people from Africa unfairly by forcing them into slavery and making them work on their plantations for no money. Even though it was not their choice, enslaved Africans contributed valuable labor and skills to the success of the plantations. It was wrong of the plantation owners to treat enslaved Africans poorly just because they thought the African people were different from them. The community that developed among enslaved African Americans helped them survive because they relied on and helped each other.

Read the title of the read-aloud to students. Ask if anyone knows what the word *controversy* means. You may need to explain that a controversy is an argument or a disagreement that happens when people have differing opinions. You may wish to ask a couple of students to give examples of a controversy or disagreement they've had in the past with someone who had a different opinion about something. Ask students what they think the controversy over slavery was and who was involved in the controversy. Remind students that they heard in the Lesson 1 domain introduction that in different parts of the United States people had different opinions about slavery and that this controversy led to a war called a civil war. Ask if anyone remembers what a civil war is. You may need to explain that a civil war is a war between two different groups within the same country. Explain that this war was called the U.S. Civil War or the War Between the States. Explain that although different people had different views of slavery before the Civil War, slavery was wrong then as it is wrong today.

## Vocabulary Preview

5 minutes



### Agriculture

#### ◀ Show image 3A-2: Plantation scene

1. In today's read-aloud you will learn that the South relied on *agriculture* to make money. [Point to the fields in the background.]
2. Say *agriculture* with me three times.
3. *Agriculture* means farming. Agriculture has to do with growing crops such as cotton, sugar cane, and tobacco plants. [Show Image Cards 2–4. Help students name the kind of crop pictured on the Image Cards.]
4. Agriculture has been around since ancient times. For example, the early Americans grew corn and the ancient Chinese grew rice.
5. [Show various images related to agriculture.] When you hear the word *agriculture*, what comes to mind? [Invite students to describe the images to their partner.]



### Factories

#### ◀ Show image 3A-3: Railroad and factory in the North

1. In today's read-aloud you will hear that the North had many *factories*. The North relied on factories to make money.
2. Say the word *factories* with me three times.
3. Factories are buildings where things are made. This picture shows a railroad and a factory. [Show Image Card 5.] This is what a factory looks like on the inside.
4. Many things that we own are made in factories. [Invite students to name some things they own, and decide together whether those things are made in factories.]
5. [Show various images related to factories.] When you hear the word *factories*, what comes to mind? [Invite students to describe the images to their partner.]

## Purpose for Listening

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Remind students that many enslaved Africans worked on large plantations in southern states and that they tried to escape to northern states where slavery was not allowed. Tell students to listen carefully to today's read-aloud to learn more about the North and the South, how their ways of life and their economies were different, and why this caused a controversy over slavery.





## The Controversy Over Slavery

### ◀ Show image 3A-1: Map with Mason-Dixon Line

- 1 [Point to the state of Pennsylvania on the map.]
- 2 [Point to the Mason-Dixon Line on the map.] Remember, this is not a real line marked on the ground. Think of the Mason-Dixon Line like the borders between states or like the equator. [Point to the states on the image and/or point to the equator on a globe.] They are drawn on maps and globes, but they are not actual lines on the ground.
- 3 [List and point out some of the states north and south of the Mason-Dixon line on the flip book image.]

Let's go back to the year 1850, when Harriet Tubman escaped from a life of slavery in the South by running away to Pennsylvania, a northern state where slavery was not allowed.<sup>1</sup> To divide the North and the South on a map of the United States, it is easiest if you use what is known as the Mason-Dixon Line. The Mason-Dixon Line is an imaginary line between the border of Pennsylvania and Maryland. It was named after two Englishmen, Charles Mason and Jeremiah Dixon, who surveyed this land almost a hundred years earlier. The Mason-Dixon Line became an imaginary line between the North and the South.<sup>2</sup> Slavery was allowed in the South, below the Mason-Dixon Line, but slavery was not allowed in the North, above the Mason-Dixon Line.<sup>3</sup>



### ◀ Show image 3A-2: Plantation scene

- 4 Listen carefully to hear about the differences.
- 5 The economy of an area is the system of producing and trading goods, or things. If the economy of the South was based on agriculture, or farming, this means the economy was based on growing crops and selling them.
- 6 If you look at the label on some of your shirts, you might see the word *cotton*. The cotton in your shirt comes from the cotton plant. [Show Image Card 2 (Cotton).] Sugar comes from a plant called sugarcane. [Show Image Card 3 (Sugarcane).] This is what a tobacco plant looks like. [Show Image Card 4 (Tobacco Plant).]
- 7 What is a plantation?

What were the major differences between the states in the North and the states in the South? Slavery was the most obvious difference between the North and the South, but it was not the only difference.<sup>4</sup>

The South relied almost completely on **agriculture**, or farming, for its **economy**.<sup>5</sup> The farmland and weather provided the right growing conditions for certain crops that grew well in the South, such as **cotton**, sugar, and tobacco.<sup>6</sup> Most farms in the South were small with very few enslaved Africans or even none at all. But there were also enormous plantations—like the one where Harriet Tubman was enslaved—where the plantation owners who grew these crops forced hundreds of enslaved Africans to work day after day under horrible conditions for no wages at all.<sup>7</sup> On these plantations, enslaved Africans worked together, helping each other so their lives would be a little less hard. The crops grown on these

plantations were bought by people in the North and as far away as Great Britain, and that helped the southern economy grow.

The North had farms, too, but they were different from the large, southern plantations. Some farmers in the North grew corn and wheat, as well as other fruits and vegetables. Some northern farmers also had livestock like cattle, sheep, and pigs. But the North did not have the right weather for growing the crops that were grown in the South, crops like cotton, sugar, and tobacco. People in the North could buy those crops from farmers in the South. So, farmers in the North grew crops mainly for feeding people and animals, and enslaved Africans were not usually used on those farms.



← **Show image 3A-3: Railroad and factory in the North**

Unlike the southern economy, which relied on agriculture, the northern economy was focused more on industry and manufacturing. That meant workers were paid to make things in **factories**, often using machines.<sup>8</sup> Many northern cities were trading centers for iron, coal, and wood.<sup>9</sup> Northern cities had factories for turning iron into steel, a strong metal that would then be sent to other factories to make trains, engines, buildings, bridges, tools, weapons, and all sorts of other things. Northern cities also had factories for making bottles and jars, furniture, clothing, books, and much more.

The factories in the North had access to railroads and shipping ports to distribute the goods made there. Because the South wasn't producing a lot of these things in their region, they could buy these goods from the North. People as far away as Great Britain would buy steel from northern factories, helping the northern economy.<sup>10</sup>

← **Show image 3A-4: Factory workers**

Factories were an important part of the northern economy. Thousands and thousands of people worked in northern factories. These factory workers were not slaves. They were paid for their

8 What is a factory? [Point to the image.] This is what the outside of a factory looked like. [Show Image Card 5 (Factory).] This is what the inside of a factory looked like.

9 A trading center is where goods are bought and sold.

10 Who can name some things made in northern factories? Manufacturing goods to sell was the most important part of the northern economy, whereas farming was the most important part of the southern economy.



hard work. It was true that factory bosses could be harsh, the pay was often pitiful, and the work difficult, dangerous, and tiring. However, factory workers did have more freedom than slaves, and they had the possibility of a better life.

Even though slavery became illegal, or against the law, in the North before it became illegal in the South, not everyone in the North was against slavery. Because slavery was not a part of their everyday life, some people in the North didn't really think much about it.



◀ **Show image 3A-5: Abolitionists Douglas, Philips, and Anthony**

A small group of people in the North, however, were absolutely against slavery, no matter what it did for the economy. These people saw slavery as evil; they thought people from Africa should be treated as free human beings. These people saw slavery as the cruel and hateful practice that it was. People who worked to abolish, or end, slavery became known as **abolitionists**.<sup>11</sup> This group of abolitionists continued to grow larger and larger over time.

By the mid-1800s, there were thousands of abolitionists. Some became famous, like Frederick Douglass (who had been an enslaved African who escaped), Wendell Phillips, and Susan B. Anthony.<sup>12</sup> Those three are pictured here, but they were just a few of the thousands of people involved in the abolitionist movement. The abolitionist movement refers to organized activities or events to end slavery.

11 What did abolitionists want to end?

12 [Point to the abolitionists.] You will hear more about Susan B. Anthony and her work in the *Fighting for a Cause* domain.



◀ **Show image 3A-6: Abolitionists working on the Underground Railroad**

Harriet Tubman was also a famous abolitionist in addition to being a famous conductor on the Underground Railroad. She not only helped enslaved Africans escape, she also went around talking to people in the North, telling them why it was important to abolish slavery, and explaining what they could do to help enslaved Africans. This image shows abolitionists working on the Underground Railroad.<sup>13</sup> Abolitionists helped to keep the

13 What was the Underground Railroad?

Underground Railroad running smoothly, making sure that as many people as possible were able to escape slavery.



← **Show image 3A-7: Abolitionist newspaper**

Harriet Tubman met and worked alongside many famous abolitionists. They printed newspapers with names like *The Liberator*, and they pressured, or convinced, political leaders like Abraham Lincoln to see why slavery was wrong. The abolitionist movement became a strong force in America—one that could not be ignored.



← **Show image 3A-8: Harpers Ferry**

Abolitionists and enslaved Africans worked together in other ways to rebel against plantation owners and bring an end to slavery. While many enslaved people were being helped to freedom along the Underground Railroad, others were trying to rebel, or fight back, against the plantation owners in the South. One such event took place in Virginia in the area that is now known as Harpers Ferry, West Virginia.<sup>14</sup> In that event, an abolitionist named John Brown tried to get guns and other weapons to slaves to help them rebel against the plantation owners. In another event, a slave named Nat Turner led a group of slaves to rebel against plantation owners in Virginia. In South Carolina, another formerly enslaved African named Denmark Vesey helped plan a large rebellion against plantation owners in Charleston. Denmark Vesey's plan was discovered before it could be carried out, however. There were also many, many small acts of rebellion by enslaved Africans against those who enslaved them. Even in these years leading up to the Civil War, there were many violent events in which many people lost their lives in the struggle to end slavery.

14 [Point to the state of West Virginia on a U.S. map.]



← **Show image 3A-9: U.S. map in 1850**

The United States was growing, spreading west and adding new states. As the country expanded west, so did the Mason-Dixon Line. By the 1850s, states north of the Mason-Dixon Line

were free states—in other words, slavery was against the law. In the states south of the Mason-Dixon Line, slavery continued to be legal. And there were more territories to the west that would soon be joining the country.

The more the country grew, the more reasons people found to argue over the problem of slavery. As abolitionists fought to end slavery, they also wanted to make sure the new territories and new states did not allow slavery. Others, though, did not agree with the abolitionists and felt that new states should be able to decide for themselves whether or not slavery would be legal.<sup>15</sup> By the 1850s, it was clear that the problem of what to do about slavery—whether to end it or allow it to continue and to spread—was tearing the country apart.<sup>16</sup>

15 Who do you think would not agree with the abolitionists?

16 What do you think is going to happen?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



#### ◀ Show image 3A-1: Map with Mason-Dixon Line

1. *Literal* What is the Mason-Dixon Line? (an imaginary line separating the North and the South; the border between Pennsylvania and Maryland) [Have a student point to the Mason-Dixon Line on the map.]
2. *Inferential* What were some differences between the North and the South? (Slavery was not allowed in the North but it was in the South; manufacturing goods in factories was important for the northern economy, whereas agriculture was important for the southern economy; factory workers in the North earned wages, whereas slaves in the South were not paid.)

3. *Inferential* [Show Image Card 5 (factory). Help students identify the image.] Were factories more common in the North or the South? (the North) Why? (The North had the materials and other resources to make the goods, and they had access to the railroads and shipping ports to distribute them.)
4. *Inferential* [Show Image Cards 2, 3, and 4. Help students identify the images.] Were cotton, sugar, and tobacco grown mostly in the North or in the South? (the South) Why did the South grow these crops? (The South had better farmland and weather for growing these crops, which they could trade and sell. This helped the economy of the South.)
5. *Literal* Who were abolitionists? (Abolitionists were people who worked to abolish, or end, slavery.)
6. *Inferential* What things did Harriet Tubman do that show she was an abolitionist? (She was a conductor on the Underground Railroad; she talked to people in the North to tell them why slavery should be abolished and how they could help; and she worked with others who printed newspapers that were intended to convince political leaders that slavery was wrong.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative* *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What kinds of crops were grown in the South?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Controversy

5 minutes

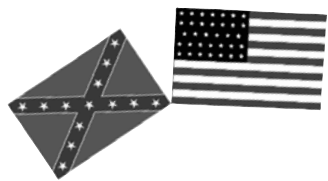
1. The title of today's read-aloud is "The Controversy Over Slavery."
2. Say the word *controversy* with me.
3. A controversy is an argument or a disagreement between two people or two sides.
4. The U.S. Civil War began because there was controversy between the southern and northern states.
5. Can you think of what the controversy was between the North and the South? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "The controversy between the North and South was . . ."]  
**Note:** Explain that although the two sides had different views of slavery before the Civil War, slavery was wrong then as it is wrong today.
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If the situation I describe is a controversy, say, "That is a controversy." If the situation I describe is not a controversy, say, "That is not a controversy."

1. two students reading a book together
2. two students arguing because they want to check out the same book from the library
3. pioneers killing too many buffalo and ruining the Native American's land
4. pioneers working together to move West in wagon trains
5. students sharing their art supplies with each other
6. two friends having a disagreement over how a story ends



**Complete Remainder of the Lesson Later in the Day**



# The Controversy Over Slavery

3<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### The North and the South T-Chart

15 minutes

**Note:** You may wish to promote discussion by reviewing images from today's read-aloud. Encourage students to use domain vocabulary learned thus far in the domain. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them. Once the chart has been completed, read it to the class.

- Create a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one column "the North" and the other "the South."
- Have students share what they have learned about "the North." Record students' responses in the corresponding column. Next, have students share what they have learned about "the South," and record their responses in the corresponding column.
- ✈ **Above and Beyond:** For those students who are ready to do so, have them fill in their own charts using Instructional Master 3A-1.



## A Picture Gallery of the U.S. Civil War: The North and the South (Instructional Master 3B-1)

20 minutes



← Show image 3A-2: Plantation scene



← Show image 3A-3: Railroad and factory in the North

- Tell students that they will write about the differences between life in the North and life in the South.  
[Review Flip Book images of the North (with factories and railroads) and the South (with plantations). Have students use the information they heard in the read-aloud and the ideas shared in the North and the South T-Chart.]
  - First, invite students to look carefully at the images. Have them identify which image represents the North and which image represents the South.
  - Next, ask students to write two or three sentences about the differences between the North and South as shown in these images and based on what they have learned from the read-aloud.
  - Then, students should think of an appropriate title for the images and their writing. Tell students that the title will tell others what their writing is about.
  - Finally, students should share their writing with their partner or home-language peers.

### ***Checking for Understanding***

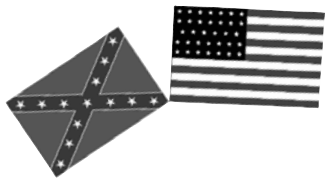
Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What do I need to write about?’ Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class.”

[Be sure that students understand the four-part instructions to this activity.]

## Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Harriet Tubman and/or the Underground Railroad to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.



# Abraham Lincoln

# 4

## ☒ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the adult life and contributions of Abraham Lincoln

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between a series of historical events in Abraham Lincoln's life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud "Abraham Lincoln" (RI.2.3)
- ✓ Write simple sentences to represent details or information from "Abraham Lincoln" (W.2.2)
- ✓ Summarize orally text from the read-aloud "Abraham Lincoln" using the Flip Book images from the read-aloud (SL.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in "Abraham Lincoln" (SL.2.3)

- ✓ Provide antonyms of core vocabulary words, such as *expand* (L.2.5a)
- ✓ Share writing with others

## Core Vocabulary

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**candidates, n.** People who are chosen to run, or compete against others, for an office, prize, or honor

*Example:* The candidates for president talked about why they would be the best person for the job.

*Variation(s):* candidate

**debates, n.** Discussions involving two sides; arguments

*Example:* Larry liked his social studies class because his teacher allowed debates, helping students understand the two sides of an argument.

*Variation(s):* debate

**expand, v.** To spread out; to become greater in size

*Example:* The balloon began to expand as Mandy blew into it.

*Variation(s):* expands, expanded, expanding

**government, n.** A group of people who help lead a country

*Example:* People sometimes disagree with decisions made by the government.

*Variation(s):* governments


**politicians, n.** People involved in the activities of a government

*Example:* The politicians gave speeches on the importance of education in their communities.

*Variation(s):* politician

Vocabulary Chart for Abraham Lincoln			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>candidates</b> <b>government</b> Illinois Kansas Kentucky lawyer Missouri <i>politicians</i> Senate slavery	legal/illegal prevent	newspaper town win
Multiple Meaning	speaker	crowd <b>debates</b> divided <b>expand*</b> issue* problem	farm
Phrases	“a house divided against itself cannot stand” City Hall Lincoln-Douglas Debates	the fact of the matter	
Cognates	<b>gobierno</b> <i>político(a)</i> el Senado	legal/ilegal <b>debate</b> dividido(a) problema	

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Do We Know?</b>	Image Card 9 (Abraham Lincoln); Instructional Master 4A-1 (Response Card 2: Abraham Lincoln)	Use the Image Card and Response Card while students discuss what they know about Abraham Lincoln.
<b>Essential Background Information or Terms</b>	Image 4A-6	Identify Abraham Lincoln and Stephen Douglas.
<b>Vocabulary Preview: Debate, Politicians</b>	Images 4A-6 and 4A-7; image of the U.S. Capitol	
<b>Purpose for Listening</b>	Image 4A-3	Identify the characters in this read-aloud: Frank (farmer, dressed in brown), Tom (from the town, dressed in gray), and William Foote (newspaper owner, dressed in green).
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Abraham Lincoln</b>		<b>Note:</b> Identify which character is speaking in the read-aloud by placing a sticky note with an arrow drawn on it pointing to that character.
	Civil War Map, blue crayon	Have students trace the Mississippi River with a blue crayon. During Image 4A-5, you may wish to have students point to the states and territories on their maps as they are referred to in the read-aloud.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Expand</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		

Exercise	Materials	Details
<b>Sayings and Phrases: A House Divided Against Itself Cannot Stand</b>		
<b>Vocabulary Instructional Activity: Issue</b>		
<b>On Stage</b>		
<b>A Picture Gallery of the U.S. Civil War: The Debates</b>	Image 4A-6; Instructional Master 4B-1, writing tools	
<b>Domain-Related Trade Book</b>	trade book about Abraham Lincoln; drawing paper, drawing and writing tools	

### ***Advance Preparation***

Bring in an image of the U.S. Capitol; find the names of some politicians, such as the city mayor, state governor, and state senators.

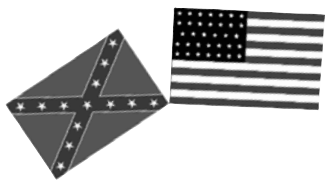
Make a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 2 for Abraham Lincoln. Students can use this Response Card to preview, review, and discuss read-aloud content. There are lines on the Response Card for students to write a sentence about the role this character played in the U.S. Civil War.

Make a copy of Instructional Master 4B-1 for each student. They will write a description about a picture of the Lincoln-Douglas debate.

Find a trade book about Abraham Lincoln to read aloud to your class. Refer to Recommended Resources in the Introduction for suggestions.

### ***Notes to Teacher***

*Debate* and *issue* are two important vocabulary words in this read-aloud. Many students may be unfamiliar with the term *debate*. You may wish to show images or a short video clip of a student debate. Stress that during a debate both sides argue their point and have a chance to speak and respond to each other. Both sides should be respectful of each other at all times during the debate. Your class might be interested in holding their own debate about a current issue at school or a current events issue. There is an opportunity during the Vocabulary Instructional Activity to elicit issues that matter to your students.



# Abraham Lincoln

4<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

**5** minutes

Students who used the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with Abraham Lincoln.

Have students share what they already know about Abraham Lincoln. Remind students that he was a lawyer in Illinois, and his nickname was “Honest Abe.”

### **Essential Background Information or Terms**

**5** minutes

Tell students that today’s read-aloud takes place many years after Abraham Lincoln was a young boy reading by the fire, but a few years before he was trying to get elected president of the United States. Explain that this read-aloud describes the period of time Abraham Lincoln was trying to get elected to be one of two senators from the state of Illinois. Explain that every state in the United States elects two senators to send to Washington, D.C. The senators of each state represent the people of their state in the Senate. The Senate is part of Congress, the part of the central government of the United States that makes the laws for the entire country. In this read-aloud, Abraham Lincoln and Stephen Douglas are competing with one another to become one of the senators from Illinois. To do this, they travel around the state of Illinois giving speeches about what each would do if he gets elected, and debating each other, or in other words discussing their differences in public. One of Lincoln’s and Douglas’s major differences is what each would do about slavery.



## Vocabulary Preview

5 minutes



### Debate

#### ◀ Show image 4A-7: Lincoln speaking against slavery

1. In today's read-aloud you will hear about a famous *debate*.
2. Say *debate* with me three times.
3. A debate is a discussion or argument between two people or sides.
4. Citizens from all over the state gathered to hear Abraham Lincoln and Stephen Douglas debate. [Invite a student to point out Lincoln and Douglas.]
5. Who is having a debate in this drawing? Who do you think will win this debate?



### Politicians

#### ◀ Show image 4A-6: Lincoln standing to debate Douglas

1. In today's read-aloud you meet two *politicians*.
2. Say the word *politicians* with me three times.
3. Politicians are people who work and make decisions in a government.
4. The politicians gave speeches on the importance of education in their communities.
5. In the United States we vote for our politicians. For example, we vote for our city's mayor, we vote for our state's governor, and we vote for the two state senators. In today's read-aloud these two men are trying to be the next state senator.

## Purpose for Listening

Tell students that today's read-aloud begins with two men from Illinois who are friends. One of the men, named Frank, is a farmer, and the other, named Tom, lives and works in town. They have come to the town of Alton, Illinois, to hear Abraham Lincoln and Stephen Douglas debate one another so they can decide who to vote for in the next Senate election. A newspaper owner named William Foote is also attending the debate so he can write

about it in his newspaper. Slavery is a big part of the debate. Tell students to listen carefully to see if they can figure out what the disagreement is about, and what Tom, the townspeople, and Frank, the farmer, think.



## Abraham Lincoln

### ◀ Show image 4A-1: Platform being built

It was a cool October morning in the year 1858. In a town called Alton, in Illinois, workers were putting the finishing touches on a wooden platform in front of a crowd at City Hall.<sup>1</sup> A sharp, cold breeze rustled through the trees, sending showers of crisp red and yellow leaves fluttering through the air.

Two of these men in the crowd were old friends, though they had not seen one another for a long time. One was a farmer. He was dusty after driving his horse and buggy all the way to town on the dirt roads. The other man lived in town. He was dressed in a clean, gray suit.



### ◀ Show image 4A-2: Frank and Tom talking

“Good to see you, Frank. How is your farm doing, and how was the corn crop this year?”

“Oh, it could have been better. The rains came a little late, but it was good enough, I suppose,” Frank said, brushing dust from his jacket. He looked around at the faces in the crowd. “You know, Tom, I suppose it has been a lot longer than I thought since I have been to town, because I hardly recognize a single face in this crowd.”

“That’s because most of these people are not from around here,” Tom said. “I was just talking to a man from Kentucky, and I met others who said they had crossed the river from Missouri this morning.”<sup>2</sup> It seems odd to me that so many people are so eager to come and listen to two **politicians** from Illinois.”<sup>3</sup>

### ◀ Show image 4A-3: Mr. Foote speaking to Tom and Frank

“There’s nothing strange about it,” said another man who was standing nearby. “Forgive me for interrupting, but I couldn’t help but overhear your conversation. I’m William Foote, owner of the

1 [Point to Illinois on a U.S. map.]

2 [Point to Kentucky and Missouri on a U.S. map.]

3 Politicians are part of a government, a group of people who help lead a country. Why do you think people are so eager to hear these politicians?



*Daily Pentagraph* newspaper, out of Bloomington. I'll tell you gentlemen, these two politicians are going to talk about a problem that impacts our entire country, from here to Boston and all the way to Texas. That is why people from outside Illinois are so interested in what they have to say.”<sup>4</sup>

4 What problem do you think the politicians will be talking about?

5 or group of people who help lead the country

6 or grow

7 [Point out all of these places on a U.S. map.]

8 Which part of the country thought slavery was wrong? Which part thought it should be allowed?

9 What important date is this? (the date the Declaration of Independence was approved)

10 [Explain to students that Tom believes that slavery is acceptable if the people of a state say it's legal, or allowed by law.]



← Show image 4A-4: Frank not sure

“Well, I'll tell you what I think, Mr. Foote,” said Tom. “The problem is not slavery. The problem is that the **government**<sup>5</sup> wants to tell people how to live their lives. The fact of the matter is that the people should have the right to decide for themselves whether slavery should be allowed in their state or allowed to **expand**<sup>6</sup> to new states. We don't need politicians in Washington, D.C., telling us what's best for folks in Missouri and Kansas and Texas, or Illinois for that matter.”<sup>7</sup>

“That's not how Mr. Lincoln sees things,” said Mr. Foote. “Lincoln says that he does not see how the United States can survive if half the country thinks slavery is wrong and half the country thinks it is right.”<sup>8</sup>

“We will see about that,” said Tom. “Our nation and its government have survived since July 4, 1776, and slavery has been there all along.”<sup>9</sup> And we will all be fine, as long as the government quits trying to tell everyone how to live their lives. Don't you agree, Frank?”<sup>10</sup>

Frank thought for a minute and rubbed his chin. “Honestly, I'm not really sure, Tom. I think this Lincoln fellow might have a good point when he says that slavery is tearing our country apart. But what do I know. That is why I have come here today, to try to get a better understanding.”

“Well, you will not be disappointed,” said Mr. Foote. “I have been to each of their six previous **debates**,<sup>11</sup> this one being the seventh and last before the Senate election next month, and I can tell you that you will not find two men who disagree more on the issue<sup>12</sup> of whether slavery should be allowed to expand.”

11 or discussions

12 or problem



← **Show image 4A-5: U.S. map in 1858**

Should slavery be allowed to expand to new states? That was the true heart of the debate. In 1858, when he was running for the Senate, Abraham Lincoln said he just wanted to stop slavery from spreading to *new* areas of the country in the West. In other words, Lincoln did not support abolishing, or ending, slavery where it already existed in the South. At that time, the United States was made up of the North, where slavery was illegal, or not allowed by law, and the South, where slavery was legal, or allowed by law. The United States was only just beginning to grow into a bigger country, spreading west across the Mississippi River.<sup>13</sup>

13 [Point to the Mississippi River and the various states and territories as they are mentioned in the next two paragraphs.]

That wide and mighty river, flowing from Minnesota all the way down to the Gulf of Mexico, ran right past the town of Alton. Just across the river was the state of Missouri, which had only been a state since 1821. Slavery was legal in Missouri, as it was in the nearby state of Kentucky, but slavery was illegal in Illinois.

There was a lot of land beyond Missouri, but there were not many states, at least not yet. A huge portion of that land was still divided into territories, regions that were organized with a government of their own, but were not yet a state or states under the national government. The Kansas Territory was one example. Lots of people were moving west to settle in Kansas, and it was on its way to becoming a new state. The people of Kansas would be able to vote on whether or not to allow slavery to expand to their new state.<sup>14</sup> However, the people in Kansas were divided on the issue of slavery. They were so divided, in fact, that the Kansas Territory was known for its severe fighting over whether slavery should be allowed.

14 So, what is the difference between a state and a territory?



← **Show image 4A-6: Lincoln standing to debate Douglas**

At last, the two **candidates**,<sup>15</sup> Abraham Lincoln and Stephen Douglas, appeared on the stage. The crowd applauded and then settled down to listen to the debate. Both men had become rather famous over the past few months, not just in Illinois and surrounding states, but all over the country. The Lincoln-Douglas

15 or people running against each other for a position

16 [Tell students the name of each candidate in the picture.]

debates had been covered in newspapers as far away as Boston, New York, and Atlanta, for these two men represented two very different sides of the slavery issue.<sup>16</sup>

Stephen Douglas was a short, plump man, and a great speaker. He believed, as did Tom from earlier in the read-aloud, that the problem of slavery should be solved by each state, and not by the U.S. government. In other words, each state should decide whether to make slavery legal or illegal, and that the U.S. government should have no say over this issue.

Lincoln, on the other hand, thought the U.S. government had a right to prevent the spread of slavery to new parts of the country. The people of the South, especially those who supported slavery, did not like Lincoln for his belief in the power of the U.S. government over the power of the states. They worried that one day the U.S. government might try to tell the South what to do, especially that the government might tell them to abolish slavery.

Lincoln had a reputation of being a powerful and highly intelligent man. He was born on a Kentucky farm but moved to Indiana and then to Illinois, where he was raised in a one-room cabin. Young Lincoln spent his days working on the farm. He only went to school for a year or two as a child. Nevertheless, he became what is known as self-educated. He read everything he could get his hands on, and by the time he was an adult, he had more knowledge than most people who had attended school for many years. Lincoln eventually taught himself about law, and he became a well-known lawyer in Illinois.

Despite his reputation for strength and intelligence, and his uncommonly tall, thin body, people were always surprised when Lincoln opened his mouth. Lincoln had a high-pitched, squeaky voice—not the sort of voice people expected to hear. But it was always worthwhile to hear what he had to say.



◀ **Show image 4A-7: Lincoln speaking against slavery**<sup>17</sup>

17 [The following quote from Lincoln has been modified significantly for ease of understanding by second graders.]

“What is it that we hold most dear amongst us?” Lincoln asked the crowd that day in Alton. “It is our own freedom and wealth. And what has ever threatened our freedom and wealth except this institution of slavery? If this be true, how will we improve things by expanding slavery—by spreading it out and making it bigger?”

How, Lincoln asked, could America continue to be one united nation if it allowed slavery to spread to new states? Mr. Foote, the newspaperman, looked around at the faces in the crowd, and he could tell that Lincoln was winning the debate; more people liked what he had to say.

Even those who were not against slavery, or did not think that it was wrong, would have a hard time trying to prove that it was not tearing the country apart. In an earlier speech, Lincoln said, “A house divided against itself cannot stand.” In other words, could a country continue when its citizens held such different opinions about what was right and wrong?

As it turned out, Stephen Douglas was a truly powerful politician—he ended up winning the Senate seat, but Abraham Lincoln had definitely brought attention to himself. These two men met again two years later, as both campaigned to become president of the United States. That race had a very different ending.

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What kinds of things did Lincoln do as an adult? (He was a lawyer; he spoke out against slavery; he debated Douglas for a Senate seat; he campaigned to become president of the United States.)
2. *Inferential* What did Lincoln do as a child that helped him prepare to be a lawyer and debater? (He read many books.)
3. *Inferential* Why did people come from several states and territories to hear the Lincoln-Douglas debate? (People wanted to hear their opinions on slavery.)
4. *Inferential* How did Lincoln feel about slavery? (He didn't want it to expand to new states. He felt it was dividing the nation.)
5. *Evaluative* If you had been at this Lincoln-Douglas debate and met Lincoln, what would you have said to him or asked him? (Answers may vary.)
6. *Inferential* Who did Mr. Foote think had won the debate? (Lincoln) Why? (because more people seemed to agree with him that slavery was tearing the country apart)
7. *Evaluative* What is a politician? (a person involved in the work of the government) Would you like to be a politician like Lincoln or Douglas? Why or why not? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]



8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Expand**

5 minutes

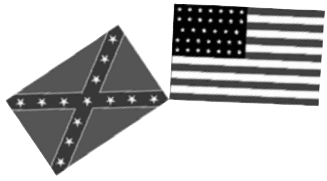
1. In the read-aloud you heard, “People should have the right to decide for themselves whether slavery should be allowed in their state or allowed to *expand* to new states.”
2. Say the word *expand* with me.
3. To *expand* means to spread out and become larger.
4. When you breathe in, your lungs expand to make room for the air.
5. Can you think of a time when you have seen or felt something expand? Try to use the word *expand* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I saw \_\_\_\_\_ expand when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *expand*?

Use an *Antonyms* activity for follow-up. Directions: You have heard that the word *expand* means to grow and become bigger. The word *shrink* is an antonym, or opposite, of the word *expand*. To shrink means to become smaller. I am going to read descriptions of several situations. If I describe something getting bigger, say, “That is an example of *expand*.” If I describe something getting smaller, say, “That is an example of *shrink*.”

1. Joanna’s birthday balloons are starting to lose their air. (That is an example of *shrink*.)
2. Billy’s school is going to make its library bigger. (That is an example of *expand*.)
3. Sally’s soccer team is going to lose some players. (That is an example of *shrink*.)
4. The amount of soap in the soap dish seems to be getting less and less. (That is an example of *shrink*.)
5. The local park is going to add a playing field. (That is an example of *expand*.)
6. Carol’s sweater became smaller after washing it. (That is an example of *shrink*.)



### **Complete Remainder of the Lesson Later in the Day**



# Abraham Lincoln

4<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Sayings and Phrases: A House Divided Against Itself Cannot Stand

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students that they heard a politician say, “A house divided against itself cannot stand.” Ask students which politician spoke this saying. (Abraham Lincoln)
- Explain that Lincoln said this in response to what was going on within the United States before the Civil War. Review that in some parts of United States slavery was legal, whereas in other parts, slavery was illegal. Ask students in which places was slavery legal. (South) Ask students in which places was slavery illegal. (North) Stress that this divided the country and was tearing the country apart.
- Ask students what “house” in the saying stands for in Lincoln’s quote. (the United States)
- Ask students what the United States was divided about. (whether or not to allow slavery to spread into the new states)

## ↔ Vocabulary Instructional Activity

10 minutes

### Word Work: Issue

1. In the read-aloud you heard, “[T]he people in Kansas were divided on the *issue* of slavery.”
2. Say the word *issue* with me.
3. An issue is a problem or topic that people are talking about, and may disagree about.
4. Carli and Deb care deeply about the issue of healthy school lunches for all students.
5. Can you think of an issue you care about? Try to use the word *issue* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “An issue I care about is \_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *issue*?

Use a *Discussion* activity for follow-up. Directions: With your partner or in small groups, make a list of issues you think would be interesting or important to debate. [You may need to offer suggestions about several issues to prompt discussion. After reviewing students’ lists, you may wish to choose one or two issues to research and debate.]

## On Stage

15 minutes

- One by one, show Flip Book images 4A-1 through 4A-7. Ask students to explain what is happening in each picture. Help them to create a continuous narrative, retelling the read-aloud. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## A Picture Gallery of the U.S. Civil War: The Debates (Instructional Master 4B-1)

20 minutes



### ◀ Show image 4A-6: Lincoln standing to debate Douglas

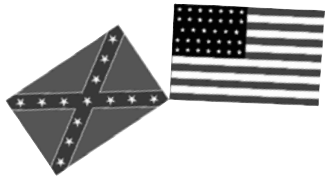
- Tell students that they will write about the debate they heard between Lincoln and Douglas in the read-aloud.

- First, invite students to look carefully at the image. Have them identify Lincoln and Douglas. Ask students what these two men were debating over.
- Next, ask students to write about what might be happening in the image.
- Then, students should think of an appropriate title for the image. Tell students that the title will tell others what they think the image is about.
- Finally, students should share their writing with their partner or home-language peers.

### Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Abraham Lincoln to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.



# The Division of the United States

5

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the adult life and contributions of Abraham Lincoln
- ✓ Differentiate between the Union and the Confederacy and the states associated with each
- ✓ Describe why the southern states seceded from the United States

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a map and map key to understand which states belonged to the Union and which belonged to the Confederacy (RI.2.7)
- ✓ Interpret information from a timeline to sequence some of the important events surrounding the U.S. Civil War (RI.2.7)
- ✓ Write simple sentences to represent details or information from “The Division of the United States” (W.2.2)
- ✓ With assistance, categorize and organize facts and information to write about the differences between the Union and the Confederacy as part of the Civil War Journal activity (W.2.8)

- ✓ Ask questions to clarify directions for the Map of the Union and Confederacy activity (SL.2.3)
- ✓ Share writing with others
- ✓ Prior to listening to “The Division of the United States,” orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction
- ✓ Prior to listening to “The Division of the United States,” orally identify what they know and have learned about Abraham Lincoln, the North and the South, and differing views regarding slavery

### Core Vocabulary

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**Confederacy, n.** The government formed by the states in the South after they withdrew from the United States

*Example:* The Confederacy was prepared to fight to keep the South’s way of life.

*Variation(s):* none

**elected, v.** Chosen by a vote to do something or be in a certain position

*Example:* Gene was elected by his fellow students to be the new class president.

*Variation(s):* elect, elects, electing

**heritage, n.** Something that is inherited, or passed down; traditions, or ways of doing things that haven’t changed over time

*Example:* Abby’s grandmother encouraged her to be proud of her heritage.

*Variation(s):* heritages

**seceded, v.** Withdrew from a group; broke away

*Example:* Some southern states seceded from the United States to form the Confederate States of America.

*Variation(s):* secede, secedes, seceding

**Union, n.** The northern states that did not secede from the United States

*Example:* The Union was prepared to fight to keep the northern and southern states together.

*Variation(s):* none

Vocabulary Chart for The Division of the United States			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	battle cannon Charleston <b>Confederacy/</b> <b>Union</b> <b>elected</b> <b>heritage</b> Lincoln North/South <b>seceded*</b> volley	diary intensely legal/illegal symbolize	city flag soldier war
Multiple Meaning		conflict division	
Phrases	abolish slavery Fort Sumter Mary Chestnut port city	broke away decide for themselves opened fire	not going to allow
Cognates	batalla cañón <b>elegir</b> <b>herencia</b> el norte/el sur	diario intensamente legal/ilegal simbolizar conflict división	ciudad guerra



**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Response Card 2; Civil War Map	Use the Response Card and map to help students review what they have learned about Lincoln and the North and the South.
<b>Making Predictions About the Read-Aloud</b>	chart paper to make a Prediction Chart; sticky notes, writing tools	Have students write a short sentence on the sticky note, predicting what they think is going to happen.
<b>Vocabulary Preview: Confederacy, Union</b>	Image 5A-7; Image Cards 7 and 8	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Division of the United States</b>	Civil War Map, blue, green, and gray crayons	<b>Note:</b> Color in the map as specific states are mentioned in the read-aloud. See Notes to Teacher for details about when to pause and have students color in their maps.
		Pause during Image 5A-4 to write down and review Lincoln's three options.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>	Image Cards 7 and 8	
<b>Word Work: Seceded</b>	Image 5A-7; Civil War Map	
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Civil War Timeline</b>	Image Cards 9–11; Instructional Masters 5B-1 (Timeline) and 5B-2 (Image Sheet)	Have students make their own Civil War Timelines as you create a class Civil War Timeline.
<b>Map of the Union and Confederacy</b>	Instructional Master 5B-3; blue, gray, and green crayons or colored pencils	

Exercise	Materials	Details
<b>A Picture Gallery of the U.S. Civil War: Fort Sumter</b>	Image 5A-4; Instructional Master 5B-4, writing tools	

### ***Advance Preparation***

Create a Prediction Chart on a large piece of chart paper. Students will write a phrase or short sentence for their predictions.

<b>What do you think is going to happen?</b>	
Student Name	Prediction
[include one row per student on the chart]	

Create a large class Civil War Timeline using Instructional Master 5B-1 as a guide.

Make copies of Instructional Masters 5B-1 and 5B-2 for each student. Students will make their own Civil War Timelines as the class Timeline is filled in.

Make a copy of Instructional Master 5B-3 for each student. This is the worksheet for the Map of the Union and Confederacy activity. Students should be familiar with the map if they have been referring to and filling in their Civil War Maps throughout this domain.

Make a copy of Instructional Master 5B-4 for each student. They will write about why Fort Sumter was important during the Civil War, based on what they have learned about Fort Sumter from the read-aloud.

### ***Notes to Teacher***

Pause at the following points in the read-aloud, and have students color in their Civil War Maps:

Image 5A-2: Color in the Confederate States gray: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.

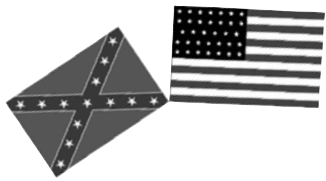
Image 5A-3: Circle the city, Charleston, in gray.

Image 5A-7: Color in more Confederate States gray: Virginia, Arkansas, Tennessee, and North Carolina.

Color in the border states—Kentucky and Missouri—green (the states that are dotted).

**Note:** Kentucky and Missouri are counted as two of the thirteen stars on the Confederate flag, but they did not actually secede from the United States.

Color in the Union States blue.



# The Division of the United States

5<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**5** minutes

Review some of the content studied thus far with the following questions:

- What important issue did Lincoln talk about in his debate with Douglas?
- How did Lincoln feel about slavery?
- In what part of the country was slavery illegal, or not allowed?
- In what part of the country was slavery legal, or allowed?
- What were some other ways that the North and the South were different?

### **Making Predictions About the Read-Aloud**

**5** minutes

Reread the second to last paragraph from the previous read-aloud:

*Even those who were not against slavery, or did not think that it was wrong, would have a hard time trying to prove that it was not tearing the country apart. In an earlier speech, Lincoln said, “A house divided against itself cannot stand.”*

Ask students what they think it means to say that the country was being torn apart, or what it means to say, “A house divided against itself cannot stand.” Have them predict what is going to happen to the country because of people’s differing views on slavery.



## Confederacy

### ◀ Show image 5A-7: Map of all states that seceded from the Union

1. In today's read-aloud, you will hear about states that formed a separate group of states called the Confederacy.
2. Say *Confederacy* with me three times.
3. The Confederacy is the government formed by the states in the South that left the United States.
4. [Point to the states colored in gray.] These southern states formed the *Confederacy*.
5. [Ask students whether they recognize and can name any of the states that were part of the Confederacy.]  
[Show Image Card 7 (Confederate Flag).] What do you think the stars on this flag represent? (one star represents one Confederate state)  
How many stars are on this flag? (thirteen)  
**Note:** Although Kentucky and Missouri were included as stars on the flag, these two states did not break away from the United States.

## Union

1. In today's read-aloud, you will hear about states that stayed as part of the United States; these states were called the *Union*.
2. Say the word *Union* with me three times.
3. The Union were northern states that did not leave the United States.
4. [Point to the states colored in blue.] These states remained part of the United States and were called the Union.  
[Ask students whether they recognize and can name any of the states that were part of the Union.]
5. [Show Image Card 8 (Union Flag).] This is the Union Flag; it has thirty-four stars on it. What does each star represent?  
**Note:** There is one star for each of the states at that time, including the Confederate States.  
Why do you think the Union flag includes stars for the Confederate states?

## Purpose for Listening

---

Say the title of today's read-aloud: "The Division of the United States." Explain that a *division* is a separation or splitting apart. Tell students to listen carefully to find out whether their predictions are correct.



## The Division of the United States

### ◀ Show image 5A-1: President Lincoln

- 1 Why would people in the North vote for Lincoln?

Abraham Lincoln won the presidential election in 1860 to become the sixteenth president of the United States. The election showed how divided the country really was. Lincoln believed that slavery should not be expanded to the new states being formed in the West. Many people in the North agreed with this idea and voted for Lincoln.<sup>1</sup> In the South, many people disliked Lincoln; and in fact, people could not even vote for Lincoln in nine states in the South because his name was not on their list of candidates. Despite not being on the ballot in nine states, and without the support of a single southern state, on November 8, 1860, Lincoln was **elected**, or chosen, president because there were more people living in the North who voted for him. Many of the southern states strongly believed that the North and President Lincoln wanted to take away their right to set their own laws and wanted to abolish slavery. The conflict was worsening.



### ◀ Show image 5A-2: Map of states that seceded

- 2 [Point to South Carolina on the map, and then point to each of the states named in the next sentence.]
- 3 Does this mean that the United States at this time was united or divided as a country?

A couple of months after Lincoln was elected president, something unbelievable happened—something Lincoln and many others had feared and hoped would never happen. Several southern states **seceded**, or declared they were no longer part of the United States. South Carolina was the first state to secede.<sup>2</sup> The states of Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas soon followed.<sup>3</sup>

All seven supported slavery, and all believed that the U.S. government, under Lincoln, would force them into doing things they did not want to do, such as abolish slavery. These southern states intensely believed that they should be in charge of themselves. So they broke away and declared that they were forming their own country. They called their new country the Confederate States of

4 A confederacy is a group of states.

5 [Show Image Card 6 (Jefferson Davis).]

America, or the **Confederacy** for short.<sup>4</sup> The Confederacy elected its own president, a man named Jefferson Davis.<sup>5</sup>



← **Show image 5A-3: Charleston in 1861**

6 Why do you think people thought it would be impossible to avoid a war between the North and the South?

7 [Show South Carolina on a U.S. map.]

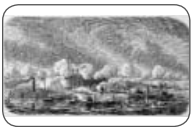
8 If Charleston was a wealthy, or rich city, did Charleston, South Carolina, have a good economy or a bad economy?

9 Heritage is a way of life passed down through generations. The people of Charleston were proud of the South and how things were done in the South. They were also proud of their good economy.

10 When people in Europe bought cotton, sugar, and tobacco from southern plantations, it was good for the southern economy.

But Lincoln was not going to allow the United States of America to be broken up into two separate countries. Lincoln said that it was against national law for a state to secede. Therefore, he said that he would do everything in his power to unify the country. He hoped that he would be able to do this peacefully, without a war. Nobody wanted a war, including Jefferson Davis, but as the months passed, it became clear that it would be impossible to avoid it.<sup>6</sup>

To learn what happened next, it is important to know about an event that took place in the city of Charleston, South Carolina, in April of 1861, just after Lincoln became president.<sup>7</sup> Charleston was a beautiful, charming, and wealthy city in the South.<sup>8</sup> Its residents were proud—proud of their beautiful city and proud of their southern **heritage**.<sup>9</sup> Charleston was an important port city. From its harbor, valuable goods such as cotton, sugar, and tobacco—which had been grown and harvested by enslaved Africans on plantations—were carried by ships across the sea to countries in Europe.<sup>10</sup>



← **Show image 5A-4: Fort Sumter**

11 [Point to the fort in the image.]

Important ports like Charleston needed protection, so they built forts along the shore. The largest and most important of these forts was called Fort Sumter.<sup>11</sup> Forts like these, with their large cannons and soldiers, were built to protect the harbor from invasion by pirates and enemy ships in times of war.

Although Fort Sumter was in South Carolina, a Confederate state, the fort still belonged to the United States. The Confederates wanted Fort Sumter for themselves. They knew that they could not have a real country of their own as long as U.S. soldiers were guarding the fort and controlling its guns.



Fort Sumter also created a problem for President Lincoln—it was a fort located in an area now claimed by the Confederacy. President Lincoln now had three options: (1) tell the U.S. soldiers to leave the fort, (2) send more U.S. soldiers to defend the fort against the Confederate soldiers, or (3) send supplies, such as food, to the fort to see if the Confederate soldiers would try to stop them. This was a difficult decision.

If President Lincoln chose the first option—having U.S. soldiers leave the fort—he would be saying that he agreed with South Carolina’s decision to secede. If he chose the second option—sending more troops to defend the fort—the Confederacy might accuse him of starting a war. President Lincoln chose the third option—sending new supplies to see if the Confederacy would let the ships through.

At the same time, the Confederates raised an army of their own. They surrounded Fort Sumter and tried to convince the soldiers inside to surrender. But the soldiers said they had orders from President Lincoln to stay put, and that is exactly what those soldiers did! When the Confederacy heard President Lincoln was planning to send more supplies to the fort, the Confederacy opened fire.



◀ **Show image 5A-5: Mary Chesnut watching bombardment of Fort Sumter**<sup>12</sup>

12 [Tell students you will now read them a short story about Fort Sumter.]

13 What do you think the sound is?

Early on the morning of April 12, 1861, before the sun had even risen, a woman named Mary Boykin Chesnut sat upright in her bed, as though she’d awakened from a bad dream. Then she heard a sound—the same type of sound that had shaken her from her sleep: a distant, low *boom* as described in her diary.<sup>13</sup>

Thinking it must be thunder, she put her head back down on the pillow. The room was pitch black, but through the window she could see that the sun was just barely beginning to rise, casting a light blue, slightly yellow light in the eastern sky.

Suddenly, there was a series of very loud explosions—*BOOM! BOOM! BOOM!* These sounds were much closer. Mary Chesnut

knew then that the sounds were from cannons, not thunder! The cannons in the small fort nearest the town were opening fire, and Mrs. Chesnut knew that these were Confederate cannons.

Mary walked out onto the upstairs porch in time to see the light from the nearby cannons as they fired another volley into the early morning air. Mary was witnessing the bombardment of Fort Sumter.



◀ **Show image 5A-6: Mary Chesnut writing in her journal**

All morning, all afternoon, and all through the night—for thirty-four straight hours—the Confederate cannons fired on Fort Sumter. The U.S. soldiers in the fort had cannons of their own, and they fired back. The air around Charleston filled with smoke from the explosions of the massive guns.<sup>14</sup> As the house rattled from the boom of the guns, Mary Chesnut sat down and wrote in her journal: “Fort Sumter has been on fire . . .”

Then, in the early evening of April 13, all the guns fell silent, and the U.S. soldiers in Fort Sumter finally surrendered. Amazingly, nobody on either side had been killed or seriously injured by enemy fire. Damaged Fort Sumter now belonged to the Confederacy. More important, it became clear that war could not be avoided.



◀ **Show image 5A-7: Map of all states that seceded from the Union**

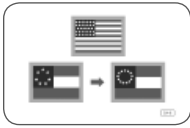
After the Battle of Fort Sumter, more southern states joined the Confederacy: Virginia, Arkansas, Tennessee, and North Carolina, as well as portions of Kentucky and Missouri.<sup>15</sup> In all, there were thirteen Confederate States, all from the South.<sup>16</sup> It is important to remember that the states of Kentucky and Missouri did not actually secede from the United States, even though some people from those states decided to fight for the Confederacy. The remaining states, those that had not seceded, were in the North, and they became known as the **Union**.<sup>17</sup>

14 *Massive* means very large. Who do you think is going to win this battle?

15 Remember, in some parts of both Kentucky and Missouri, people wanted to keep slaves, while others wanted slavery to end.

16 [Show the thirteen states on the map.]

17 What were the names of the two sides fighting in the war?



◀ **Show image 5A-8: Union flag and Confederate flags**

The Confederacy made a flag to symbolize its new country. The Confederate flag pictured at the bottom left has seven stars to symbolize the first set of states that seceded from the Union. The flag pictured at the bottom right with thirteen stars symbolizes the Confederacy after the Battle of Fort Sumter, when more states joined. States in the Union continued to fly the traditional flag of the United States, pictured at the top, which at the time of the Civil War had thirty-four stars—one for each state, including the Confederate states.

With the Battle of Fort Sumter, a new and painful chapter of American history began. Mary Chesnut, for her part, continued to write in her journal, keeping a record of the Civil War through the eyes of a Southerner. By the end of the war, Charleston—where it all began—was very fortunate that it was not burned to the ground like many other cities in the South.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about whether the country was being torn apart because of its differing views on slavery correct? Why or why not? (Answers may vary.)
2. *Literal* To what important job was Lincoln elected a couple of years after losing the Senate race to Douglas? (the presidency)

3. *Literal* What was the word *Union* a name for? (the states that did not secede) [Show Image Card 8 (Union flag).] Does this image show the flag of the Union or the Confederacy? (the Union) How do you know? (Because it has more than thirteen stars; etc.)
4. *Inferential* Why did South Carolina and then additional southern states decide to secede from the United States once Lincoln was elected? (They thought the government would try to stop the spread of slavery and make slavery illegal. Those states wanted to decide for themselves whether or not they could be slave states.)
5. *Literal* What name did these states give their new country? (the Confederate States of America) [Show Image Card 7 (Confederate flag).] Does this image show the flag of the Union or the Confederacy? (the Confederacy) How do you know? (Because it has thirteen stars, whereas the U.S. flag had thirty-four.)
6. *Inferential* How did Lincoln feel about the southern states seceding? (He said that it was against national law and tried to prevent it from happening. He wanted to keep the country unified.)
7. *Inferential* Why did the Confederates fire cannons on Fort Sumter? (They wanted the fort for themselves and the new country they were trying to form.) Were they able to take over the fort? (yes)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think Mary Chesnut took the time to write about the bombardment of Fort Sumter in her diary? (She wanted to remember what happened; it made her feel better to express her feelings; etc.) What did she see and hear? (cannons, fire, smoke, etc.) How do you think she felt? (worried, nervous, excited for the South, etc.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Seceded**

**5 minutes**

1. In the read-aloud you heard, "A couple of months after Lincoln was elected president, something unbelievable happened—something Lincoln and many others had feared but had hoped would never happen. Several southern states *seceded*."
2. Say the word *seceded* with me.
3. *Seceded* means withdrew or broken away from a group.
4. Some southern states seceded from the United States to form their own group.
5. Do you remember what group the southern states that seceded formed? (The southern states that seceded formed the Confederacy/Confederate States of America.)  
Why did the southern states secede? (They did not want to be told what to do. They wanted to keep slavery.)
6. What is the word we've been talking about?

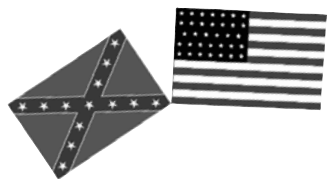
Use a *Terms* activity for follow-up. Directions: You have heard the words *Confederacy* and *Union* in this lesson. [If necessary, briefly review the terms *Confederacy* and *Union*.] Which group seceded from the United States? (the Confederacy) Which group did not secede from the United States? (the Union)

I am going to read several sentences. If I describe something about the group that seceded—the Confederacy, say, “That was the Confederacy.” If I describe something about the group that did not secede—the Union, say, “That was the Union.”

1. We fought to take Fort Sumter away from the United States and keep it for ourselves. (That was the Confederacy.)
2. We made our own flag with thirteen stars, one for each state that left the United States. (That was the Confederacy.)
3. We wanted to keep all of the states together as one. (That was the Union.)
4. We fought to protect the heritage of the South. (That was the Confederacy.)
5. We supported Abraham Lincoln and had a flag with thirty-four stars, one for every state, including the states in the south. (That was the Union.)
6. We were led by President Lincoln. (That was the Union.)



**Complete Remainder of the Lesson Later in the Day**



# The Division of the United States

5<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Extensions***

**20** minutes

### **Civil War Timeline (Instructional Masters 5B-1 and 5B-2) 15 minutes**

- Create a large class Civil War Timeline using Image Cards, and have students follow along using their own Civil War Timelines and image sheets.
- Explain to students that this Timeline will help them remember the sequence of some important events of this domain.
- [Show Image Card 9 (Abraham Lincoln).] Remind students that Abraham Lincoln was elected president in 1860. Place Image Card 9 on the Timeline above the year 1860.
- [Show Image Card 10 (Harriet Tubman).] Ask students if they think Harriet Tubman gained her freedom before or after Lincoln was elected president. (Harriet Tubman gained her freedom over ten years before Lincoln became president.) Ask students if Image Card 10 (Harriet Tubman) should be placed to the left or right of Lincoln to show that she gained her freedom before Lincoln became president. Place Image Card 10 to the left of Image Card 9 on the first spot on the left.
- [Show Image Card 11 (The Confederacy).] Ask students if these states seceded and formed the Confederacy before or after Abraham Lincoln was elected president. (The southern states seceded a few months after Lincoln was elected president.) Ask students if Image Card 11 (The Confederacy) should be placed closer to Harriet Tubman or closer to Abraham Lincoln. Place Image Card 11 close to Image Card 9 under the year 1860.

- Have students begin their own Civil War Timelines using the class's Timeline as reference.
- ✈ Above and Beyond: On the back of their Timelines, have students write a sentence about how any two images on the Timeline relate to one another.

### **Map of the Union and the Confederacy (Instructional Master 5B-3)**

**15 minutes**

- Tell students that they are going to use the map key to color the states of the Union and the Confederacy. Have students look at the symbol for the Union, and ask them if they can name any states that were part of the Union.
- Have students look at the symbol for the Confederacy, and ask if they can name any states that were part of the Confederacy.
- Point out the third symbol, and explain that it is used for Kentucky and Missouri (in addition to West Virginia, Kansas, Delaware, and Maryland) because those states did not actually secede, but parts of the states supported the Confederacy.
- Point out the various territories that had not yet become states.
- Ask students to color the Union states blue and the Confederate states gray. (You may also wish to point out to students that Oregon and California were a part of the Union, even though they were way out West. Tell students to color California and Oregon blue.) Kentucky and Missouri should be colored green. (Additionally, students may color in West Virginia, Kansas, Delaware, and Maryland since they share the same symbols on the map as Kentucky and Missouri.)

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, 'What color is used to represent the states of the Union?' Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class."



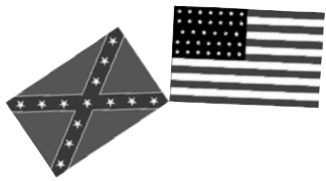
## A Picture Gallery of the U.S. Civil War: Fort Sumter (Instructional Master 5B-4)

20 minutes



### ◀ Show image 5A-4: Fort Sumter

- Tell students that they will write about what happened at Fort Sumter.
  - First, invite students to look carefully at the drawing. Have them locate the fort. Ask them why there is smoke surrounding the fort. Ask why the fort was important to the Confederacy and the Union.
  - Next, ask students to write a paragraph describing what they would have seen and heard, and how they would have felt if they were a soldier at the fort.
  - Then, students should think of an appropriate title for their writing.
  - Finally, students should share their writing with their partner or home-language peers.



# Pausing Point

PP

## ***Note to Teacher***

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Your students have now heard several read-alouds about the time and events leading up to the U.S. Civil War and about some important people of this time. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## ***Core Content Objectives Up to This Pausing Point***

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Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the life and contributions of Harriet Tubman
- ✓ Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- ✓ Demonstrate familiarity with the song “Follow the Drinking Gourd”
- ✓ Differentiate between the North and the South
- ✓ Describe the adult life and contributions of Abraham Lincoln
- ✓ Differentiate between the Union and the Confederacy and the states associated with each
- ✓ Describe why the southern states seceded from the United States

## Student Performance Task Assessment

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### 10 Civil War Match Up

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#### Materials: Instructional Master PP-1

Use Instructional Master PP-1 to assess students' knowledge of the content covered thus far in *The U.S. Civil War*. Read each sentence to students, as well as the word choices in the word bank, to ensure understanding. Repeat as needed.

Directions: Match the words in the Word Bank with the sentences below. Write the word that the sentence describes in the blank.

1. I escaped from slavery and became a famous conductor on the Underground Railroad. Who am I? (Harriet Tubman)
2. I am a very large farm where crops are grown. What am I called? (plantation)
3. I am the secret way enslaved Africans escaped to freedom in the North. What am I called? (Underground Railroad)
4. I was the President of the United States during the U.S. Civil War. Who am I? (Abraham Lincoln)
5. I was the group of northern states that did not secede and thought that slavery should not be expanded? What am I? (Union)
6. I was the group of southern states that seceded from the United States. What am I? (Confederacy)

## Activities

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### Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### Domain-Related Trade Book or Student Choice

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#### Materials: Trade book

Read a trade book to review a particular person, event, or concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

## **You Were There: The Underground Railroad, Lincoln-Douglas Debates, Charleston/Fort Sumter**

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Have students pretend that they lived during the time of the U.S. Civil War. Ask students to describe what they saw and heard. For example, students may talk about meeting Harriet Tubman while escaping on the Underground Railroad, traveling towards the North Star, etc. They may talk about hearing dogs barking, coded songs, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing one of the Lincoln-Douglas debates and write a group news article describing the event.

## **Class Book: The U.S. Civil War**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about slavery, Harriet Tubman, the North and the South, Abraham Lincoln, and Fort Sumter. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## **Somebody Wanted But So Then**

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### **Materials: Instructional Master PP-2**

The Somebody Wanted But So Then chart may be used to summarize Harriet Tubman’s life.

## **Civil War Journals**

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Students may share and discuss their Civil War journal entries with a partner or with the class.

## **Writing Prompts**

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Students may be given an additional writing prompt such as the following:

- Harriet Tubman was a brave woman because . . .
- Slavery was wrong because . . .
- The day I met Abraham Lincoln I . . .

### **Song: Follow the Drinking Gourd**

Have students listen to “Follow the Drinking Gourd,” or to the lyrics again. Students may talk about the content of the song or how the song makes them feel. Students may also draw a pictorial representation of the song.

### **Using a Map**

Use a map of the United States to review various locations from the read-alouds. Ask questions such as the following:

- In which state was Harriet Tubman enslaved as a child? (Maryland) Can anyone find Maryland on the map? Was Maryland part of the North or the South? (the South)
- Harriet Tubman escaped to Pennsylvania to gain her freedom. Can anyone find Pennsylvania on the map? Was Pennsylvania part of the North or the South? (the North)
- Fort Sumter was located in South Carolina. Can anyone find South Carolina on the map? Was South Carolina part of the North or the South? (the South)

### **Compare/Contrast**

#### **Materials: Chart paper**

Tell students that there are many things to compare and contrast in the read-alouds they have heard so far. Remind students that *to compare* means to tell how things or people are similar and *to contrast* is to tell how things or people are different. Have students choose a topic from the following list to compare/contrast on a chart. You may do this individually or as a class.

- the Revolutionary War and the Civil War
- the North and the South (before the Civil War, including ways of life, economy, major products, etc.)
- freedom and slavery

- Lincoln and Douglas

You may wish to extend this activity by using the chart as a prewriting tool and having students write two paragraphs, one describing similarities and the other describing differences.

✈ Above and Beyond: For any students who are ready, you may wish to have them go through a full writing process, modeling the different stages of writing: plan, draft, and edit.

## Cotton

**Materials: Image Card 2; various objects made from cotton**

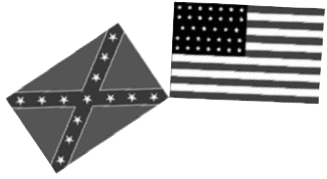
Show students Image Card 2 (Cotton). Ask them what this plant is called. Ask if cotton was an important crop in the North or the South. Ask students to recall who gathered the cotton from the plantation fields.

Place various objects on a table (cotton balls, cotton swabs, clothing, yarn, towels, sheets, pillowcases, etc.) and allow students to look at them and touch them. Ask students to think of other things that are made from cotton.

Ask students what they think life would be like without cotton. Then have students consider the harsh working conditions of the enslaved people in the South who grew and harvested the cotton. Ask whether it was fair that people had to suffer so that others could have comfortable cotton products.

## Research Activity: Evolution of Flags During the Civil War

Review the Union and the Confederacy and what caused the states that formed the Confederacy to secede, which led to the Civil War. Review the images of the Union and Confederate flags from Lesson 5. Review the states that were a part of the Union. Likewise, review the states that seceded from the Union at different points and how those states correspond to the number of stars on the two Confederate flags. Have students research images of the Union and Confederate flags during the time of the Civil War and how they evolved throughout the Civil War, including different battle flags. Encourage students to share their findings in groups or as a class presentation.



# The War Begins

6

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- ✓ Identify the people of the South as “Rebels”
- ✓ Define the differences between the Union and the Confederacy
- ✓ Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information presented, and then ask a question beginning with the word *where* to clarify information in “The War Begins” (SL.2.3)
- ✓ Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Determine the meanings of words, such as *civilians*, by using the root word as a clue (L.2.4c)
- ✓ Learn common sayings and phrases, such as “easier said than done” (L.2.6)

## Core Vocabulary

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**civilians, n.** People who are not part of the military or police force

*Example:* Joshua's mother is in the army, but his father and sister are civilians.

*Variation(s):* civilian

**civil war, n.** A war between different groups in the same country

*Example:* A civil war happens when two groups within a country have very different views on something and decide to go to war.

*Variation(s):* civil wars

**clash, v.** To collide in intense disagreement

*Example:* Johnny and his younger brother would often clash over who would get to use the computer first.

*Variation(s):* clashes, clashed, clashing

**devastated, v.** Destroyed; completely ruined

*Example:* The battle devastated the farmland where the battle was fought.

*Variation(s):* devastate, devastates, devastating

**flee, v.** To run away quickly from danger

*Example:* When the hurricane warning came, people began to flee from their oceanfront homes.

*Variation(s):* flees, fled, fleeing

**Rebels, n.** The nickname given to the Confederate soldiers


*Example:* The Rebels were ready to go to war against the Union Army.

*Variation(s):* Rebel



Vocabulary Chart for The War Begins			
<p>Core Vocabulary words are in <b>bold</b>.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	army battle cannon <b>civilians</b> commander Confederate/ Union <b>flee</b> <b>Rebels</b>		soldier
Multiple Meaning	capital general	<b>clash</b> <b>devastated*</b> skill	
Phrases	<b><i>civil war</i></b> War Between the States	nothing went according to plan	
Cognates	batalla cañón <b><i>civil</i></b> comandante capital general	<b>devastate*</b>	soldado

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b><i>Introducing the Read-Aloud (10 minutes)</i></b>		
<b>What Have We Already Learned?</b>	Civil War Map	Have students use their maps to point out Confederate and Union states. Help students locate Charleston, where Fort Sumter is located, on their maps.
<b>Vocabulary Preview: Civil War, Civilians</b>	Images 6A-3 and 6A-5	
	Image 6A-4	
<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud (15 minutes)</i></b>		
<b>The War Begins</b>	Civil War Map, red crayon	<b>Note:</b> Have students circle in red the star for Battle of Manassas (in Virginia) to show that a battle took place at that location.
	chart paper to make a Prediction Chart; sticky notes, writing tools	Have students write their name on a sticky note and place it under Union or Confederacy to make their predictions. Refer back to this Prediction Chart throughout the rest of this domain and allow students to revise their predictions.
<b><i>Discussing the Read-Aloud (15 minutes)</i></b>		
<b>Comprehension Questions</b>		
<b>Word Work: Devastated</b>	Image 7A-1; additional images of land devastated by war or natural disasters	
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b><i>Extensions (20 minutes)</i></b>		
<b>Sayings and Phrases: Easier Said Than Done</b>		

Exercise	Materials	Details
<b>Civil War Timeline</b>	Civil War Timeline; large index card with “Civil War begins!” written on it	
<b>Letter to a Friend</b>	Instructional Master 6B-1, writing tools	
<b>Domain-Related Trade Book</b>	trade book on any topic covered thus far in this domain; drawing paper, drawing and writing tools	
<b>Take Home Material</b>		
<b>Family Letter</b>	Instructional Masters 6B-2 and 6B-3	

### **Advance Preparation**

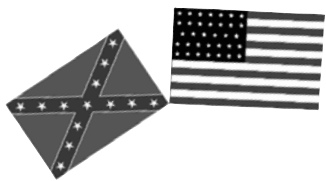
Bring in previewed and appropriate images of land devastated by war or a natural disaster.

Create a Prediction Chart on a large piece of chart paper. Students will predict which side will win the war at the end of the read-aloud. Refer back to this Prediction Chart throughout this domain, and allow students to update their predictions.

<b>Which side do you think will win the war?</b>	
Union	Confederacy

Make a copy of Instructional Master 6B-1 for each student. Students will pretend that they were one of the civilians watching the Battle at Manassas. They will write a letter to a friend about this battle.

Find a trade book about any topic covered thus far about the Civil War to read aloud to the class.

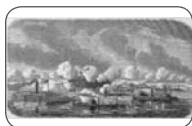


# The War Begins

# 6<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

5 minutes

#### ◀ Show image 5A-4: Fort Sumter

Ask students what they see in the picture. Prompt further discussion with the following questions:

- Why was there a battle at Fort Sumter?
- Who were the two sides fighting against each other?
- Who was president of the United States at the time of this battle?
- What was the area of the North called?
- What was the Union fighting for?
- What was the area of the South called?
- What were the Confederates fighting for?

### Vocabulary Preview

5 minutes

#### *Civil War*



#### ◀ Show image 6A-3: General McDowell and the Army of the Potomac

1. This domain is about a war that happened in the United States called the U.S. *Civil War*.
2. Say *civil war* with me three times.
3. A civil war is a war between different groups in the *same country*. If a civil war is a war between two groups in the same country, which two groups were fighting against each other during the U.S. Civil War? (the North and the South, or the Confederacy and the Union)
4. Civil war happens when two groups within a country have very different views and decide to go to war with one another.

5. [Point to the soldiers in blue.] Which side of the civil war do you think these soldiers were fighting for? [Hint: Look at the color of their uniforms.] (the Union)



← **Show image 6A-5: Confederate attack**

Which side of the civil war do you think these soldiers were fighting for? (the Confederacy)

**Civilians**



← **Show image 6A-4: Family watching Battle of Manassas**

1. In today's read-aloud, you will hear that many *civilians* went to watch one of the first battles of the civil war.
2. Say *civilians* with me three times.
3. Civilians are people who are not in the military or the police force.
4. Police officers and firefighters protect civilians in the neighborhoods where they work.
5. Who are the civilians in this drawing? (a father, mother, and son)  
I am going to name some jobs that adults have. Tell me whether the person is a civilian or not a civilian.

- soldier in the army (not a civilian)
- sailor in the navy (not a civilian)
- teacher (civilian)
- librarian (civilian)
- pilot for the air force (not a civilian)
- dentist (civilian)
- sales clerk (civilian)
- firefighter (not a civilian)

**Purpose for Listening**

Tell students to listen carefully to find out whether the U.S. Civil War ended quickly or if it lasted a long time.



## The War Begins

### Show image 6A-1: Battle scene

A **civil war** is a war fought between people of the same nation. Usually, in a civil war, two or more groups of citizens in a country believe in things so strongly, they fight each other in order to get their way. The war that began with the Battle of Fort Sumter would later come to be known as the U.S. Civil War or the War Between the States, and it was an awful, bloody time in American history.<sup>1</sup>

- 1 There have been, and continue to be, civil wars in other countries.



### Show image 6A-2: Map of early Civil War battles

After the Battle of Fort Sumter, both sides—the Union and the Confederacy—built up their armies as quickly as possible.<sup>2</sup> Throughout the North, people wanted President Lincoln to do whatever he could to end the war quickly. And most people assumed that the war *would* end quickly. After all, the Union had more people, more factories, a larger army, and a powerful navy.

The first true test between the armies of the North and the South came in July 1861 in the state of Virginia.<sup>3</sup> Virginia is home to the city of Richmond, the capital of the Confederacy at the time of the Civil War.<sup>4</sup> Virginia also touches Washington, D.C., the capital of the United States.<sup>5</sup> Three months after the Battle of Fort Sumter, thousands of Union and Confederate soldiers met in Virginia for the first major battle of the Civil War.<sup>6</sup>

As president, Abraham Lincoln was commander in chief of the U.S. Army, also called the Union Army.<sup>7</sup> He decided to try to end the war quickly by sending his army to destroy the Confederate Army in Virginia and capture the city of Richmond. So, it was decided that a large Union army would invade Virginia. The Union Army moved toward the town of Manassas where there was a small river called Bull Run.

- 2 What part of the country made up the Union? The Confederacy?

- 3 [Point to Virginia on a U.S. map.]

- 4 Today, Richmond is the capital of Virginia.

- 5 [Point to Washington, D.C., on the map.]

- 6 Were the Union soldiers fighting for the North or the South? What about the Confederate soldiers?

- 7 The president of the United States is always the commander in chief, or top commander, of the army and other armed forces.



← **Show image 6A-3: General McDowell and the Army of the Potomac**

The plan was for the Union Army to crush whatever army the Confederacy tried to put in its path and then march on and attack Richmond.<sup>8</sup> The Union Army had thirty-five thousand soldiers, which up to that day was the single largest army ever assembled in America. The Union did not realize, however, that the Confederate Army, or the **Rebels** as they were also called, had roughly the same number of soldiers in the area.<sup>9</sup>

A large Confederate force had marched within twenty-five miles of Washington, D.C. They set up camp at the town of Manassas and waited to see what the Union Army would do.

That July, the Virginia summer heat was so hot it was sometimes hard to breathe. Union soldiers, many wearing heavy wool clothing, marched slowly for two days over rolling farmland and across shallow, muddy creeks. The Confederate soldiers waited for them at Manassas.<sup>10</sup>

By July 21, it was clear that the armies were going to **clash**.<sup>11</sup> The only question was, “Who is going to fire the first shot?”<sup>12</sup> Many wealthy citizens from Washington, D.C., including members of Congress, traveled with the Union Army on its march from the capital. Like so many others, these **civilians**—or non-soldiers—expected a quick battle, a rousing victory for the Union, and a quick end to the Confederate cause. These civilians wanted to witness the Union’s victory and the Confederacy’s defeat with their own eyes.

← **Show image 6A-4: Family watching Battle of Manassas**

Now, imagine what it might have been like for those civilians who traveled from Washington, D.C., to Manassas to watch the battle. They had driven their carriages and packed nice picnic lunches. They brought telescopes so they could see the action. Some had even brought their wives and children to watch history in the making. Imagine a family watching the battle unfold from atop a grassy hill.<sup>13</sup> Civilians would watch from behind a line of Union artillery, or cannons. As the Confederates marched across the field, the Union guns opened fire.<sup>14</sup>

8 Remember, Richmond was the capital of the Confederacy.

9 Why do you think the Confederates were called Rebels? What does *rebellious* mean?

10 Later, soldiers in the Union Army wore blue uniforms, and soldiers in the Confederate Army wore gray uniforms. These two colors became symbols for the Union and the Confederacy.

11 or collide in intense disagreement

12 Who do you think fired the first shot in this battle?



13 Would you have wanted to be there to watch the battle?

14 Were your predictions about who would fire the first shot correct?

15 What do you think they heard?



Smoke filled the air so that civilian observers could no longer see what was happening. They could not see the disaster that was unfolding right in front of them, but something they heard gave them an idea that this battle was not going to go as Lincoln and his generals had hoped.<sup>15</sup>

← **Show image 6A-5: Confederate attack**

The Confederate Army did not run away as the Union had hoped. Instead, amid the firing of cannons and rifles, a new, terrifying sound emerged. This sound would come to be known as the Rebel Yell, and it would haunt Union soldiers for years to come. It was a high-pitched scream, a battle cry, which the Confederates yelled out as they attacked the Union Army.

Despite careful planning, almost nothing went according to the plans the Union Army had made. The Confederate cannons were older and less powerful than the Union's cannons, but the Confederate soldiers firing them seemed to have more skill.<sup>16</sup>

16 or ability



← **Show image 6A-6: Stonewall Jackson**

Several of the Confederate commanders seemed to have more skill than the Union commanders, as well. One commander, named General Thomas Jackson, showed particular courage and intelligence. That day, General Jackson earned the nickname Stonewall Jackson, because he stood like a stone wall against the Union attack.<sup>17</sup> Stonewall Jackson went on to earn a reputation as one of the most brilliant generals in the Confederate Army, though he was killed halfway through the war. This painting shows him on his horse at the Battle of Manassas.

17 Who else have you learned about that had a nickname?



← **Show image 6A-7: Union retreat**

Stonewall Jackson and the rest of the Confederate Army won the First Battle of Manassas. By late afternoon, the Union Army broke apart and retreated, or went back toward the safety of Washington, D.C. The civilians who had come to watch the battle were shocked to realize that they were in the path of the retreating



18 *Retreating* means running away.

19 *Flee* means to run quickly from danger.



20 or destroyed

21 Do you think the Union or the Confederacy will win the war?

Union Army.<sup>18</sup> The road back to Washington, D.C., quickly became clogged as the soldiers, running and on horseback, ran into panicked civilians trying to **flee** in their carriages.<sup>19</sup>

◀ **Show image 6A-8: Battle destruction**

Thousands of Union and Confederate soldiers were wounded or captured in this battle. Hundreds of men on both sides died as a result of those wounds because doctors didn't have the equipment or training then that they have today. The landscape around the battlefield was also **devastated**,<sup>20</sup> with roads, bridges, and entire hillsides in ruins. This image shows the destruction caused by the battle to both people and the land. A few days before, this was all lush, green farmland.

This was just the first of many, many battles in the years the Civil War took place. And the battles would be much bloodier in the months and years to come. After that first battle, which was called the First Battle of Manassas or the First Battle of Bull Run, President Lincoln and others in the North realized that this Civil War would not be easy to win. The Union realized that they would need a much larger army and, more important, they would need to prepare for a much longer war. In fact, within a year, many people would be wondering whether the Union would be able to win the war at all.<sup>21</sup>

### Comprehension Questions

10 minutes

1. *Inferential* Why was the war that you heard about in the read-aloud called the U.S. Civil War, or the War Between the States? (It was a war between two groups of people within the United States.) Who were the two groups? (the Union, or the North; and the Confederacy, or the South)
2. *Inferential* Why did Lincoln and many people in the North think that the war would end quickly? (The North had more people, factories, and a larger army. The South had a smaller army and older weapons.)
3. *Inferential* Why do you think the first major battle of the Civil War was fought in Virginia? (It was close to Washington, D.C., the capital of the United States, and Richmond, the capital of the Confederacy at the time of the Civil War.)
4. *Evaluative* Who were the Rebels? (Confederate soldiers) In a previous lesson, you learned that the word *rebellious* describes someone who likes to do things his or her own way and not be controlled by someone else's rules. What do you think the name Rebels means? (a group that likes to do things their way and does not like to be controlled by others)
5. *Evaluative* What do you think President Lincoln will do now that he has realized that the war against the Confederacy will not be easily won? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]



◀ **Show image 6A-2: Map of early Civil War battles**

8. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn

to your neighbor and ask your *where* question. Listen to your neighbor's response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



### Word Work: Devastated

5 minutes

#### ◀ Show image 7A-1: Gettysburg wasteland

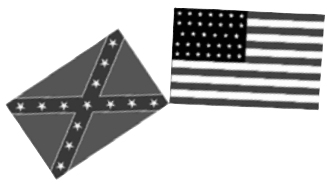
1. In the read-aloud you heard that the land around the battlefield was *devastated*; the roads, bridges, and hillsides were ruined.
2. Say the word *devastated* with me.
3. *Devastated* means destroyed and ruined.
4. The forest was devastated by the fire.
5. In what ways can you tell the land was devastated by the war by looking at this picture? How do you think the land looked after a battle?  
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "The land was devastated because I can see . . ." If available, show additional images of devastated land.]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention several situations. If I describe a situation where something has been devastated, say, “That was devastated.” If I describe a situation where something has not been devastated or has been hurt just a little bit, say, “That was not devastated.”

1. The bridge was blasted away by a cannonball. (That was devastated.)
2. The corn crop was all eaten up by pests. (That was devastated.)
3. The sidewalk had pictures drawn on it with chalk. (That was not devastated.)
4. The car had a little scratch on the side. (That was not devastated.)
5. The building collapsed during an earthquake. (That was devastated.)
6. Only one tree in the forest fell down during the storm. (That was not devastated.)



**Complete Remainder of the Lesson Later in the Day**



# The War Begins

6<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

**20** minutes

### Sayings and Phrases: Easier Said Than Done

**5** minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask students if they have ever heard the saying “easier said than done.” Have students repeat the saying. Explain that if something is easier said than done, it is easier to say how the task should be completed than it is to actually complete the task. Explain that if someone had said to President Lincoln, “This war should be over by now,” he may have said, “That is easier said than done.”
- Ask students if they have ever faced a task that was more difficult to complete than they originally thought. Give students the opportunity to share their experiences and encourage them to use the saying.
- You may also ask students to draw a picture of their experiences and ask them to write “easier said than done” as the caption. Give students the opportunity to share their drawings with a partner or with the class.

- Try to find opportunities to use this saying in various situations in the classroom.

### Civil War Timeline

5 minutes

- Briefly review what is already on the Civil War Timeline.
- [Show students the card with “Civil War begins!”] Remind students that the U.S. Civil War began after the southern states seceded. Ask students if this card should be placed to the left or right of Image Card 11 (The Confederacy) to show that the war began after the Confederacy was formed. Place this card to the right of Image Card 11.
- Have students put “Civil War begins!” on the correct spot on their own Civil War Timelines.

### Letter to a Friend (Instructional Master 6B-1)

20 minutes

**Note:** This activity is a good opportunity to reinforce letter writing conventions.

- Remind students that civilians traveled from Washington, D.C. to Manassas to watch the battle. Some civilians brought telescopes to watch the action, and some packed picnic lunches.
- Have students pretend that they were one of the civilians that had gone to see the battle in today’s lesson. Invite students to describe this battle in a letter to a friend.
- Have students look for the date on the letter—July 21, 1861. Ask why the letter has this particular date. (This was the day the Union Army clashed with the Confederate Army.)
- Have students think of a friend, real or imaginary, who will receive their letter.
- Help students brainstorm what they could write in their letter through prompting with the following questions:
  - Where were you?
  - Who were you with?
  - What did you see?

- What did you hear?
- How did you feel about being there?
- Have students conclude with a sentence about how they feel about the civil war so far.
- Students should sign their names at the closing of their letter.

### **Domain-Related Trade Book**

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- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about any topic related to the U.S. Civil War you have covered thus far in this domain to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.

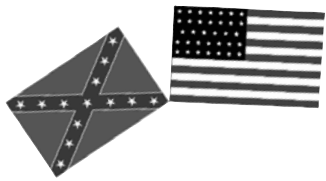
## **Take Home Material**

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### **Family Letter**

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Send home Instructional Masters 6B-2 and 6B-3.



# Robert E. Lee

7

## ☒ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Define the differences between the Union and the Confederacy
- ✓ Identify Robert E. Lee as the commander of the Confederate Army
- ✓ Explain why Lee was reluctant to command either the Union or the Confederate Army

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the “Somebody Wanted But So Then” chart to describe Robert E. Lee and his role in the U.S. Civil War (RI.2.7)
- ✓ Write simple sentences to represent details or information from “Robert E. Lee” (W.2.2)
- ✓ Identify and express physical sensations, mental states, and emotions of themselves, Robert E. Lee and the men who served under him in the Confederacy, and others affected by the U.S. Civil War
- ✓ Share writing with others
- ✓ Prior to listening to “Robert E. Lee,” identify orally what they know and have learned about the first battle of the U.S. Civil War



## Core Vocabulary

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**advisors, n.** People who give advice

*Example:* The president discussed his plans for war with his advisors.

*Variation(s):* advisor

**frail, adj.** Weak; fragile

*Example:* Daniel was a frail infant who got sick very easily.

*Variation(s):* frailer, frailest

**general, n.** A military officer of high rank or position

*Example:* The army general had many awards decorating his uniform.

*Variation(s):* generals

**oath, n.** A promise made before witnesses

*Example:* Before you testify in court, you are asked to take an oath to tell the truth.

*Variation(s):* oaths


**wasteland, n.** An area that is devastated, or destroyed, by something, such as a flood, storm, or war

*Example:* The first battle of the Civil War turned the city of Manassas, Virginia, into a wasteland.

*Variation(s):* wastelands

Vocabulary Chart for Robert E. Lee			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>advisors*</b> army battle commander Confederate/ Union Gettysburg <b>oath</b> seceded Virginia <b>wasteland</b>	bloodiest catastrophe <b>frail</b> mourning thin refused respect victories	died home knock soldiers
Multiple Meaning	<b><i>general</i></b>	captured major offer	
Phrases	Cemetery Ridge Fourth of July Old Man Pickett's Charge	no end in sight strike at the heart	
Cognates	batalla comandante <b><i>general</i></b>	catástrofe <b>frágil</b> respeto victorias mayor oferta	soldados

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
What Have We Already Learned?		
Vocabulary Preview: General	Image 7A-6; additional images of army generals, male and female	
Purpose for Listening	Instructional Master 7A-1 (Response Card 3: Robert E. Lee)	Give students their Response Card for Robert E. Lee, and introduce them to the leader of the Confederate Army.
<b>Presenting the Read-Aloud (15 minutes)</b>		
Robert E. Lee	Civil War Map, red crayon; U.S. map	<b>Note:</b> Have students circle in red the star for the Battle of Gettysburg (in Pennsylvania) to show that a battle took place there.
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Advisors	Image 7A-4	Use this image to reinforce this core vocabulary word.
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Somebody Wanted But So Then	Instructional Master 7B-1	
A Picture Gallery of the U.S. Civil War: Robert E. Lee	Image 7A-6; Instructional Master 7B-2, writing tools	

### **Advance Preparation**

Find images of army generals, both male and female, to show the class.

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 3 for Robert E. Lee. Students can use

this Response Card to preview, review, and discuss read-aloud content. There are lines on the Response Card for students to write a sentence about the role this character played in the U.S. Civil War.

Prepare a large Somebody Wanted But So Then chart using Instructional Master 7B-1 as a guide. Describe each row but do not give away the answer that should go in each row. After partner pairs have completed their charts, fill out a class chart together.

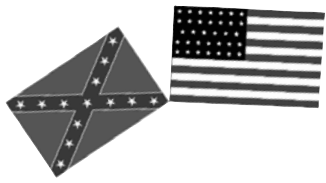
Make a copy of Instructional Master 7B-1 for each student. Students will use this worksheet to complete a Somebody Wanted But So Then activity. This is a partner pair activity. If necessary, work in small groups with students who need more scaffolding.

✈ Above and Beyond: Have students complete this activity on their own and then compare their charts with the class chart.

Make a copy of Instructional Master 7B-2 for each student. They will write a description of Robert E. Lee based on what they have learned about him from the read-aloud.

### ***Notes to Teacher***

Students may have a difficult time understanding why Robert E. Lee had a change of mind about leading the Confederate Army. Students may be confused that at first he refused to join the Confederate Army because he took an oath—or made a very strong promise—to uphold the Constitution and do what is best for the United States. Lee also refused to join the Union Army. But when his home state, Virginia, seceded from the United States, he decided to join the Confederate Army. Help students understand that Lee joined the Confederate Army not because he wanted to fight against the United States, but because he really, really did not want to fight against his home state, Virginia.



# Robert E. Lee

7<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

5 minutes

#### ◀ Show image 6A-1: Battle scene

Ask students what happened in the last read-aloud. Prompt further discussion with the image and the following questions:

- What is a civil war?
- Who was fighting in this civil war?
- Who won the first battle?
- Is the war over yet?
- Who was president of the United States during the Civil War?
- Why might President Lincoln have said “easier said than done” after the first battle of the Civil War?

### Vocabulary Preview

5 minutes

#### General



#### ◀ Show image 7A-6: Lee greeting his soldiers

1. In today’s read-aloud you will hear about a famous *general* for the Confederate Army named Robert E. Lee.
2. Say *general* with me three times.
3. [Show images of generals.] A general is a military officer of high rank or position. A general makes decisions during battle. A general has many soldiers under his or her command.
4. General Lee made good decisions during the war and helped his army win several battles.
5. How would you describe General Robert E. Lee in this drawing? What do you think are some characteristics of a good general?

## **Purpose for Listening**

---

Tell students that they have heard about the first battle of the Civil War. Tell them to listen to find out more about the many battles to come and to learn about the man who was chosen to take command of the Confederate Army, and what might have happened after that.



1 What do you see in this picture?

2 [Show Gettysburg on a U.S. map.]

3 A wasteland is an area that is devastated, or destroyed. Why was Gettysburg now a wasteland?



## Robert E. Lee

### ◀ Show image 7A-1: Gettysburg wasteland<sup>1</sup>

After two days of fighting, the cornfields around Gettysburg, Pennsylvania, were all destroyed, so that one could hardly tell that there had been crops there at all.<sup>2</sup> Green, grassy pastures trampled by so many boots and horse hooves were now nothing but mud. The trees in the forests had lost their leaves, and many were burned or simply blown to bits by cannonballs. In short, all around Gettysburg was a **wasteland**, but the battle was not over yet.<sup>3</sup>

### ◀ Show image 7A-2: Lee studies map

It was past midnight. The date was July 3, 1863. Two Confederate soldiers stood guard outside the door of a small stone farmhouse at the edge of the battlefield. Several Confederate officers paced back and forth in the yard.

“Should we see if he is ready to issue orders?” asked one of the officers.

“No, don’t bother him. The Old Man will let us know when he is ready,” said another.

Inside the house, a man stood hunched over a table, studying a map by candlelight. He was not a very old man—just fifty-six-years old—but constant war and worries had brought new wrinkles to his face. He was far more thin and **frail**<sup>4</sup> than he had been just two years before. But all the soldiers loved **General** Lee as though he were their own father. They called him “The Old Man” out of respect.<sup>5</sup>

4 or weak

5 A general is a military officer in charge of soldiers. General Lee was in charge of the Confederate Army.



### ◀ Show image 7A- 3: Lee family home

General Lee’s full name was Robert E. Lee. General Lee was born in 1807. He was the son of a hero from the Revolutionary War, who had fought bravely alongside George Washington to

6 What was the Revolutionary War?  
Who was George Washington?

7 He had the second-highest scores  
in his class, which means he did  
very well in school.

8 What does *secede* mean?

9 or promise

10 As a soldier, he made an oath to  
do what was best for the United  
States.



11 Remember, Jefferson Davis  
was elected president of the  
Confederacy. He is the man seated,  
with a paper in his hand.

12 Why do you think General Lee  
refused both offers?

13 [Point out Jefferson Davis and  
Robert E. Lee.] Advisors are people  
who give advice.

make America free from Great Britain.<sup>6</sup> Robert E. Lee joined the army at age seventeen, and graduated second in his class from the United States Military Academy.<sup>7</sup> Then Lee served in the U.S. Army during the Mexican-American War.

Lee was proud to serve in the U.S. Army before the Civil War. But Robert E. Lee was born and raised in Virginia, a Confederate state. Lee married Mary Custis, a great-granddaughter of George and Martha Washington. After they married, Robert and Mary lived in Mary's plantation home known as Arlington House. This is a photo of Arlington House in Virginia. Lee did not think the South should secede from the Union.<sup>8</sup> Like many other people, he wanted to find a peaceful way to end the disagreement, and he swore he would never break the **oath**<sup>9</sup> he had taken to uphold the U.S. Constitution.<sup>10</sup>

◀ **Show image 7A-4: Jefferson Davis's cabinet with Lee**

At first, Lee refused to join the Confederate Army when President Jefferson Davis asked him to take command.<sup>11</sup> Then, just before the Battle of Fort Sumter, President Lincoln asked Lee if he would agree to take command of the entire Union Army. Lee refused that offer, as well.<sup>12</sup> Only when his home state of Virginia decided to secede and join with the Confederacy did Lee finally make up his mind. He hated the thought of fighting against the United States, but—even more—he hated the thought of fighting against his home state of Virginia.

General Lee became Commander of the Army of Northern Virginia, making him one of the most powerful and recognizable figures in the Confederate Army. This image shows Confederate President Jefferson Davis and his closest **advisors**, including General Lee in the middle, discussing their war plan.<sup>13</sup> Thanks in large part to General Lee's excellent abilities as a general, he commanded the Confederate Army to many victories in major battles on the field before Gettysburg. But still, so many men had died in those battles, and there was no end to the war in sight.





← **Show image 7A-5: Lee telling Venable his plan**

There was a knock on General Lee's door in Gettysburg. It was Major Venable, Lee's trusted friend and aide, or helper. "General, I have reports from your field commanders," said Major Venable.

"Go ahead," he said, turning his attention back to the maps on the table.

"General Ewell [YOO-uhl] had trouble organizing his men, sir, and General Rodes failed to attack as ordered. General Early tried, but he gave up as darkness approached."

Lee tapped his knuckles on the table and stared at the maps. There had been nothing but bad news all day. After two days of fighting, the Union Army held the high ground, its soldiers and cannons spread in a tight line atop a long ridge, refusing to budge no matter how fiercely the Confederates attacked.<sup>14</sup> "I have made my decision," Lee said. "We will strike at the heart of the Union line, at Cemetery Ridge, and divide their forces. Then the rest of our army will attack on the left and right."

14 The Union Army was on higher ground than the Confederate Army, so they had a better position and ability to see.



← **Show image 7A-6: Lee greeting his soldiers**

In the morning, the Old Man rode out to greet his soldiers. The men cheered and waved their hats whenever Lee rode past, and he waved and smiled confidently, doing his best to keep their spirits high.<sup>15</sup> Later that morning though, things did not go exactly according to Lee's plans. The Confederate forces attacked, hoping to break through the Union lines and send the enemy retreating from the field. Lee knew that if he succeeded, the South would have a chance to win the war. If he lost, it may not.<sup>16</sup>

15 How did the soldiers feel about Lee if they cheered and waved their hats?

16 What do you think is going to happen?



← **Show image 7A-7: Pickett's charge**

The battle went on all day, but the most important moment came when Lee ordered General Pickett to lead his men in a daring charge across a wide, open field directly at the middle of the Union lines. The move, known as Pickett's Charge, was a catastrophe for the Confederates.<sup>17</sup> Half of Pickett's men were

17 A catastrophe is an event that causes great trouble or destruction. So, Pickett's Charge caused a great deal of trouble for the Confederate side.

killed, wounded, or captured. At the end of that third day, the Union still held the high ground. Lee had lost the battle and had to retreat to Virginia, abandoning hopes of invading deep into the North.



← **Show image 7A-8: Woman mourning**

18 From what country did Americans gain independence? (Great Britain)

The day after the battle was the Fourth of July, a day when Americans normally celebrate their independence.<sup>18</sup> In 1863, however, celebrations were not so cheerful. Even in the North, where word quickly spread that the Union had won a major battle at Gettysburg, a war-torn nation was exhausted from battle. In the three days of the battle at Gettysburg, many, many men had died, were wounded, or had been captured on both the Union and Confederate sides. This battle proved to be one of the bloodiest in all of the Civil War. With all that bloodshed, few people on either side found reason to celebrate.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* Who was the commander of the Confederate Army? (General Robert E. Lee) What was his nickname? (The Old Man) What state was he from? (Virginia)
2. *Literal* How did Confederate soldiers feel about General Lee? (They loved and respected him.)
3. *Literal* General Lee refused President Lincoln's offer to command the Union Army. What was the Union? (the northern states that did not secede) Why did General Lee refuse at first to command the Confederate Army? (He did not agree with the southern states seceding from the United States.) Why did he change his mind? (When his own state of Virginia seceded, he decided he would rather fight with Virginia than against it.)
4. *Inferential* Why do you think the Confederate president needed advisors, or people to give him advice? (Answers may vary.)
5. *Inferential* Why do you think General Lee was chosen to be one of the Confederate president's advisors? (Answers may vary.)

6. *Literal* Did the last movement of this battle, known as Pickett's Charge, go well for General Lee and the Confederacy? (no)
7. *Inferential* The day after the three-day Battle of Gettysburg was the Fourth of July. Why is this day important to Americans? (It is the day America voted to approve the Declaration of Independence and determined to be free from Great Britain.) Why do you think people were not in the mood to celebrate during the U.S. Civil War? (They were in mourning for all of the soldiers who had died.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you think General Lee made the right decision to lead the Confederate Army? Why or why not? (Answers may vary, but if students think General Lee made the right decision to lead the Confederate Army, their answers should reflect information found in the text, such as the fact that he was born in Virginia and did not want to fight against his home state. If students think he did not make the right decision, their answers should reflect information found in the text, such as the fact that he had been trained at a U.S. military school and should have been loyal to his country.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Advisors

5 minutes

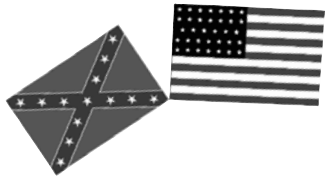
1. In the read-aloud you heard, “Confederate President Jefferson Davis and his closest *advisors* [met to discuss] their war plan.”
2. Say the word *advisors* with me.
3. Advisors are people who give advice.
4. Teachers, parents, coaches, and friends can all be advisors.
5. Who do you think of as your advisors? Who do you turn to for advice? Use the word *advisors* or *advisor* in a complete sentence when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is/are my advisor(s) who I turn to for advice.”]
6. What’s the word we’ve been talking about? What part of speech is the word *advisors*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences. If I describe people giving advice, say, “\_\_\_\_\_ were/was an advisor(s).” If I do not describe people giving advice, say, “\_\_\_\_\_ were/was not (an) advisor(s).”

1. General Lee helped Confederate President Jefferson Davis to make a battle plan. (General Lee was an advisor.)
2. All of the students sat at their desks in silence. (The students were not advisors.)
3. Meredith and Gabby often talk with each other to see what the other thinks. (Meredith and Gabby were advisors.)
4. My teacher told me I should try out for the spelling bee. (My teacher was an advisor.)
5. The new class president didn’t let students give her suggestions. (The new class president was not an advisor.)



**Complete Remainder of the Lesson Later in the Day**



# Robert E. Lee

7<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Somebody Wanted But So Then (Instructional Master 7B-1)

Put the following blank summary chart on chart paper:

Somebody	
Wanted	
But	
So	
Then	

- Explain to students that they are going to retell—first with their partner, and then together as a class—how Robert E. Lee came to be the commander of the Confederate Army.
- Tell students that they are going to retell Lee’s story using Instructional Master 7B-1, a Somebody Wanted But So Then worksheet.

**Note:** Have students work in pairs to orally fill in the chart together, while one person acts as the scribe.

- Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the activity.
- If time allows, have students share their charts with the class. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow these lines:

<b>Somebody</b>	General Robert E. Lee
<b>Wanted</b>	to keep his oath to the Constitution and do what was best for the United States.
<b>But</b>	his own state of Virginia seceded from the United States.
<b>So</b>	he decided to lead the Confederate Army.
<b>Then</b>	he helped the Confederate Army win several battles.

➤ Above and Beyond: You may wish to have students use Instructional Master 7B-1 to fill in their own charts.

### A Picture Gallery of the U.S. Civil War: Robert E. Lee (Instructional Master 7B-2)

20 minutes



#### ◀ Show image 7A-6: Lee greeting his soldiers

- Tell them that they will write about Robert E. Lee.  
[Review Flip Book images of Robert E. Lee. You may wish to ask the following questions to prompt students:

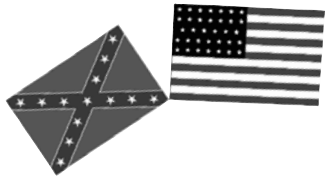
What important job did he have? (led the Confederate Army)

What kind of person was Robert E. Lee, according to the read-aloud? (skilled general, loyal to his home state)

What did the soldiers think of him? Did the soldiers like him? (They respected and loved their general; they called him Old Man out of respect.)

What are some adjectives you can use to describe General Robert E. Lee?]

- First, invite students to look carefully at the image.
- Next, ask students to write two or three sentences to describe Robert E. Lee.
- Then, students should think of an appropriate title for the image and their descriptions.
- Finally, students should share their writing with their partner or home-language peers.



# Clara Barton

8

## ☒ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- ✓ Describe the work of the American Red Cross

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the Timeline to understand when the American Red Cross was established relative to the U.S. Civil War (RI.2.7)
- ✓ Write simple sentences to represent details or information from “Clara Barton” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “Clara Barton” (SL.2.3)
- ✓ Identify and express physical sensations, mental states, and emotions of themselves, Clara Barton, and the wounded she treated
- ✓ Share writing with others
- ✓ Prior to listening to “Clara Barton,” orally predict how the “Angel of the Battlefield” was helpful during the U.S. Civil War, and then compare the actual outcome to the prediction

- ✓ Prior to listening to “Clara Barton,” orally identify what they know and have learned about General Robert E. Lee

### Core Vocabulary

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**compassionate, *adj.*** Caring; having or showing sympathy or pity

*Example:* Julianne should be a veterinarian because she is so compassionate toward animals.

*Variation(s):* none

**countless, *adj.*** Too numerous to count

*Example:* The stars in the sky are countless from our point of view.

*Variation(s):* none

**disasters, *n.*** Events that cause a lot of destruction and pain

*Example:* The Red Cross quickly responds after natural disasters such as tornadoes and earthquakes have occurred.

*Variation(s):* disaster

**wounded, *n.*** People who are injured

*Example:* After the fire, the wounded were transported quickly to the hospital.


*Variation(s):* none



Vocabulary Chart for Clara Barton			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	battle battlefield casualties founded	bloodier <b>compassionate*</b> <b>countless</b> lessen medical problem/solve puny suffering/pain	bandage busy doctor/nurse food helpful hospital soldiers
Multiple Meaning	<b>disasters</b> <b>wounded</b>	care field save supply volunteers	
Phrases	“Angel of the Battlefield” Battle of Antietam Clara Barton natural disasters <i>Red Cross</i> Union Army	bring out the best risked her own life	knocking on doors
Cognates	batalla fundado <b>desastre</b>	compasivo(a)* médico problema/solver sufrimiento voluntario(a)	hospital soldado

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Image Card 12; Response Card 3	
<b>Making Predictions About the Read-Aloud</b>		<p><b>Note:</b> Prior to asking students to make the prediction, explain that a nickname is a name given to a person in place of his or her real name. Ask students what Robert E. Lee’s nickname was, or what his soldiers called him in place of his real name. (Old Man)</p> <p>Also, ask students for the meaning of <i>angel</i>. Students may think of a picture of a being with wings and a halo. Explain that an angel also means someone who shows great goodness and kindness.</p>
	chart paper to make a Prediction Chart; sticky notes, writing tools	Have students write a phrase or short sentence about how the “Angel of the Battlefield” was helpful during the Civil War.
	Instructional Master 8A-1 (Response Card 4: Clara Barton)	Give students their Response Card for Clara Barton
<b>Vocabulary Preview: Wounded, American Red Cross</b>	Image 8A-4	
	Image Card 14; Image 8A-9; short video clips and images of the American Red Cross’s services	You may wish to show the video clips and images after the read-aloud.
<b>Purpose for Listening</b>		

Exercise	Materials	Details
<b>Presenting the Read-Aloud (15 minutes)</b>		
Clara Barton	U.S. map; world map	<b>Note:</b> At the beginning of this read-aloud, you may wish to write the following figures on the board: 600,000 (Civil War) and 25,000 (Revolutionary War) so that students can see the difference in numbers. Stress that 600,000 is much greater than 25,000. (600,000 > 25,000)
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Compassionate	Image 8A-6	
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Civil War Timeline	Image Cards 13, 14; Civil War Timeline	
A Picture Gallery of the U.S. Civil War: Clara Barton	Image 8A-5; Instructional Master 8B-1, writing tools; images of the American Red Cross's services	
Domain-Related Trade Book	trade book about Clara Barton or the American Red Cross; drawing paper, drawing and writing tools	

### **Advance Preparation**

Make a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 4 for Clara Barton. Students can use this Response Card to preview, review, and discuss read-aloud content. There are lines on the Response Card for students to write a sentence about the role this character played in the U.S. Civil War.

Bring in previewed and appropriate short video clips and images of the American Red Cross's services.

**Note:** Videos and images can be found on their website—[redcross.org](http://redcross.org). Videos and images should be for classroom use only.

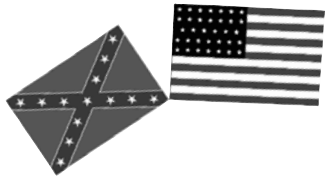
Create a Prediction Chart on a large piece of chart paper. Have students write a phrase or short sentence about how the “Angel of

the Battlefield” was helpful during the Civil War.

How was the “Angel of the Battlefield” helpful during the Civil War?	
[include one row per student]	

Make a copy of Instructional Master 8B-1 for each student. They will write about Clara Barton based on what they have learned about her from the read-aloud.

Find a trade book about Clara Barton or the American Red Cross to read aloud to the class.



# Clara Barton

# 8<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

**10** minutes

### What Have We Already Learned?

**5** minutes

Show students Image Card 12 (Robert E. Lee). Ask if they remember who this is. Ask if the color of the uniform gives them a clue. Ask them what they remember about General Robert E. Lee. Make sure they verbalize that he was the commander of the Confederate Army.

### Making Predictions About the Read-Aloud

**5** minutes

Tell students that they are going to hear about another important person, a woman who was nicknamed the “Angel of the Battlefield.” Ask students how they think this woman was helpful during the Civil War.

### Vocabulary Preview

**5** minutes

#### *Wounded*



#### ◀ Show image 8A-4: Injured soldiers

1. In today’s read-aloud you will hear about a woman who cared for the *wounded* on the battlefield.
2. Say *wounded* with me three times.
3. Wounded are people who are hurt and injured.
4. The wounded were waiting for care from the doctors and nurses at the medical camp.

5. Look at this real photograph taken during the Civil War. Where are the wounded in this photo? Does it look like there are more doctors and nurses or more wounded? What does this photograph tell you about the care the wounded received during the war?



### ***American Red Cross***

#### **◀ Show image 8A-9: Red Cross today**

1. In today's read-aloud you will hear about an organization or group that was formed after the U.S. Civil War called the *American Red Cross*.
2. Say the name of this organization *American Red Cross* with me three times.
3. [Show Image Card 14 (Red Cross).] The American Red Cross provides medical supplies such as bandages, medicine, and vaccines; food and water; and other aid such as blankets and shelter, to people in places that have been ruined or devastated. This is the symbol for the American Red Cross.
4. The American Red Cross has offices across the United States and all around the world to help provide medical supplies, food, water, and other aid after a disaster.  
[Define *disaster* as an event that causes a lot of destruction and pain before continuing on to number 5.]
5. This is a picture of the American Red Cross in action. What does it say on the vehicle? What is the volunteer for the Red Cross doing? What kind of help is the Red Cross giving in this photo?

[You may wish to show short video clips or additional images of the Red Cross's services and briefly discuss what the Red Cross does.]

### **Purpose for Listening**

Tell students to listen carefully to find out whether or not their predictions are correct.



## Clara Barton

### ◀ Show image 8A-1: Arlington Cemetery

By some measures, more American soldiers died during the Civil War than in all other American wars combined. At the end of the Civil War, over six hundred thousand Union and Confederate soldiers were dead. Compare that to twenty-five thousand killed in the Revolutionary War, fought from 1775–1783, in which George Washington and his army won America’s independence. Twenty-five thousand dead is no small number, but it is puny<sup>1</sup> compared to six hundred thousand. In addition to those killed, well over a million men were wounded in the Civil War.<sup>2</sup>

Americans were no strangers to the horrors and death brought on by war, but the Civil War proved to be far bloodier than any war before it. The Battle of Antietam [an-TEE-tuhm], fought in Maryland, provides a strong example of how the Civil War was a war like no other.<sup>3</sup> On September 17, 1862, there were more than twenty-one thousand casualties in a single day, including nearly four thousand killed on both sides. That means that about one of every six soldiers who took the field that day at Antietam was either killed or wounded within a few hours.

1 or very small

2 More soldiers were killed and wounded in the Civil War compared to the Revolutionary War because the weapons were more advanced and the care for the injured soldiers was so poor. Listen carefully to hear who will help improve the care given to injured soldiers.

3 [Have a student point to Maryland on a U.S. map.] Was Maryland a Confederate or Union state?



### ◀ Show image 8A-2: Clara Barton

Despite all its horrors, war can sometimes bring out the best in people, for there are those who fight to save lives, as well. Clara Barton was one such person who wished only to lessen the suffering and pain. She was a schoolteacher from Massachusetts<sup>4</sup> and had always been known as a loving, **compassionate** person, meaning that she cared for other people and wanted to make their lives better.<sup>5</sup> Clara Barton had no formal schooling as a medical nurse, yet by war’s end, she would become one of the most famous nurses in history.

4 [Point to Massachusetts on a U.S. map.]

5 What does *compassionate* mean?

6 [Have a student point to Washington, D.C., on a map.]

7 or people who were hurt



← **Show image 8A-3: Clara Barton advocating for better medical care**

Clara Barton was in Washington, D.C., after the First Battle of Manassas, where hundreds of wounded Union soldiers returned after losing a battle that everyone thought they would win easily.<sup>6</sup> The hospitals in the city were quickly overcrowded. There were not enough beds or medical supplies to take care of all the **wounded**.<sup>7</sup> So, Clara Barton immediately went around the city knocking on doors and collecting bandages and medicine from people's homes.

8 Do you think this was fair to the soldiers?

Clara Barton helped to care for and save hundreds of wounded soldiers after the First Battle of Manassas. During this time, she recognized the bigger problem: while all the generals and politicians were busy figuring out how to build their armies and win battles, nobody had given serious thought to taking care of the thousands of men who would undoubtedly be wounded.<sup>8</sup> So, Clara Barton decided she would do something about it herself.

9 or give

She began by writing letters and visiting doctors, politicians, and other leaders, encouraging them to invest more money in medical supplies for the soldiers. She visited women's groups, churches, and hospitals. She called on wealthy individuals to donate<sup>9</sup> medical supplies and money to help the wounded. Soon, Clara Barton had collected a large assortment of supplies, but she did not stop there, because the supplies would not do anyone any good unless they were delivered to the battlefield.<sup>10</sup>

10 What do you think Clara Barton is going to do?



← **Show image 8A-4: Injured soldiers**

11 Look at this picture. What does wounded mean?

Those who were wounded in battle experienced terrible suffering.<sup>11</sup> They were often left lying on the field for an entire day or even longer, because everyone was too busy fighting to come and carry them away. Field hospitals, where the wounded were taken during and after battles, were sometimes set up in nearby barns or houses, or simply in a group of tattered tents.

Soldiers in overcrowded field hospitals often found themselves left alone, bleeding, lying on the ground, with nobody to bring



them food or water or to comfort them and ease their pain. The doctors were simply too busy and too tired to help everyone. Thousands of men died who could have lived if only the hospitals had had all the supplies they needed.



◀ **Show image 8A-5: Barton following army with her supplies**

Knowing this, toward the end of 1861, Clara Barton started following the main Union Army wherever it went. This army was in charge of protecting Washington, D.C., though its ultimate goal was to attack Richmond, the Confederate capital, and win the war.<sup>12</sup>

Wherever the Union Army fought, Clara Barton followed with her wagonloads of bandages and other supplies, making sure the doctors had what they needed. Whenever possible, she made food for the sick and wounded, brought them water, comforted them, made sure they had blankets, wiped sweat from their foreheads, fixed their bandages, and simply talked to them.

Still, Clara Barton was determined to do more. So many wounded soldiers lay suffering on the battlefield for hours, sometimes even days, waiting for someone to come and help. Clara Barton wanted to be able to go to those soldiers on the battlefield, when they needed her help the most. Unfortunately, women were not allowed on the battlefields. At least, that is what the generals told her whenever she asked permission to come help during the battles.<sup>13</sup> But Clara Barton kept asking and insisting that she would be able to save lives. Finally, in 1862, she received permission to go to the heart of the battles themselves.

◀ **Show image 8A-6: Clara Barton caring for wounded on battlefield**

Clara Barton became known as the “Angel of the Battlefield” to soldiers and doctors who were always glad to see her calm face amid the horrors of war. She was there at Antietam, where more than twelve thousand Union soldiers were wounded—far more than she and all the other nurses and doctors could care for, but they did their best. Once a battle was over, she would hurry back

12 In which state is Richmond located?

13 Why do you think women were not allowed on the battlefields?



to Washington, D.C., to collect more supplies, and then catch up with the army again.



← **Show image 8A-7: Army ambulances**

By the middle of 1863, the Union Army figured out how to make sure the field hospitals had enough supplies. This was partly thanks to the fact that Clara Barton kept pressure on the War Department and other officials in Washington, D.C., to make real changes. She no longer had to collect supplies, but she continued to follow the army for the remainder of the war, acting as the “Angel of the Battlefield” to **countless**—more than can be counted—wounded soldiers.

Clara Barton saw more bloodshed and fighting than most soldiers during the war. She was there at some of the worst battles. She worked as bullets and cannonballs whistled overhead and crashed all around. Once, a bullet tore right through her shirtsleeve, but she was very brave and did not let fear stop her from doing what she needed to do.<sup>14</sup>

14 How do you think Clara felt during these times?



← **Show image 8A-8: Barton overseas**

When the war ended, Clara Barton continued to find ways to help others. In fact, she was only just beginning. She went to Europe and worked as a nurse in wars over there.<sup>15</sup> During the course of her life, she went to work in Turkey, China, Cuba, and other places. She returned to America and, in 1881, founded<sup>16</sup> the American Red Cross to provide medical supplies, food, and other aid during natural **disasters**, such as floods and earthquakes.

15 [Point to the continent of Europe on a world map or globe, and point to the following countries as they are mentioned.]

16 or started



← **Show image 8A-9: Red Cross today**

Today, the American Red Cross is still run by volunteers, people who donate their time for free in order to help other people in need. Clara Barton helped countless people during her lifetime. And although there are still wars and other disasters in this world, Clara Barton would be glad to know that the American Red Cross continues to save lives and give comfort to people in need to this very day.

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about whether the “Angel of the Battlefield” was helpful during the Civil War? Why or why not? (Answers may vary.)
2. *Inferential* What problem did Clara Barton first help to solve for the soldiers? Hint: What were many doctors and nurses lacking on the battlefield? (She found more medical supplies for them.) After this problem was solved, what did Clara do next? (She actually delivered the supplies and helped care for the soldiers on the battlefields.)
3. *Inferential* What name was Clara Barton given? (“Angel of the Battlefield”) Do you think that was an appropriate name for her? Why or why not? (Answers may vary, but should reflect information in the text, including the fact that she was helpful to people who were injured in battle and she did much of her work on the battlefields, even while bullets and cannonballs continued to fly during the battle.)
4. *Evaluative* How did Clara Barton feel about the soldiers? (She felt it was very important to provide better medical care to the soldiers.) What information in the read-aloud lets you know how she felt? (She worked hard to gather the supplies she needed, and she followed the army to many of the battles, where she risked her own life to provide medical care to the soldiers.)
5. *Inferential* What are some adjectives the author of the read-aloud uses to describe Clara Barton? (*compassionate, determined, calm, brave*)
6. *Literal* What is the name of the organization Clara Barton founded? (the American Red Cross) Is this organization still in existence today? (yes) What does the Red Cross do today? (It helps people who need help during times of war or other disasters.)
7. *Inferential* Which happened first: the start of the Civil War, or the start of the American Red Cross? (the start of the Civil War)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



### Word Work: Compassionate

5 minutes

#### ◀ Show image 8A-6: Clara Barton caring for wounded on battlefield

1. In the read-aloud you heard, “[Clara Barton] was a schoolteacher . . . and had always been known as a loving, *compassionate* person.”
2. Say the word *compassionate* with me.
3. *Compassionate* means very caring and having sympathy towards others.
4. Clara Barton was a compassionate person who worked hard to take care of the wounded.
5. In what ways can you tell that Clara Barton was compassionate? Ask two or three students.  
[If necessary, review specific points from the read-aloud that show that Clara was compassionate, (e.g., she knocked on doors to collect bandages and medicine; she wrote letters to doctors and politicians; she followed the Union Army with supplies; she went onto the battlefield to care for hurt soldiers; she worked to help others around the world; she founded the American Red Cross.) If necessary, guide and/or rephrase

students' responses: "Clara Barton was compassionate because. . ."]

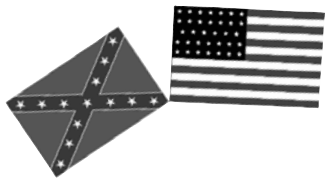
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention several situations. If I describe a situation where someone is being compassionate, say, "He/She is being compassionate." If I describe a situation where someone is not being compassionate, say, "He/She is not being compassionate."

1. The doctor volunteers her time and medical supplies to help the wounded soldiers. (She is being compassionate.)
2. Jerome shares his sandwich with a classmate who forgot his lunch. (He is being compassionate.)
3. Carol ignores the new girl in the class even though her teacher asked her to take care of the new girl. (She is not being compassionate.)
4. David steals the ball from another child and laughs as he runs away. (He is not being compassionate.)
5. Mr. Bell volunteers for the Red Cross in his city. (He is being compassionate.)
6. Jenny takes the hurt kitten to the animal shelter for care. (She is being compassionate.)



**Complete Remainder of the Lesson Later in the Day**



# Clara Barton

8<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Civil War Timeline

10 minutes

- Briefly review what is already on the Civil War Timeline.
  - [Show Image Card 13 (Clara Barton).] Ask students what she was called during the Civil War. (“Angel of the Battlefield”) Remind students that Clara Barton began helping after the Civil War began. Ask students if this card should be placed to the left or right of the card, “Civil War begins!” Place this card above the Timeline and to the right of “Civil War begins!”
  - Have students place the image of Clara Barton on the correct spot on their own Civil War Timelines.
  - [Show Image Card 14 (Symbol for Red Cross).] Ask students if Clara Barton founded or started the American Red Cross before or after she helped soldiers during the Civil War. (The Red Cross was founded almost twenty years after the Civil War.) Ask students if Image Card 14 (Symbol for Red Cross) should be placed to the left or right of Clara Barton. Place Image Card 14 on the far right side of the Timeline; this image will be the final image on the Timeline.
  - Have students place the symbol of the Red Cross on the correct spot on their own Civil War Timelines. **[Note:** Be sure that this image is the farthest one to the right.]
- ➔ **Above and Beyond:** On the back of their Timelines, have students write a sentence about how the two images they added

to their Timelines today relate to each other or to another image already on the Timeline.

## **A Picture Gallery of the U.S. Civil War: Clara Barton (Instructional Master 8B-1)**

**20 minutes**



### ◀ **Show image 8A-5: Barton following army with her supplies**

- Tell student that they will write about Clara Barton.  
[Review Flip Book images of Clara Barton and show additional images of the American Red Cross's services. You may wish to ask the following questions to prompt students:  
What was Clara Barton's job before helping soldiers during the Civil War? (teacher)  
How did she help during the Civil War? [Refer back to specific read-aloud examples.]  
What is she doing in this drawing? (following the army with medical supplies)  
What are some adjectives you can use to describe Clara Barton? (helpful, brave, compassionate, persistent, calm)]
  - First, invite students to look carefully at the image.
  - Next, ask students to write a paragraph about the life and work of Clara Barton.
  - Then, students should think of an appropriate title for their writing. Ask students about the purpose of giving their writing a title.
  - Finally, students should share their writing with their partner or home-language peers.

## **Domain-Related Trade Book**

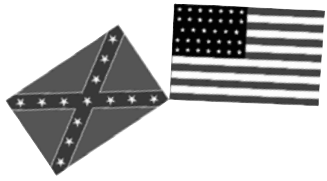
**20 minutes**

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, as well as other online or library resources, and choose one trade book about Clara Barton or the American Red Cross to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book

is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.





# The Emancipation Proclamation

9

## ☒ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify Abraham Lincoln as the author of the Emancipation Proclamation
- ✓ Explain the significance of the Emancipation Proclamation

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established (RI.2.7)
- ✓ Write simple sentences to represent details or information from “The Emancipation Proclamation” (W.2.2)
- ✓ Identify and express physical sensations, mental states, and emotions of themselves, Harriet Tubman, and a Union soldier
- ✓ Share writing with others
- ✓ Prior to listening to “The Emancipation Proclamation,” identify orally what they know and have learned about Clara Barton and Abraham Lincoln

## Core Vocabulary

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**abolished, v.** Ended; got rid of

*Example:* I had a nightmare that schools had abolished summer vacation.

*Variation(s):* abolish, abolishes, abolishing

**Cabinet, n.** A group of people who give advice to the president

*Example:* President Lincoln's Cabinet helped him make decisions.

*Variation(s):* Cabinets

**emancipation, n.** The act of freeing

*Example:* The class wanted emancipation from weekend homework.

*Variation(s):* emancipations

**proclamation, n.** Something that is said for everybody to hear

*Example:* The principal made a proclamation that students with perfect attendance would receive free ice cream in the cafeteria.


*Variation(s):* proclamations

**scroll, n.** A roll of paper with writings or drawings in it

*Example:* The king wrote his announcement on a scroll.

*Variation(s):* scrolls

Vocabulary Chart for The Emancipation Proclamation			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	abolitionists army fort <b>emancipation</b> Hampton (Virginia) Lincoln <b>scroll</b> seceding slavery Union/ Confederate	<b>abolished*</b> bitter-cold courageously documents <b>proclamation*</b> recruit	January president soldier
Multiple Meaning	<b>Cabinet</b> crowd	focus free	<u>coat</u> fight read
Phrases	Emancipation Oak <b>Emancipation</b> <b>Proclamation</b> Fredrick Douglass		
Cognates	abolicionista fuerte <b>emancipación</b>	<b>abolido*</b> documento <b>proclamación*</b> reclutar	presidente(a) soldado

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Response Cards 2 (Abraham Lincoln) and 4 (Clara Barton)	Use these Response Cards as you review previous read-aloud content.
<b>Vocabulary Preview: Emancipation/Emancipation Proclamation</b>	Image Card 15; Image 9A-5	<b>Note:</b> <i>Proclamation</i> is the Vocabulary Instructional Activity word.
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Emancipation Proclamation</b>	Civil War Map; U.S. map; Image Card 11	Point to the states as they are mentioned in the read-aloud and tell whether they are part of the Union or Confederacy. If possible, enlarge Image Card 11 on a Smartboard or onto a colored transparency.
		<b>Note:</b> As you read Lincoln's proclamation, pause after each sentence and paraphrase to ensure that students understand the content of the proclamation.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Abolished</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Coat</b>	Poster 3M (Coat)	
<b>Syntactic Awareness Activity: Presenting a Formal Speech</b>	Instructional Master 9B-1	<b>Note:</b> Speeches may be used for the follow-up activity for the Vocabulary Instructional Activity.
<b>Vocabulary Instructional Activity: Proclamation</b>	chart paper, chalkboard, or whiteboard with the following proclamation written on it: "All persons held as slaves shall be then, thenceforward, and forever free."	
<b>On Stage</b>		

Exercise	Materials	Details
Civil War Timeline	Image Card 15; Civil War Timeline	
A Picture Gallery of the U.S. Civil War: The Emancipation Proclamation	Image 9A-5; Instructional Master 9B-2, writing tools	

### ***Advance Preparation***

Create a large outline of a scroll with its contents, using Instructional Master 9B-1 as a guide. Use the scroll to model how to prepare for a formal speech. Point out the correct way to format the date, discuss ideas for the message, and stress the importance of having a strong conclusion.

✈ Above and Beyond: Make copies of Instructional Master 9B-1 for students to write their own speech in small groups.

Write: “All persons held as slaves shall be then, thenceforward, and forever free.” on a large sheet of chart paper, chalkboard, or whiteboard.

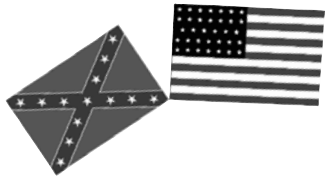
Make a copy of Instructional Master 9B-2 for each student. They will write about the importance of the Emancipation Proclamation.

### ***Notes to Teacher***

You may wish to paraphrase Lincoln’s proclamation: “On September 22nd, 1862, the President of the United States made an important and official proclamation or announcement that on January 1st all persons that are enslaved within any State will be forever free.”

Students may be confused as to why the Emancipation Proclamation did not free all enslaved people but freed only the enslaved in the Confederate states (i.e., the southern states that seceded). Use the Civil War Map (or enlarged Image Card 11) to show the Confederate states (in gray) where the Emancipation Proclamation freed the enslaved. Then point out the border states (in green) that did not secede but did have slavery. These states were allowed to continue slavery as long they continued to fight on the side of the Union. Thus the Emancipation Proclamation did not abolish slavery in the United States completely.

Remind students that the U.S. Civil War did not begin because Lincoln wanted to end slavery. It began because Lincoln declared that the Confederacy broke the law by seceding. Lincoln wanted to keep the nation whole, not divided. Later, the Emancipation Proclamation changed the focus of the war to include freeing the enslaved in the South. Lincoln gained the support of the abolitionists, and many freed African Americans fought on the side of the Union.



# The Emancipation Proclamation

9<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

5 minutes

#### ◀ Show image 8A-6: Clara Barton caring for wounded on battlefield

Ask students if they remember who this is. Ask students to share what they learned about Clara Barton in the last read-aloud and why she was important during the U.S. Civil War.

Prompt further discussion with the image and the following questions:

- How did Clara Barton help the wounded during the Civil War?
- What name was Clara Barton given and why?
- How would you describe her?
- What important thing did Clara Barton do after the Civil War that we still see the effects of today?

Tell students that today they are going to learn more about another important person during the Civil War, Abraham Lincoln, who was president of the United States and commander in chief of the Union Army. Ask students to share what they've already learned about Abraham Lincoln. Tell them that the next read-aloud is about a very important thing that President Lincoln did during the Civil War that he is still remembered for today.

### Vocabulary Preview

5 minutes

#### *Emancipation/Emancipation Proclamation*

#### ◀ Show image 9A-5: President Lincoln and the Emancipation Proclamation

1. In today's read-aloud you will about an important document, or official paper that has facts or information, in U.S. history called the *Emancipation Proclamation*.
2. Say *Emancipation Proclamation* with me three times.



3. *Emancipation Proclamation* is made up of two separate words. If we know the meaning of the two words, we can put the meanings together to try and figure out the meaning of *Emancipation Proclamation*.

*Emancipation* means the act of freeing. A proclamation is something that is said for everybody to hear. So what do you think the Emancipation Proclamation means? [Call on volunteers to answer. Build on accurate student responses to get to the definition.]

The Emancipation Proclamation was an order by the President of the United States to free the slaves.

4. [Point to Abraham Lincoln in the image.] Who do you think is the author of the Emancipation Proclamation?
5. [Show Image Card 15. Point to Lincoln and his advisors.] Can you find Lincoln in this image? Who are the other men around the table? (his advisors) What do you think are the documents or papers on the table? (maybe one of them is the Emancipation Proclamation) Why do you think it was important that Lincoln wrote the Emancipation Proclamation?

### **Purpose for Listening**

---

Tell students to listen carefully to find out one of the reasons President Lincoln is remembered.





## The Emancipation Proclamation

- ◀ Show image 9A-1: Samuel and Violet gathering with others around a soldier<sup>1</sup>

1 What is happening in this picture?

2 or very large

“Gather in closer! Closer everyone!” the soldier cried out. The people gathered beneath a massive<sup>2</sup> oak tree. It was a bitter-cold day in January 1863. A boy named Samuel, age ten, and his sister Violet, age seven, squeezed and prodded their way through the crowd.

“Let’s keep going to the front,” Samuel said, tugging Violet’s hand.

“No, let’s stay here in the middle where it’s warm,” said Violet, thankful to have so many bodies pressed close around to shield her from the freezing January wind.



- ◀ Show image 9A-2: Soldier holding up a scroll

“Fine, you stay here. But I’m going up front so I can hear,” said Samuel.

“You don’t even know what he’s going to talk about,” Violet said as her brother wormed his way toward the tree. Finally, Violet gave in and followed her brother to the very front. There, a Union soldier, wearing a long, heavy blue coat, held a **scroll**—a rolled piece of paper—which was sealed with a red-wax stamp.

“What is it, some kind of news?” asked a woman in the crowd.

“What happened? What’s on that piece of paper?” asked another.

“Honestly, I do not know,” the soldier answered. “My commander handed me this scroll and ordered me to come up to this tree and read it, so that is what I am doing.”<sup>3</sup>

3 What do you think the scroll will say?



← **Show image 9A-3: Soldier reading from the scroll**

4 [Point to Virginia on a U.S. map.] Was Virginia a Union or a Confederate state?

The tree where the people were gathering was in a place called Hampton, Virginia.<sup>4</sup> Hampton was different than other places in Virginia, mainly because nearby Fort Monroe was still under Union control. Unlike Fort Sumter and so many other forts controlled by the Confederates, the Union still held Fort Monroe, so the Union soldiers also controlled the nearby port and town. During the war, many escaped slaves had come to Fort Monroe, hoping to be safe from slave catchers. Eventually, a community of free African Americans had sprung up around the town of Hampton, and that is why, on this day in 1863, a large group of free African Americans were gathering under the giant oak tree in Virginia to listen to a Union soldier.<sup>5</sup>

5 So, how was this part of Virginia different from other parts of Virginia and other Confederate states?

Samuel and Violet had been born into slavery, but their parents had managed to escape at the beginning of the war, and they had been living in Hampton ever since.

“Quiet!” the soldier called. “Quiet, please!”

6 So, this is an official announcement from President Lincoln.

When everyone was settled, the soldier read the first words: “By the President of the United States of America: A **Proclamation**.”<sup>6</sup>

The soldier waited a moment. Everyone knew right away that they were about to hear something very important. It was not every day that the president sent out written proclamations. The soldier continued reading,

*Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit . . .*



← **Show image 9A-4: People cheering; Samuel and Violet trying to understand**

“What did he just say?” Violet asked eagerly, tugging on Samuel’s sleeve.

“I’m not really sure,” he replied. “It was just a fancy way of saying the date, I think.”<sup>7</sup> Now just *hush* and listen!”

7 The date was September 22, 1862.

The soldier read some more: *That on the first day of January . . . all persons held as slaves within any State or designated part of a State . . . shall be then, thenceforward, and forever free.*

The crowd erupted in gasps of relief and joy. “Read that again!” someone shouted, interrupting the soldier. “I want to make sure I heard you right.” Everyone in the crowd had been a slave at one time, so they were very happy to hear that Lincoln was proclaiming an end to slavery.

Samuel and Violet listened to the rest of it, but when it was over, Violet did not really understand most of what she had heard. “So does this mean that we don’t have to worry about being captured by the slave catchers anymore?” she asked Samuel.

“I think so,” Samuel answered, rubbing his chin. “I think President Lincoln said all the slaves are now free, but I’m not really sure. We’ll have to ask Mother what it all means.”



◀ **Show image 9A-5: President Lincoln and the Emancipation Proclamation**

The document the soldier read was called the **Emancipation Proclamation**.<sup>8</sup> It is one of the most famous documents in the history of the United States, but it did not do exactly what you might think, at least not right away.

Unfortunately, Lincoln’s Emancipation Proclamation did not automatically free all the slaves. In fact, it did not even say that all slaves should be free—only that the slaves in states that were still fighting against the Union should be free.<sup>9</sup> Some states, including Maryland and Delaware, still had slavery, but they had not seceded from the Union.<sup>10</sup> Lincoln allowed people in states that had not seceded to keep their slaves as long as they continued to fight on the side of the Union. Eventually, slavery was **abolished**<sup>11</sup> by law in all these states, but not just because of the Emancipation Proclamation.<sup>12</sup>

8 Emancipation is an act of setting something or someone free. What is a proclamation?

9 What was the group of states fighting against the Union called?

10 So, were Maryland and Delaware still a part of the Union?

11 or ended

12 [Point to Image Card 11 (The Confederacy) on the timeline, and draw attention to the gray colored states. Explain that the green colored states were slaveholding states that were in the Union, and were not affected by the Emancipation Proclamation.]



← **Show image 9A-6: Lincoln reading Emancipation Proclamation before his Cabinet**

Slavery was a major reason that the nation was divided in the first place, but the reason Lincoln declared war was that the Confederacy broke national law by seceding from the Union. In other words, in the beginning, the war was not about ending slavery but about keeping the nation whole. The Emancipation Proclamation changed this.

The Emancipation Proclamation changed the focus and purpose of the war at a time when things were not going well for the Union. This was before the Battle of Gettysburg, which took place in July 1863. The Union had not won many battles, yet tens of thousands of men were already dead or wounded, and there was no end to the war in sight.<sup>13</sup>

Many people, including his closest advisors, told Lincoln to end the war and let the Confederacy have its way. This picture shows Lincoln just having read the Emancipation Proclamation to his **Cabinet**, or group of advisors. Some thought it was a good idea, and some did not, but Lincoln did what he knew was the right thing to do. The Emancipation Proclamation let everyone know that Lincoln was not only determined to preserve, or save, the Union; he also wanted to make sure that slavery would never cause another war. This made the abolitionists very happy, and after that they put their full support behind Lincoln and the war.<sup>14</sup>

13 So what did the Emancipation Proclamation do and not do? (changed the war but didn't end the war)

14 Who were abolitionists?



← **Show image 9A-7: The Spirit of Freedom sculpture**

The Emancipation Proclamation also allowed free African Americans and escaped slaves to fight for the Union. The famous abolitionist Frederick Douglass helped recruit African Americans—he encouraged them to join the Union Army as soldiers. Many African Americans did join the Union Army and fought courageously. African American men and women were eager to help the Union Army in other ways, too. Men worked as carpenters, cooks, guards, laborers, and boat pilots. African

15 This statue, the Spirit of Freedom, stands today at the African American Civil War Memorial in Washington, D.C., to honor the more than two hundred thousand African American soldiers who served the United States during the Civil War.



← **Show image 9A-8: Emancipation Oak**

American women were devoted nurses, spies, and scouts. In this way, men and women who had never been enslaved as well as former enslaved Africans courageously worked together to save the Union and bring freedom to the slaves in the South.<sup>15</sup>

From that day forward, the great oak tree in Hampton, Virginia, became known as Emancipation Oak. It was the first place the Emancipation Proclamation was read on Confederate territory. After the Emancipation Proclamation, the Union Army freed slaves each time it won a battle and took control of a town or some farmland in a southern state. Little by little, one plantation at a time, slavery in the United States was finally coming to an end.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* What important event did Samuel and Violet observe? (the reading of the Emancipation Proclamation)
2. *Inferential* Who wrote the Emancipation Proclamation? (President Lincoln) What did the Emancipation Proclamation do? (changed the focus of the war and eventually led to slaves being freed; allowed African American soldiers to fight in the Union Army)
3. *Inferential* Why do you think a Union soldier read the Emancipation Proclamation rather than a Confederate soldier? (The Union supported the position of the Emancipation Proclamation and freeing slaves.)
4. *Evaluative* What do you think Harriet Tubman might have said when she heard about the Emancipation Proclamation? (Answers may vary.)
5. *Inferential* Which happened first: Lincoln wrote the Emancipation Proclamation or he became president? (He became president first.)



← **Show image 9A-8: Emancipation Oak**

6. *Evaluative* Do you think Emancipation Oak is a good name for this tree? Why or why not? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think the children—Samuel and Violet—felt when they found out what was written on the scroll? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

**Word Work: Abolished**

5 minutes

1. In the read-aloud, you heard, “Eventually, slavery was *abolished* by law in all these states.”
2. Say the word *abolished* with me.
3. *Abolished* means ended or stopped.
4. The abolitionists must have felt proud of their hard work when slavery was finally abolished.
5. Have you ever wanted something to be stopped or abolished, such as a rule at school or at home that you disagree with? Try to use the word *abolished* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I wish \_\_\_\_\_ could be abolished.”]
6. What’s the word we’ve been talking about? What part of speech is the word *abolished*?

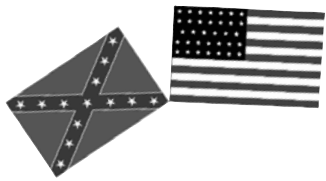
Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If I describe something being ended or stopped, say, “\_\_\_\_\_ was/were abolished.” If I do not describe

something being ended or stopped, say, “\_\_\_\_\_ was/were not abolished.”

1. The teacher said, “We will continue to go for a nature walk every week for the rest of the year.” (Weekly nature walks were not abolished.)
2. The president promised to do away with several taxes. (Those taxes were abolished.)
3. Sandy told her brother that he was no longer allowed to use the basketball in the house. (Basketball in the house was abolished.)
4. The volleyball team raised enough money to play another season. (Volleyball was not abolished.)



**Complete Remainder of the Lesson Later in the Day**



# The Emancipation Proclamation

9<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Multiple Choice: Coat*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Coat).] In the read-aloud you heard, “[A] Union soldier, wearing a long, heavy blue coat, held a scroll, or a rolled piece of paper.” In this sentence a coat is something you wear that helps keep you warm and dry. Which picture shows this kind of coat?
2. A coat is also an outer covering of fur, hair, or wool on an animal. Which picture shows this kind of coat?
3. Coat also means to cover something with a thin layer such as paint. Which picture shows this kind of coat?
4. Now that we have gone over the different meanings for coat, quiz your partner on these different meanings. Use complete sentences and be as descriptive as possible. For example, you could say, “Be careful not to touch the coat of wet paint on the hallway walls.” And your partner should respond, “That’s number ‘3.’”



## ↔ Syntactic Awareness Activity (Instructional Master 9B-1, optional)

15 minutes

### *Presenting a Formal Speech*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Earlier in this domain, we talked about how the way we speak might change depending on the person we are talking to or what we are talking about. [Pause and have students think about this. Ask a few students whether or not this is true when they speak.]
2. In today's read-aloud you heard sentences from a famous document called the Emancipation Proclamation. It was written long ago, in very formal language.  
[You may wish to go back to the read-aloud and read a few sentences from the Emancipation Proclamation and briefly talk about how the language used was very formal.]
3. [Point to the outline of a scroll you have created.] As a class, we will write our own proclamation of an official change at school.
4. [Gather student ideas for changes that they would like to see made at their school. Hold a class vote to pick an idea.]
5. Let's prepare a formal speech that presents our idea for change.
  - First, let's write the date correctly.
  - Next, let's think about who will be the audience for our speech, or who will be listening to our speech.
  - Then, think of three sentences telling about this change.  
[This section should be done in partner pairs, with one student acting as the scribe. Provide sentence starters such

as *We strongly urge that . . . ; It is necessary that . . . ; We believe . . . ; This will help because . . .* Invite partner pairs to share their sentences. As a class, pick three sentences to include in the speech.]

- Finally, let's come up with one or two powerful sentences that will conclude our speech. [This section should be done in partner pairs. Invite partner pairs to share their sentences. As a class, pick one or two sentences to conclude the speech.]
6. I will read our speech using a formal and official tone. [If time allows, have partner pairs say the speech to one another in a formal and official tone.]

## ⇔ **Vocabulary Instructional Activity**

**5 minutes**

### ***Word Work: Proclamation***

1. In the read-aloud you heard a soldier say, "By the President of the United States of America: *A Proclamation*."
2. Say the word *proclamation* with me three times.
3. A proclamation is something that is said for everybody to hear.
4. Everybody gathered to hear the president's proclamation. The school principal made a proclamation that students with perfect attendance would receive free ice cream in the cafeteria.
5. I will name some situations. Tell me whether or not it is an example of a proclamation.
  - The general tells all his soldiers that they will attack the fort at sunrise. (a proclamation)
  - The teacher whispers to a student to meet him at his desk. (not a proclamation)
  - A student yells at the top of the monkey bars that he is the captain of his pretend pirate ship. (a proclamation)
  - A student tells one other student about her favorite book. (not a proclamation)
  - The president tells only his advisors about his plans. (not a proclamation)

- The president makes an announcement on national television about his plans. (a proclamation)

Use an *Acting* activity for follow-up. Directions: First we will practice saying this sentence: “All persons held as slaves shall be then, thenceforward, and forever free.” Then I will call on a few volunteers to act out the proclamation that President Lincoln made in the Emancipation Proclamation. When you say this line, stand up tall, and use a strong and official voice.

- ✈ Above and Beyond: You may wish to have volunteers read their speeches from the Syntactic Awareness Activity.

## On Stage

10 minutes

- One by one, show Flip Book images 9A-1 through 9A-6. Ask students to explain what is happening in each picture. Help them create a continuous narrative of the events of the read-aloud. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Civil War Timeline

5 minutes

- Briefly review what is already on the Civil War Timeline.
- [Show Image Card 15 (Emancipation Proclamation).] Have students identify Abraham Lincoln in the image. Ask students what Lincoln and his advisors might be talking about and what the documents or papers on the table might be about. Remind students that the Emancipation Proclamation was written after the U.S. Civil War began and after Clara Barton began helping the soldiers, but before American Red Cross was founded. Ask students if Image Card 15 (Emancipation Proclamation) should be placed to the left or right of *Civil War Begins!* Place Image Card 15 to the right, on the space adjacent to *Civil War Begins!*
- Have students place the image of Abraham Lincoln and his advisors discussing the Emancipation Proclamation on the correct spot on their own Civil War Timelines.

- ✈ Above and Beyond: On the back of their Timelines, have students write a sentence about how the image they added to the Timeline today relates to another image already on the Timeline.



## A Picture Gallery of the U.S. Civil War: The Emancipation Proclamation (Instructional Master 9B-2)

20 minutes

### ◀ Show image 9A-5: President Lincoln and the Emancipation Proclamation

- Tell students that they will write about the Emancipation Proclamation.

[Review Flip Book images of Lesson 9; reread parts of the Emancipation Proclamation, paraphrasing as necessary. Invite students to repeat the line, “All persons held as slaves shall be then, thenceforward, and forever free.” You may wish to ask the following questions to prompt students:

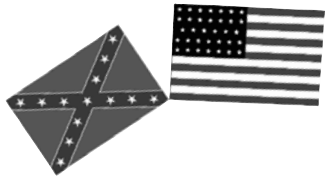
Who was the author of the Emancipation Proclamation? (Lincoln)

Who read the Emancipation Proclamation? (a Union soldier)

Where was the Emancipation Proclamation read? (Hampton, Virginia, under an oak tree which later became known as the Emancipation Oak)

How did the people who heard the Emancipation Proclamation feel? (relieved and joyful)

- First, invite students to look carefully at the image. Have students identify the man in the middle of the image. Ask what they think the writing in the background is about.
- Next, ask students to write about the importance of the Emancipation Proclamation.
- Then, students should think of an appropriate title for the image and their writing.
- Finally, students should share their writing with their partner or home-language peers.



# Ulysses S. Grant

# 10

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the people of the North as “Yankees” and those of the South as “Rebels”
- ✓ Identify Ulysses S. Grant as the commander of the Union Army

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from the Venn diagram used to compare and contrast Ulysses S. Grant and Robert E. Lee to clarify information from the read-aloud “Ulysses S. Grant” (RI.2.7)
- ✓ Compare and contrast similarities and differences between Ulysses S. Grant and Robert E. Lee (RI.2.9)
- ✓ Write simple sentences to represent details or information from “Ulysses S. Grant” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “Ulysses S. Grant” (SL.2.3)
- ✓ Provide antonyms of core vocabulary words, such as *defeat* (L.2.5a)
- ✓ Determine the meaning of multiple-meaning words and phrases, such as *post* (L.2.5a)

- ✓ Share writing with others
- ✓ Prior to listening to “Ulysses S. Grant,” orally identify what they know and have learned about Robert E. Lee

## Core Vocabulary

---

**ammunition, *n.*** Material fired from weapons

*Example:* The army tank was full of ammunition.

*Variation(s):* none

**defeat, *n.*** Failure to win

*Example:* Len’s soccer team experienced a disappointing defeat when the opposing team scored three goals and his team scored none.

*Variation(s):* defeats

**rations, *n.*** Amounts of food or provisions set aside for each person

*Example:* There were just enough rations in the space station for the three astronauts.

*Variation(s):* ration

**surrendered, *v.*** Yielded or gave something up to another

*Example:* Walter finally surrendered the remote control to his brother.

*Variation(s):* surrender, surrenders, surrendering


**Yankees, *n.*** Union soldiers during the Civil War; people from the northern states

*Example:* Lisa’s friends in Virginia called her family Yankees because Lisa’s family was from Massachusetts.

*Variation(s):* Yankee

Vocabulary Chart for Ulysses S. Grant			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>ammunition</b> army battle commander Confederate/ Union North/South <i>Rebels/Yankees</i> <b>surrendered*</b> Virginia	aggressive chaotic circumstances equipped stubborn unequal	soldier war win
Multiple Meaning	<b>defeat*</b> general <u>post</u> <b>rations</b> wounded	supplies	fight letter
Phrases	Battle of Vicksburg Battle of the Wilderness Mississippi River Robert E. Lee Ulysses S. Grant “Unconditional Surrender”	take control of took orders from	
Cognates	batalla comandante el Norte/del Sur general <u>poste</u> <b>raciones</b>	agresivo(a) caótico(a) circunstancia equipar desigual	soldado

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Response Card 3 (Robert E. Lee)	Use the Response Card as students review information about Robert. E. Lee.
<b>Vocabulary Preview: Rebels/ Yankees</b>	Image 10A-3; Civil War Map	
<b>Purpose for Listening</b>	Instructional Master 10A-1 (Response Card 5: Ulysses S. Grant)	Give students their Response Card for Ulysses S. Grant, and introduce them to the general of the Union Army.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Ulysses S. Grant</b>		<b>Note:</b> At the beginning of this read-aloud, you may wish to write the following figures on the board: 118,000 (Union soldiers) and 60,000 (Confederate soldiers) so that students can see the difference in numbers. Stress that 118,000 is much greater than 60,000. (118,000 > 60,000)
	Civil War Map, red crayon; U.S. map	<b>Note:</b> Point to parts of the map as they are mentioned in the read-aloud. Have students circle in red the stars for the Battle of Vicksburg (in Mississippi) and the Battle of the Wilderness (in Virginia) to show that battles took place at those locations.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>	Image Card 16	
	chart paper, chalkboard, or whiteboard to make a T-Chart, writing tools	For Question 6, make a T-Chart to compare the two armies.
<b>Word Work: Defeat</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		



Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Post</b>	Poster 4M (Post)	
<b>Syntactic Awareness Activity: Writing a Letter</b>	Instructional Master 10B-1 (optional)	
<b>Vocabulary Instructional Activity: Surrendered</b>		
<b>Venn Diagram: Lee vs. Grant</b>	Instructional Master 10B-2 (optional)	
<b>A Picture Gallery of the U.S. Civil War: Ulysses S. Grant</b>	Image 10A-4; Instructional Master 10B-3, writing tools	

### **Advance Preparation**

Make a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 5 for Ulysses S. Grant. Students can use this Response Card to preview, review, and discuss read-aloud content. There are lines on the Response Card for students to write a sentence about the role this character played in the U.S. Civil War.

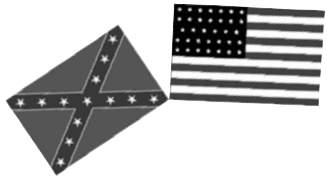
Create a large outline of a letter, including the blanks, using Instructional Master 10B-1 as a guide. Use this letter to model the conventions of writing a letter. Point out the correct way to format the date, and decide on a proper greeting and closing.

✚ Above and Beyond: Make a copy of Instructional Master 10B-1 for students who are ready to write their own letter.

Create a large Venn diagram that compares and contrasts Robert E. Lee and Ulysses S. Grant, using Instructional Master 10B-2 as a guide.

✚ Above and Beyond: Make a copy of Instructional Master 10B-2 for students who are ready to fill in their own diagram.

Make a copy of Instructional Master 10B-3 for each student. They will write about Ulysses S. Grant based on what they have learned about him from the read-aloud.



# Ulysses S. Grant

# 10<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

5 minutes

#### ◀ Show image 7A-6: Lee greeting his soldiers

Ask students if they remember who this is. Prompt discussion about Robert E. Lee with the following questions:

- What important job did Robert E. Lee have? (commander of the Confederate Army)
- Where was Lee from? (Virginia)
- Why did he choose to command the Confederate Army? (He wanted to be loyal to his home state.)
- How did the Confederate soldiers feel about General Lee? (They loved and respected him.)

### Vocabulary Preview

5 minutes

#### *Rebels/Yankees*



#### ◀ Show image 10A-3: Well-supplied northern army/ragged southern army

1. We have already learned about the general of the Confederate Army or the Rebels. Who was the general for the *Rebels*? (Robert E. Lee)  
Today you will hear about the general for the Union Army, also known as the *Yankees*.
2. Say *Rebels* with me three times.  
Say *Yankees* with me three times.
3. The Rebels was the nickname given to the Confederate soldiers from the South. [Have students point to the Confederate states on their maps.]  
The Yankees were the Union soldiers from the North. [Have students point to the Union states on their maps.]

4. The Rebels and the Yankees fought many battles against each other during the U.S. Civil War.
5. Can you tell which side of the image shows the Rebels and which side shows the Yankees? Do you notice any differences between the soldiers from these two sides? [You may wish to record student responses and save them for the T-Chart activity during the Comprehension Questions.]

### **Purpose for Listening**

---

Tell students that the next read-aloud is about a commander of the Union Army named Ulysses S. Grant. Ask if any of them have heard of him. Tell students to listen carefully to learn more about Ulysses S. Grant and to think about how he was like General Lee and how he was different from General Lee.



## Ulysses S. Grant

### ◀ Show image 10A-1: Ulysses S. Grant and camp

The date was May 4, 1864. The day before, marching with a strength of over 118,000 soldiers, the Army of the Potomac crossed the Rapidan River in the middle of Virginia.<sup>1</sup> The Blue Ridge Mountains lay to the west; to the east lay miles of dark forests and the Confederate Army under command of Robert E. Lee. General Lee had roughly sixty thousand men under his command, half as many as the Union Army, but they were ready to put up a strong fight.

The Union Army was commanded by Ulysses S. Grant.<sup>2</sup> He was no stranger to battle. He had served in the army for over twenty-five years, starting when he was just seventeen years old.<sup>3</sup> The Civil War was not his first war, either. Like the Confederate General Robert E. Lee, General Grant had fought in another war.

General Ulysses S. Grant leaned against a post outside his tent.<sup>4</sup> He wearily watched as a long line of supply wagons carrying **ammunition**, food, and medical supplies rumbled past.<sup>5</sup> These supply wagons made up the rear, or backside, of the army. The main body of the army—the soldiers who needed all those supplies in order to fight—were miles ahead, deep in the forest, looking for the enemy.<sup>6</sup>

General Grant was now the general in chief of the entire Union Army. The only person who ranked higher than General Grant was President Lincoln; Grant took his orders from Lincoln, and everyone else took their orders from Grant.<sup>7</sup>

### ◀ Show image 10A-2: Grant out West

Every general in the war faced hard choices and had heavy responsibilities, with the lives of thousands of soldiers in his hands. But in 1864, no general had more worries than General Grant.<sup>8</sup>

1 [Show this area on a U.S. map.]

2 [Point to Grant in the image.]

3 just like Robert E. Lee

4 The word *post* in this sentence means a piece of wood or metal that is set in an upright position into the ground. The word *post* can also mean to send something by mail, or to put up a sign.

5 The word *ammunition* refers to the bullets, cannonballs, etc. that are shot out of weapons.

6 Who was the enemy of the Union Army?

7 Does anyone remember what title the president has as the highest ranking commander? That's right, commander in chief.



8 Why do you think General Grant had so many worries?

- 9 [Point to Mississippi on a U.S. map. Point to the Mississippi River as you mention it.]



◀ **Show image 10A-3: Well-supplied northern army/ragged southern army**

General Grant had spent the first three years of the Civil War fighting farther west, away from the action in Virginia. His most impressive victory in the early years of the war came at Vicksburg, a city in Mississippi.<sup>9</sup> The same day that the Union Army had won the Battle of Gettysburg, General Grant won the Battle of Vicksburg, after two long, hard months. The victory gave the Union final control over the entire Mississippi River, which in turn, would make it easier for the Union to take over the rest of the South. The Mississippi River was important because the Union could use it to send troops and supplies from the North to the South. It was easier to use a river to do this because there were no cars or trucks yet, and so there were no highways like we have today.

- 10 What color was the Union Army uniform?
- 11 Late in the war, the U.S. Congress passed a bill that gave equal pay to the African American soldiers who valiantly fought to help save the Union and bring freedom from slavery.
- 12 Rations are amounts of food and other materials set aside for each person. Was all this production from factories good for the northern economy?
- 13 What was the nickname for the Union soldiers? What was the nickname for Confederate soldiers? Why do you think the North expected to win easily?
- 14 What is ammunition?

To win the Civil War, the Union needed to take control of the South, including all of its cities and roads. Nobody in the North expected this to be so difficult. The Union had more than a million men in uniform.<sup>10</sup> By the end of the Civil War, one out of every ten Union soldiers was African American and one out of four Union sailors was African American.<sup>11</sup>

Factories in the North had been working day and night for years, producing weapons, uniforms, blankets, food **rations**, wagons, and all of the other things the army needed.<sup>12</sup> The **Yankees**, as the Union soldiers were nicknamed, had everything they needed to fight and win the war.<sup>13</sup>

The Confederates, or Rebels as they were often called, did not have as many men as the Union. The South did not have many factories; many of those it did have early in the war had been destroyed or captured by 1864. Confederate soldiers marched to battle without shoes, without enough food, and sometimes without enough ammunition.<sup>14</sup> Yet, even though they were exhausted and starved, the Confederates somehow held on and managed to keep fighting.



← **Show image 10A-4: General Grant**

15 or commander of all of the U.S. armies

Grant was not the general in chief of the Union Army at the beginning of the Civil War.<sup>15</sup> Throughout the war, Lincoln had trouble with some of his top Union generals. It wasn't that they were bad generals; they could win battles and capture enemy forts and towns. But they made mistakes, as well. They often waited too long to attack, or failed to chase the Confederates when they were on the run. Basically, Lincoln felt the Union generals were never aggressive, or forceful, enough.

16 or gave up

But Grant was different. General Grant had won the long Battle of Vicksburg because he was stubborn and unafraid; he kept fighting and attacking until the enemy **surrendered**.<sup>16</sup> Lincoln put General Grant in charge of the entire Union Army because General Grant promised that he would do whatever it took to win; he would chase General Robert E. Lee and his army all over Virginia, and he would not stop until the war was finished. This outlook earned him the nickname "Unconditional Surrender," because he would accept nothing less from the Confederate Army than a complete surrender.<sup>17</sup>

17 Do you think General Grant will be able to get the Confederate Army to completely surrender?



← **Show image 10A-5: Grant reading letter from Lincoln**

18 or necessary

General Grant removed a folded letter from his breast pocket. President Lincoln had sent this letter a few days earlier. It did not contain any vital<sup>18</sup> information or new orders. It was just a simple letter sent to wish him good luck in battle. Grant reread the letter, written in the president's own handwriting:

**[Note:** The following historic letter was modified for ease of understanding.]

*Lieutenant-General Grant, —*

19 or I am entirely happy

*Not expecting to see you again before you march into Virginia, I wish to tell you that I am entirely satisfied<sup>19</sup> with what you have done up to this time . . . You are alert and self-reliant; and, pleased with this, I do not wish to control your actions in any way . . . If there is anything wanting which is within my power to give, do not fail to let me know it.*

20 a worthy cause

21 may God keep you strong

*And now with a brave Army, and a just cause,<sup>20</sup> may God sustain you.<sup>21</sup>*

*Yours very truly,*

A. LINCOLN



← **Show image 10A-6: Battle of the Wilderness**

The next day, May 5, in the forests near Fredericksburg, Virginia, the main body of Grant's army clashed with General Lee's army in one of the wildest battles of the war.<sup>22</sup> In those days, armies always preferred to fight in open fields, where it was easier to move cannons and large groups of men, and easier for generals to see what was happening. This time, though, the armies met deep in the woods, where the tree and plant growth was so heavy that the soldiers could barely see one another.

This was called the Battle of the Wilderness, and it was the very first time Generals Grant and Lee faced each other in battle. It was a very chaotic battle. Thousands were killed and wounded. At the end of the day, both armies limped away, with no clear winner in the battle.



← **Show image 10A-7: Clara Barton tending wounded**

After the battle, many of the Union wounded were taken to churches and homes in the nearby city of Fredericksburg. Clara Barton was there in one of those churches, tending to wounded soldiers.<sup>23</sup> The next day, hundreds more wounded soldiers were brought in from yet another battle. And on it went.

The armies of Grant and Lee met again and again during the months that followed. Sometimes Grant won the battle, sometimes Lee won, and sometimes nobody won. But with each battle, the Confederate Army got a little smaller and that much closer to final defeat.<sup>24</sup>

23 Who was Clara Barton? What was her nickname?

24 Or, failure to win. Does this last sentence give you a clue about who will win the war?

### Comprehension Questions

10 minutes

1. *Literal* [Show Image Card 16 (Ulysses S. Grant).] Who is pictured in this image? (Ulysses S. Grant) What important job did Ulysses S. Grant have during the Civil War? (He was general in chief or commander of the Union Army.)
2. *Inferential* Was he commander at the beginning of the Civil War? (no) Why did President Lincoln ask him to take over? (He had a reputation of doing whatever it took to win.)
3. *Literal* Why was Grant given the nickname “Unconditional Surrender”? (He accepted nothing less than a complete surrender.)
4. *Evaluative* In the read-aloud you heard that General Grant won the Battle of Vicksburg because he was stubborn and unafraid. How might being stubborn and unafraid help someone win a battle in a war? (Answers may vary.)
5. *Literal* What nickname was given to Union soldiers? (Yankees) What nickname was given to the Confederate soldiers? (Rebels)
6. *Inferential* [**Note:** You may wish to record student responses on a T-Chart.] How did the two armies compare as far as being equipped to fight? (The Union Army had more soldiers, ammunition, food, and supplies. The Union also had factories produce supplies for the Union Army. The Confederate Army’s soldiers marched to battle without shoes, without enough food, and sometimes without enough ammunition.)
7. *Evaluative* Do you think these unequal circumstances eventually led to the defeat of the Confederate Army? What evidence in the read-aloud leads you to think this? (Answers may vary, but should reflect information in the text, including the fact that an army that has better supplies, such as ammunition and food, can survive battles better, and that factories could produce the things an army needs, such as weapons, uniforms, blankets, and wagons.)



[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Defeat**

**5 minutes**

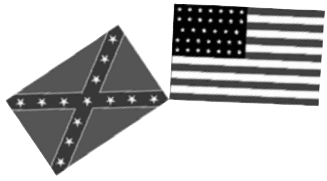
1. In the read-aloud you heard, “With each battle, the Confederate Army got a little smaller and that much closer to final *defeat*.”
2. Say the word *defeat* with me.
3. A defeat is a failure to win.
4. Brian scored the final point that caused the other team’s defeat.
5. Have you ever experienced a loss, or defeat, or have you read about, heard about, or seen a defeat in a movie or television show? Try to use the word *defeat* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I experienced a defeat when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: You heard that a defeat is a failure to win. The word *win* is an antonym, or opposite, of the word *defeat*. To *win* means to be successful at something. I am going to read several sentences. If I describe something that is a failure to win, say, “That is a defeat.” If I describe something that is successful, say, “That is a win” and clap your hands.

1. Will beat his opponent at checkers. (That is a win.)
2. Lilly missed making the goal for her soccer team. (That is a defeat.)
3. Janet made a basket at the very last minute, leading her team to victory. (That is a win.)
4. Robert made the lowest score in the video game against his sister. (That is a defeat.)
5. Patrick ranked highest at the spelling bee. (That is a win.)
6. Danny lost the bike race against his friend. (That is a defeat.)



### **Complete Remainder of the Lesson Later in the Day**



# Ulysses S. Grant

10<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### **Context Clues: Post**

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Post).] In the read-aloud you heard, “General Ulysses S. Grant leaned against a *post* outside his tent.” In this sentence, a post is a pole made of wood or metal that is fixed into the ground. Which picture shows this kind of *post*?
2. *Post* also means to put a sign up so that it can be seen by many people. Which picture shows this kind of *post*?
3. *Post* also means to send something by mail. Which picture shows this kind of *post*?
4. I’m going to say some sentences using the word *post*. Hold up one finger if my sentence tells about *post* in picture one; hold up two fingers if my sentence tells about *post* in picture two; and hold up three fingers if my sentence tells about *post* in picture three.
  - Layla posts the letter she has written to her grandparents.
  - Jordan leans against the post at the bus stop.

- Devan helps his friend post a “Lost Dog” sign around the neighborhood.
- The librarian posts the information about the book fair around the school.
- Diane likes to kick the ball towards the post to see if she can hit it.

## **Syntactic Awareness Activity** **(Instructional Master 10B-1, optional)**

**15 minutes**

### ***Writing a Letter***

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. In today’s read-aloud you heard me read a letter from President Lincoln to General Ulysses S. Grant.  
[You may wish to go back to the read-aloud and read a few sentences from the letter and briefly talk about how the language used was very formal.]
2. [Point to the outline of the letter you have created.] As a class, we will write our own letter to someone from the time of the Civil War.
3. [Gather student ideas about who the letter should be written to. Hold a class vote to pick a recipient.]
4. Let’s write a letter to this person together.
  - First, let’s write the date correctly. [Model how to write the date correctly.]
  - Next, let’s think about how we want to begin our letter. Most of the time, letters begin with the word *Dear*. [Write *Dear* and the recipient’s name on the opening line.]

- Then, think of three things you would like to say to this person. [This section should be done in partner pairs, with one student acting as the scribe. Prompt students by asking whether they want to encourage the person, praise the person, or give the person advice. Invite partner pairs to share their sentences. As a class, pick three sentences to include in the letter.]
- Come up with one sentence to conclude the letter. [This section should be done in partner pairs. Invite partner pairs to share their sentences. As a class, decide on a concluding sentence.]
- Finally, let's think about how we want to close our letter. Most of the time, letters end with the word *Sincerely*. [Write *Sincerely*, and sign the class name (e.g., Room 5) underneath it.]

5. Let's read our letter to [recipient's name] together.

## ⇌ Vocabulary Instructional Activity

5 minutes

### **Word Work: *Surrendered***

1. In the read-aloud you heard, "[Grant] kept fighting and attacking until the enemy *surrendered*."
2. Say the word *surrendered* with me three times.
3. When you hear that someone surrendered, that means the person has given up and has allowed the other side to take control.
4. General Grant told his soldiers to keep fighting until the Rebels surrendered.
5. I will name some situations. Tell me whether or not it shows that someone surrendered.
  - The Rebels refused to give up and kept fighting. (The Rebels did not surrender.)
  - Many Union soldiers were wounded, but they continued to fight. (The Union soldiers did not surrender.)
  - The Rebel soldiers gave up their control of the Mississippi River. (The Rebels surrendered.)

- The Yankees gave up their weapons after they lost the battle. (The Yankees surrendered.)

Use a *Predictions* activity for follow-up. Directions: Which side—the Rebels or the Yankees—do you think surrendered at the end of the Civil War? [You may wish to take a quick class tally. Tell students they will find out during the next and final lesson.]

### **Venn Diagram: Lee vs. Grant**

**(Instructional Master 10B-2, optional)**

**15 minutes**

- On chart paper, a chalkboard, or a whiteboard, create a Venn diagram to compare and contrast Ulysses S. Grant and Robert E. Lee. Ask students to think about what they have learned about Ulysses S. Grant and Robert E. Lee. You may want to use the Civil War journals and some of the images from Lessons 7 and 10 as reminders for information.
  - Ask students how Grant and Lee were alike. Write students' responses in the overlapping part of the Venn diagram.
  - Ask students how Grant was different from Lee. Write this information in the circle for Grant.
  - Ask students how Lee was different from Grant. Write this information in the circle for Lee.
  - Read the completed Venn diagram to the class.
- Above and Beyond: You may wish to extend this activity by using the chart as a prewriting tool. Have students who are ready write two paragraphs: one describing similarities, and the other describing differences between the two generals.
- Above and Beyond: For those students who are ready to do so, have them fill in their Venn diagrams independently.

### **A Picture Gallery of the U.S. Civil War: Ulysses S. Grant**

**(Instructional Master 10B-3)**

**20 minutes**

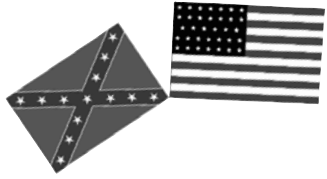


#### **◀ Show image 10A-4: General Grant**

- Tell students that they will write about Ulysses S. Grant. [Review Flip Book images of Ulysses S. Grant. You may wish to ask the following questions to prompt students:

What important job did he have? (led the Union Army)  
What did Grant promise President Lincoln? (He would do whatever it took to win. He would chase the Confederate Army all over Virginia and would not stop until they surrendered.)  
What was his nickname? (Unconditional Surrender)  
What are some adjectives you can use to describe General Ulysses S. Grant? (aggressive, stubborn, unafraid)]

- First, invite students to look carefully at the image. Have them pay attention to his expression. Ask whether he looks like a person with the nickname “Unconditional Surrender.”
- Next, ask students to write two or three sentences to describe Ulysses S. Grant.
- Then, students should think of an appropriate title for their writing.
- Finally, students should share their writing with their partner or home-language peers.



# The End of the War

11

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify Robert E. Lee as the commander of the Confederate Army
- ✓ Identify Ulysses S. Grant as the commander of the Union Army
- ✓ Explain that the North's victory reunited the North and the South as one country and ended slavery

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information using a Brainstorming Links graphic organizer to remember facts about the U.S. Civil War prior to the read-aloud “The End of the War” (RI.2.7)
- ✓ Interpret information from a map and map key to understand which states saw the most U.S. Civil War battles, and where the U.S. Civil War ended with Lee’s surrender (RI.2.7)
- ✓ Interpret information from the Timeline to understand when the U.S. Civil War ended relative to the Emancipation Proclamation and the establishment of the American Red Cross (RI.2.7)
- ✓ Write simple sentences to represent details or information from “The End of the War” (W.2.2)
- ✓ Provide antonyms of core vocabulary words, such as *united* (L.2.5a)



- ✓ Identify and express physical sensations, mental states, and emotions of freed slaves and Abraham Lincoln at the end of the U.S. Civil War
- ✓ Share writing with others
- ✓ Prior to listening to “The End of the War,” orally predict how the U.S. Civil War ends, and what happens afterward, and then compare the actual outcome to the prediction
- ✓ Prior to listening to “The End of the War,” orally identify what they know and have learned about the U.S. Civil War

## Core Vocabulary

---

**equality, *n.*** The state of being the same; fairness

*Example:* The workers asked for equality in their pay.

*Variation(s):* equalities

**monument, *n.*** A structure, such as a building or sculpture, built as a memorial to a person or event

*Example:* The Lincoln Memorial in Washington, D.C., is an amazing monument.

*Variation(s):* monuments

**prosperity, *n.*** Financial success or good fortune

*Example:* Lana’s family moved to the city hoping to find new jobs and greater prosperity.

*Variation(s):* none

**ransacked, *v.*** Searched through to steal goods; looted

*Example:* The news reported a story about a burglar who ransacked a house to steal money, but was caught before he could escape.

*Variation(s):* ransack, ransacks, ransacking

**rival, *n.*** A person who is competing for the same object or position as another

*Example:* Linda was Laura’s rival in the tennis match.

*Variation(s):* rivals


**united, *adj.*** Joined together as one

*Example:* After the war, the two sides worked to become united again.

*Variation(s):* none

Vocabulary Chart for The End of the War			
<p>Core Vocabulary words are in <b>bold</b>.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	army Confederate/ Union enslaved/free factories Juneteenth <b>monument</b> North/South <b>ransacked</b> slavery surrendered telegraph	<b>equality</b> destruction inventions news <b>prosperity</b> rebuild <b>united*</b>	home railroad soldiers sword war won
Multiple Meaning	<b>rival</b> <u>trail</u>	changes reach worked	end
Phrases	Abraham Lincoln Harriet Tubman Robert E. Lee Ulysses S. Grant	bigger challenge	
Cognates	<b>monumento</b> el Norte/del Sur telégrafo <b>rival</b>	<b>igualdad</b> destrucción invención <b>prosperidad</b> <b>unido(a)*</b>	soldado

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b><i>Introducing the Read-Aloud (10 minutes)</i></b>		
<b>Brainstorming Links</b>	Response Cards 1–5; chart paper, chalkboard, or whiteboard	Use the Response Cards to help students brainstorm about the U.S. Civil War.
<b>Vocabulary Preview: Monuments</b>	various images of Civil War monuments (e.g., Image 11A-6: Lincoln Memorial; Image 9A-7: The Spirit of Freedom)	
<b>Purpose for Listening</b>	Prediction Chart from Lesson 6	Review student predictions.
<b><i>Presenting the Read-Aloud (15 minutes)</i></b>		
<b>The End of the War</b>	U.S. map; pennies, five-dollar bill	
<b><i>Discussing the Read-Aloud (15 minutes)</i></b>		
<b>Comprehension Questions</b>		
<b>Word Work: United</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b><i>Extensions (20 minutes)</i></b>		
<b>Multiple Meaning Word Activity: Trails</b>	Poster 5M (Trails)	
<b>Civil War Timeline</b>	Image Card 17; Civil War Timeline	
<b>Map of the Civil War Battles</b>	Instructional Master 11B-1	
<b>Domain-Related Trade Book</b>	trade book on any topic covered in this domain; drawing paper, drawing and writing tools	

### ***Advance Preparation***

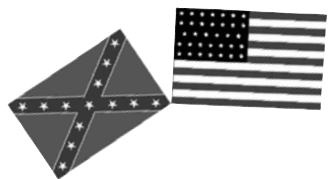
Find various images of Civil War monuments to show students (e.g., Harriet Tubman Underground Railroad National Monument in Maryland; General Grant National Memorial in New York). [You may

wish to visit the National Park Service's website at [www.nps.gov](http://www.nps.gov) to find Civil War monuments in your state.]

Bring in several pennies and a five-dollar bill for students to see Lincoln's face on U.S. money.

Make a copy of Instructional Master 11B-1 for each student. Fill in this map worksheet as a class.

Find a trade book about any topic covered about the Civil War to read aloud to the class.



# The End of the War

# 11<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Brainstorming Links

5 minutes

Write the words *The U.S. Civil War* in a circle in the center of a piece of chart paper, a chalkboard, or a whiteboard. Have students brainstorm everything that comes to mind when they hear the words. Record students' responses on the chart by drawing spokes from the center circle. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word you write because they are still mastering their decoding skills. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

### Vocabulary Preview

5 minutes

#### Monuments



#### ◀ Show image 11A-6: Lincoln Memorial

1. In today's read-aloud you will see a *monument* of one of the Civil War heroes.
2. Say *monument* with me three times.
3. A monument is a structure, such as a building or a statue, built as a memorial to a person or event.
4. There are hundreds of Civil War monuments around the United States. There are many monuments in Washington, D.C.
5. [Point to the image.] This is a monument of which hero in the Civil War? (Abraham Lincoln)  
[Show various Civil War monuments.] What does this monument show?  
Why is it important to create monuments of people and events?

### **Purpose for Listening**

---

Tell students to listen carefully to find out which side won the war and what happens to the North and the South after the war.



## The End of the War

### ← Show image 11A-1: People reading newspapers

In 1865, news stories did not travel as quickly as they do today. There were no televisions or telephones, or even radios. There were newspapers, but the news stories could be about things that happened days or even weeks before. There were also telegraphs, which were short, typed messages that required special skills to read.

It could take several days for news to reach soldiers who were miles away from a town or city with a telegraph wire. It could also take days or even weeks for news to reach their families. In tiny towns all over America, parents, wives, and children of soldiers were waiting for a son, husband, or father to return home from the war.



### ← Show image 11A-2: Appomattox surrender

So, on April 9, 1865, it took a little while for the news to spread that—in a small farmhouse in the village of Appomattox Court House, Virginia—Robert E. Lee offered his sword to Ulysses S. Grant and surrendered the remainder of his Confederate Army.<sup>1</sup> Within days, most other Confederate armies that had been fighting in other parts of the country surrendered as well.

The Rebel soldiers laid down their weapons, made oaths to give up the rebellion and never fight against the United States again, and walked home.<sup>2</sup> The Union soldiers were relieved; at last, the long Civil War was ended, and the North had won.<sup>3</sup> It was time to return home, rest, and rebuild the nation. It had taken four long years, but the United States was on its way to being **united** again.<sup>4</sup>

1 [Show Virginia on a U.S. map.]

2 What are oaths? On what side were the Rebel soldiers?

3 What was the North called during the Civil War? (the Union)

4 *United* means together as one. Were your predictions correct about who would win in the end?



← **Show image 11A-3: Western expansion**

- 5 Why was the North hardly damaged?
- 6 [Show areas on a U.S. map as you discuss them.]
- 7 Why did people want to spread out to the West? Can you think of the different ways of traveling during this time of westward expansion? (If you have already covered the *Westward Expansion* domain, students should be familiar with different forms of westward travel.)

For the most part, the cities of the North had not been damaged.<sup>5</sup> With the end of the war, Northerners started to think about how to make the country bigger.<sup>6</sup> They focused on building more railroads and spreading westward, across the Mississippi River, through Missouri and Kansas, over the Rocky Mountains, and all the way to California.<sup>7</sup> For people in the North, life would finally start getting back to normal. They were glad to have something to make in their factories other than weapons and uniforms for war.



← **Show image 11A-4: Richmond**

- 8 or searched through

Most of the battles had been fought in the South. Southerners were relieved that the war was over as well, even if the Confederacy had lost the war. At least there was no more fighting. Nearly all the towns and cities were now ruined and burned, smashed by cannonballs, and **ransacked**<sup>8</sup> by armies in search of food. Farmlands, roads, railroad tracks, and bridges had been destroyed as well.

Times were hardest, by far, in the South after the war. The U.S. government sent money and supplies, as well as soldiers, to keep order and start rebuilding towns and cities. This was called Reconstruction, because they were rebuilding—or reconstructing—the South. But it would take many years before there would be true peace, **prosperity**, and **equality** in the South.<sup>9</sup>

- 9 Prosperity is wealth or good fortune. Equality is fairness.

For millions of enslaved African Americans in the South, all of this destruction not only meant the end of the war, it meant freedom from a life of slavery. The enslaved Africans were now free people. They could not be forced to work on plantations anymore; they could not be sent away from their families anymore; they were free from slavery and ready to start their lives over again.<sup>10</sup>

- 10 How do you think the slaves felt about being free?



11 [Point to Texas on a U.S. map.]

Remember earlier you heard that it took some time for news to travel? Well, it took two months for the news that the war had ended to reach African Americans in the state of Texas. The union soldiers arrived in Galveston, Texas on June 19th, 1865, to announce the end of the war and the abolishment of slavery.<sup>11</sup> When the African American people in Galveston heard the news, they immediately began to celebrate with prayer, feasting, music, and dancing. Today Juneteenth is a holiday tradition celebrated annually on June 19th in many states across the country. It is the oldest known celebration recognizing the end of slavery.



← **Show image 11A-5: Northern city**

12 Why do you think they wanted to get away from the South?

13 [Point to these cities on a U.S. map.]

Many African Americans freed from slavery wanted to get as far away from the South as possible.<sup>12</sup> Some moved north, to cities like Philadelphia, Chicago, Detroit, New York, and Washington, D.C.<sup>13</sup> Many arrived with no possessions and no money—nothing but the clothing on their backs and hope for a better life. They worked in factories, built new businesses, and created new neighborhoods, schools, and communities. However, African Americans still faced some of the toughest challenges of all, for although they were free, they did not have all the same rights as white Americans in the North or the South.

The end of the Civil War was the beginning of a new age in America. There were still hard times ahead, as well as sadness, but the country was unified as a single nation.



← **Show image 11A-6: Lincoln Memorial**

14 [Show students the currency mentioned.]

15 A monument is a structure built in memory of someone or something. Have any of you seen the Lincoln Memorial?

The Civil War produced many heroes, including one of the most famous Americans of all: Abraham Lincoln. His face appears today on U.S. money, including the penny and the five-dollar bill.<sup>14</sup> There are thousands of towns, buildings, roads, bridges, tunnels (such as the Lincoln Tunnel in New York), and people named after him. In Washington, D.C., there is a giant **monument** honoring him called the Lincoln Memorial.<sup>15</sup>

One hundred years after the Civil War, an African American named Dr. Martin Luther King Jr. stood on the steps of the Lincoln Memorial and gave the very famous “I Have a Dream” speech. One hundred years after the end of slavery, Dr. King and other African Americans continued to work and struggle for fair treatment and equal rights.



← **Show image 11A-7: Harriet Tubman**

Throughout the Civil War, Harriet Tubman continued risking her life to free slaves and end slavery. During some battles, she also worked as a nurse and sometimes as a spy for the Union Army. Because Harriet Tubman knew the roads and secret trails all around Maryland, Pennsylvania, and elsewhere, she was able to spy on the Confederate Army, telling Union generals which direction the army was going and how many men they had.

After the war, Harriet Tubman moved to Washington, D.C., where she helped the thousands of newly freed African Americans find jobs and homes and begin their lives anew. She also worked for women’s rights. During the time of the Civil War, women—black and white alike—were not allowed to vote.<sup>16</sup> That was one of the many important changes America still had to make in order for all of its citizens to be truly free.

16 Can women vote today? You will hear about women gaining the right to vote later in the *Fighting for a Cause* domain.



← **Show image 11A-8: Ulysses S. Grant, Robert E. Lee**

Ulysses S. Grant was a hero throughout the North. He went on to become president of the United States in 1869. His old **rival**, Robert E. Lee, moved back to his farm in Virginia, but he was never the same again.<sup>17</sup> He died five years later, sad and regretful, haunted by all the things he could have or should have done differently during the war, but was still proud to have fought for Virginia.

17 A rival is a person you compete against. Who was Grant’s rival?



← **Show image 11A-9: Laying tracks**

In many parts of America, people were eager to move on into the future. The war had brought about a few positive changes besides freeing the African Americans and keeping the country together. The North had developed new railroad lines to help

18 [Show span on a U.S. map.]  
Who remembers the name of the railroad that spanned the continental United States?

19 What was the horseback mail delivery system called? (Students learned about the Pony Express in the *Westward Expansion* domain.)



20 What is an inventor?

deliver war supplies. Companies were eager to expand those railroads, especially those in the West. Within a few years, there were new railroads crisscrossing the country, from New York to California and back again.<sup>18</sup>

Telegraph wires had expanded, as well. So, it became possible for a person in New York and a person in California to communicate, share news, and conduct business without waiting weeks for a letter to be delivered by train or on horseback.<sup>19</sup>

◀ **Show image 11A-10: Northern innovation**

In northern factories and schools, the Civil War had encouraged a new generation of inventors and scientists.<sup>20</sup> Now that the war was over, those inventors could think about new ways to help people, instead of thinking of ways to win the war. They invented new trains, new telegraphs, and new machines of all sorts. Doctors had discovered new types of medicine and new ways to treat injuries and diseases.

The Civil War changed the United States in many ways. Hundreds of thousands of men were dead, millions were wounded and badly injured. At the same time, the nation was once again one nation, and millions of former enslaved African Americans were now free. Many fought for this freedom, including many African Americans. Now all Americans were working toward a better, brighter future.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* Who won the war? (the Union) Who surrendered to whom at Appomattox? (Lee surrendered to Grant.)
2. *Inferential* How long did the Civil War last? (four years) What did the end of the war mean? (The country was united again; slavery ended.)
3. *Inferential* Who had the bigger challenge after the war, the North or the South? (the South) Why? (The South had to deal with more destruction because most of the war was fought in the South.)

4. *Inferential* What kinds of changes took place after the war ended? (more railroads; better communication; many African Americans moving north; new inventions; etc.)
5. *Inferential* What did Harriet Tubman do after the war? (She helped the newly freed African Americans find homes and jobs; she worked for women's rights.)
6. *Literal* What did Ulysses S. Grant do after the war? (He became president.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think President Lincoln felt when the war was finally over? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: United**

**5 minutes**

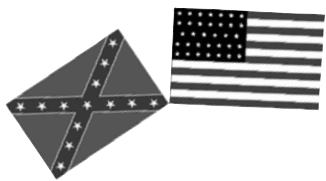
1. In the read-aloud you heard, "It had taken four long years, but the United States was on its way to being *united* again."
2. Say the word *united* with me.
3. If something is united, it is not divided, but together as one.
4. The students were united in their request for a new playground.
5. Have you ever seen a group of people working together? Try to use the word *united* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "\_\_\_\_\_ were united when . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: You heard in the read-aloud that *united* means together as one. The opposite, or antonym, of *united* is *divided*. Before the Civil War, the United States was divided over the issue of slavery. I am going to read several scenarios. If I describe people working together as one, say, “They are united.” If I describe people not working together, say, “They are divided.”

1. a room full of people fighting (They are divided.)
2. all of the states in the United States today (They are united.)
3. students arguing about how to decorate the cafeteria for a party (They are divided.)
4. parents discussing how they can help raise money for the school (They are united.)
5. basketball teammates passing the ball to each other and scoring a basket (They are united.)



**Complete Remainder of the Lesson Later in the Day**



# The End of the War

11<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Sentence in Context: Trails*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Trails).] In the read-aloud you heard, “[Harriet Tubman] knew the roads and secret *trails* all around Maryland [and] Pennsylvania.” In this sentence *trails* means paths through a place, such as a forest. Which picture shows this kind of *trail*?
2. *Trails* also means to move or walk slowly, following behind somebody. Which picture shows this kind of *trail*?
3. Now with your partner, make a sentence for each meaning of *trails*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *trails*.]

## Civil War Timeline

10 minutes

- Briefly review what is already on the Civil War Timeline.
- [Show Image Card 17 (Lee's surrender to Grant).] Have students identify Robert E. Lee (to the left) and Ulysses S. Grant (to the right). Ask students to describe what they think is happening between Lee and Grant in this image. Remind students that Lee's surrender to Grant ended the Civil War. Ask students if Image Card 17 (Lee's surrender to Grant) should be placed before or after the Emancipation Proclamation. Place Image Card 17 after the Emancipation Proclamation, above the Timeline.
- Have students place the image of Lee surrendering to Grant on the correct spot on their own Civil War Timelines.
- Review the completed Timeline.
- Above and Beyond: On the back of their Timelines, have students write a sentence about how the image they added to the Timeline today relates to another image already on the Timeline.

## Map of the Civil War Battles (Instructional Master 11B-1) 15 minutes

Remind students that there were many battles over the course of the four years before Lee's surrender at Appomattox. Tell them that the worksheet shows the location of major Civil War battles and Lee's surrender. Have students write a complete sentence to answer each question on the worksheet. Help students use the map key to answer the following questions:

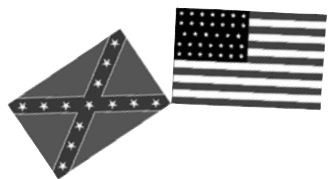
- In which states were there major Civil War battles? (Virginia, Mississippi, Pennsylvania, etc.) Were they Union or Confederate states?
  - Which state had the most major battles? (Virginia) Why do you think Virginia had the most?
  - Where and when did General Lee surrender to General Grant? (Appomattox Court House, Virginia, on April 9, 1865)
- Above and Beyond: For those students who are ready to do so, have them complete Instructional Master 11B-1 independently.

## Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about any topic related to the U.S. Civil War you have covered in this domain to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.





# Domain Review

# DR

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Demonstrate familiarity with slavery and the controversy over slavery in the United States
- ✓ Describe the life and contributions of Harriet Tubman
- ✓ Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- ✓ Demonstrate familiarity with the song “Follow the Drinking Gourd”
- ✓ Differentiate between the North and the South
- ✓ Describe the adult life and contributions of Abraham Lincoln
- ✓ Differentiate between the Union and the Confederacy and the states associated with each
- ✓ Describe why the southern states seceded from the United States
- ✓ Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- ✓ Identify the people of the North as “Yankees” and those of the South as “Rebels”
- ✓ Define the differences between the Union and the Confederacy
- ✓ Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War

- ✓ Identify Robert E. Lee as the commander of the Confederate Army
- ✓ Explain why Lee was reluctant to command either the Union or Confederate Army
- ✓ Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- ✓ Describe the work of the American Red Cross
- ✓ Identify Abraham Lincoln as the author of the Emancipation Proclamation
- ✓ Explain the significance of the Emancipation Proclamation
- ✓ Identify Ulysses S. Grant as the commander of the Union Army
- ✓ Explain that the North’s victory re-united the North and the South as one country and ended slavery

## ***Student Performance Task Assessment***

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### **10 Riddles for Core Content**

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Ask students riddles such as the following to review core content:

- I was the commander in chief of the Union Army. Who am I? (Abraham Lincoln)
- My nickname was “The Old Man,” and I led the Confederate Army. Who am I? (General Robert E. Lee)
- I helped gather medical supplies for the wounded soldiers and was nicknamed “Angel of the Battlefield.” Who am I? (Clara Barton)
- I am a song that gave a coded message to the enslaved Africans about the Underground Railroad. What am I called? (“Follow the Drinking Gourd”)
- I was an important announcement from President Lincoln that changed the focus of the war to slavery. What am I called? (the Emancipation Proclamation)
- I commanded the Union Army and demanded “unconditional surrender” from the Confederates. Who am I? (General Grant)

- We fought together to pressure political leaders to end slavery. Who are we? (abolitionists)
- I earned my nickname because I stood like a stone wall against the Union Army. What was my nickname? (Stonewall Jackson)
- I was a spy for the Union Army because I knew the roads and secret trails around Maryland and Pennsylvania. Who am I? (Harriet Tubman)

## **Review Activities**

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### **Image Card Review**

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Option 1: Pass out Image Cards 9–11, 13–16, and 17 (used for the timeline) to eight students. Have them arrange the cards to show the correct sequence.

Option 2: Help the class identify all of the Image Cards. Then pass them out to various students. Have one student stand and identify his/her image. Ask any other students who think their card is connected to that image to join the person standing and explain the connection. For example, if the first person had the card for Abraham Lincoln, the person with the card for the Emancipation Proclamation could join him/her and explain that Abraham Lincoln wrote the Emancipation Proclamation.

Option 3: Help students identify all of the Image Cards and brainstorm what has been learned about each. Then give students the various Image Cards. Have students do a *Question? Pair Share* for each Image Card. For example, for the picture of Harriett Tubman, a student might ask, “What is Harriett Tubman famous for doing?”

## **You Were There: Reading of the Emancipation Proclamation, Surrender at Appomattox**

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Have students pretend that they were at one of the important events during the Civil War. Ask students to describe what they saw and heard. For example, for the reading of the Emancipation Proclamation, students may talk about seeing the soldier, the scroll, etc. They may talk about hearing people cheering, clapping, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the surrender at Appomattox Court House and write a group news article describing the event.

## **Class Book: The U.S. Civil War**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Civil War, Robert E. Lee, Clara Barton, the Emancipation Proclamation, Ulysses S. Grant, and Abraham Lincoln. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Using a Map**

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Use a map of the United States to review various locations from the read-alouds. Ask questions such as the following:

- The bombardment of Fort Sumter near Charleston, South Carolina, marked the beginning of the Civil War. Can anyone find South Carolina on a map? Was South Carolina part of the North or the South? (the South)
- General Lee surrendered to General Grant at the village of Appomattox Court House, Virginia. Can anyone find Virginia on the map? Was Virginia part of the North or the South? (the South)

- One of the major battles of the Civil War was at Gettysburg, Pennsylvania. Can anyone find Pennsylvania on the map? Was Pennsylvania part of the North or the South? (the North)

## Compare/Contrast

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### Materials: Chart paper

Tell students that there are many things to compare and contrast in the read-alouds they have heard so far. Remind students that *to compare* means to tell how things or people are similar, and *to contrast* is to tell how things or people are different. Have students choose a topic from the following list to compare/contrast on a chart. You may do this individually or as a class.

- General Ulysses S. Grant and General Robert E. Lee
- Harriet Tubman and Clara Barton
- U.S. President Lincoln and Confederate President Davis
- Yankees and Rebels

You may wish to extend this activity by using the chart as a prewriting tool and having students write two paragraphs, one describing similarities and the other describing differences.

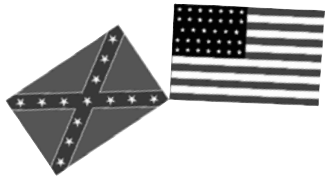
✈ Above and Beyond: For any students who are ready, you may wish to have them go through a full writing process, modeling the different stages of writing: plan, draft, and edit.

## Sequencing Events

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### Materials: Instructional Master DR-1

Have students use Instructional Master DR-1 to sequence events related to the Civil War.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The U.S. Civil War*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The U.S. Civil War*.

## 10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Civil war:** A civil war is a war between different groups of people or regions within one country. (smiling face)
2. **Slavery:** Slavery is when people are free to make choices for themselves and are paid for their work. (frowning face)
3. **Seceded:** States that seceded wanted to stay part of the United States. (frowning face)
4. **General:** A general is a military officer with a high position and commands many soldiers. (smiling face)
5. **Confederacy:** The Confederacy was the group of northern states that did not secede from the United States. (frowning face)
6. **Union:** The Union was made up of the northern states that did not secede from the United States. (smiling face)

7. **Plantations:** Plantations are large farms where crops are grown. (smiling face)
8. **Rebels:** Rebels was the name given to the Union soldiers. (frowning face)
9. **Emancipation Proclamation:** The Emancipation Proclamation said that slavery would be abolished in the Confederate states. (smiling face)
10. **Yankees:** The Yankees fought for the Union. (smiling face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Advisors:** Advisors are people that do not help others make decisions. (frowning face)
12. **Expand:** To expand means to get bigger and increase. (smiling face)
13. **Issue:** An issue is a topic that people are talking about, and may disagree about. (smiling face)
14. **Debate:** A debate is an argument that presents two opposite sides of an issue. (smiling face)
15. **Defeat:** When a team loses a game, we can say they experienced a defeat. (smiling face)

## 10 Part II (Instructional Master DA-2)

Directions: Let's look at the images and read the names in the top row together: Tubman, Lincoln, Barton, Lee, Grant. I will read a sentence about one of the people you learned about related to the U.S. Civil War. Put a check in the box under the image of the person I am describing.

1. I was president during the U.S. Civil War. (**Lincoln**)
2. I was the general of the Confederate Army. (**Lee**)
3. I was a famous conductor on the Underground Railroad. (**Tubman**)

4. I was the general of the Union Army. (**Grant**)
5. I was nicknamed the “Angel of the Battlefield.” (**Barton**)
6. I wrote the Emancipation Proclamation. (**Lincoln**)
7. I was an enslaved African who escaped to the north to gain my freedom. (**Tubman**)
8. I surrendered to General Grant. (**Lee**)
9. I started the American Red Cross. (**Barton**)
10. I am on the penny and five-dollar bill. (**Lincoln**)

### **10 Part III (Instructional Master DA-3)**

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Directions: Write a complete sentence to answer each question or statement.

**Note:** Some students may need to respond orally. If necessary, show Flip Book images related to the questions.]

1. [Show images 2A-3–5.] What was the Underground Railroad?
2. [Show images 3A-2 and 3A-3.] List two ways the North and the South were different.
3. What is another word that means “break away”?  
Circle one:    united    /    seceded

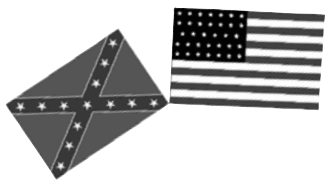
States from which part of the United States seceded from the United States?

Circle one:    North    /    South

[Show image 5A-7.] Why did those states secede, or break away from, the United States?

4. [Show images 9A-1 and 9A-4.] What did the Emancipation Proclamation do for the enslaved people in the Confederate states?





# Culminating Activities



## ***Note to Teacher***

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class. Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## ***Remediation***

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include the following:

- targeting Review Activities;
- revisiting lesson Extensions; and
- rereading and discussing select read-alouds.

## ***Enrichment***

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### **Class Book: The U.S. Civil War**

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#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Civil War, Robert E. Lee, Clara Barton, the Emancipation Proclamation, Abraham Lincoln, and Ulysses S. Grant. Have each

student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Civil War Journals**

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Students may share and discuss their Civil War journal entries with a partner or with the class. You may wish to bind students' individual journals now that they are complete.

## **Domain-Related Trade Book or Student Choice**

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### ***Domain-Related Trade Book***

Refer to the list of recommended trade books in the Introduction, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Discuss whether the trade book was fiction or nonfiction, fantasy or reality, historical or contemporary.

You may also ask students to write about the most interesting thing they learned from the trade book. You may suggest how to begin the sentence by writing on the board, “The most interesting thing I learned was . . .”

### ***Student Choice***

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during

the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Writing Prompts

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Students may be given an additional writing prompt such as the following:

- Clara Barton was a brave woman because . . .
- When the Civil War ended . . .
- If I could meet any person from Civil War times, I would want to meet . . .

## Perspective

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### Materials: Writing paper

Have students choose a character from the read-alouds they have heard so far. Tell them that they are going to write two or three sentences about the war from that character's perspective. Remind them that perspective is how someone sees or experiences something. Elaborate, saying that Clara Barton's perspective of the Civil War would have been very different from Confederate President Jefferson Davis's perspective. Prompt them with questions such as, "What does your character think about the war? Is your character involved in the war? How?"

- Clara Barton
- General Grant
- General Lee
- a civilian watching the Battle of Manassas
- Confederate President Jefferson Davis

Allow students to share their writing with the class and ask each other questions. Remember to expand on each student's response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## **Make a Scene Depicting Juneteenth**

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### **Materials: Drawing paper, drawing tools**

Explain to students that they will draw and color a scene that depicts the holiday Juneteenth they heard about in the read-aloud “The End of the War.” Remind students that this is the oldest known celebration recognizing the end of slavery, and that it began in the state of Texas in the year 1865. Review with students that when people celebrate Juneteenth, they may do so with a picnic or family gathering, feasting, performing, and/or praying. You may wish to further explain that this holiday has grown in importance over time, and that today it stands for education, achievement, self-improvement, and taking a moment to reflect and plan for the future. Explain to students that they will be asked to give their drawing a title and caption. To further support this activity, after students have completed the drawing activity, they may be divided into groups to perform skits of this important holiday based on their drawings. Finally, explain to students that when they perform their skits, they must use one core vocabulary word in their dialogue.

## **Red Cross Volunteer**

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Invite a volunteer from the local Red Cross to come in and talk with your class about the work that s/he does with the Red Cross. You may help your students formulate questions to ask the guest speaker.

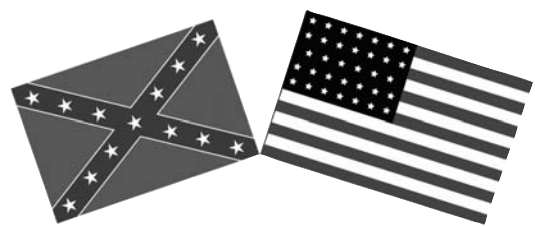
## **Research Activity**

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If any questions were left unanswered about the northern or southern economies, southern plantations, or the evolution of flags during the Civil War, give students the opportunity to continue their research on these topics. Encourage students to present their findings to a group of students or to the class.

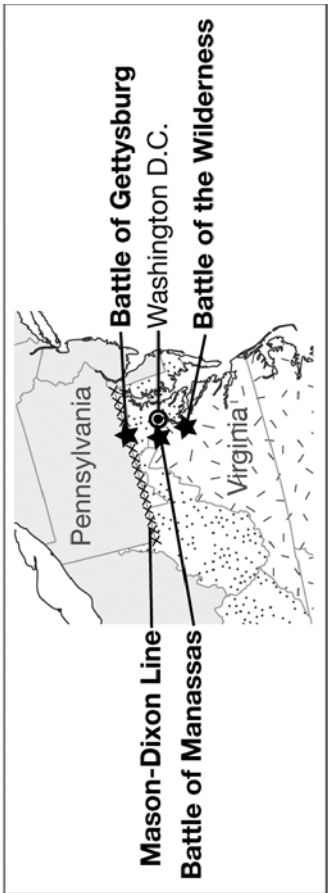
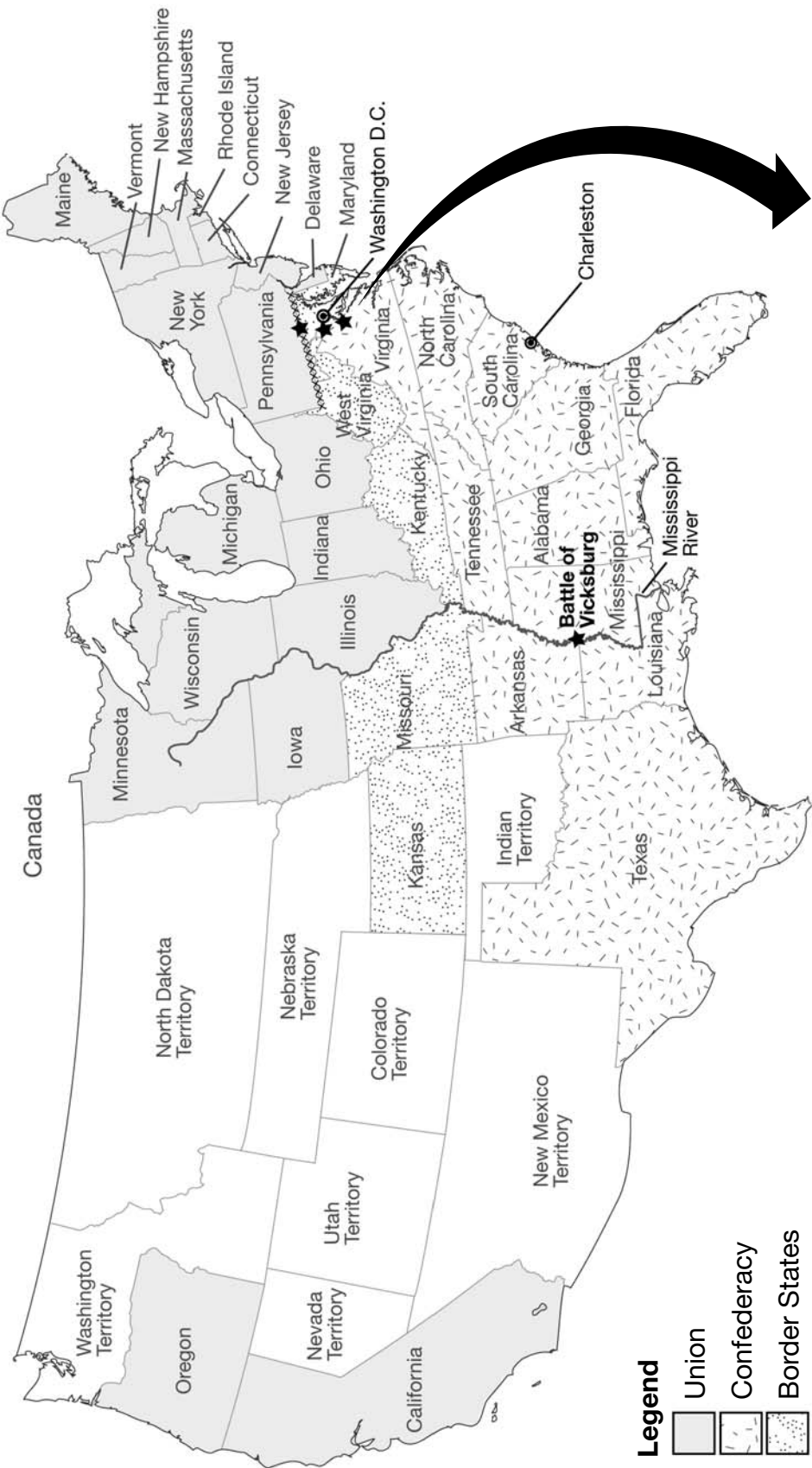
**For Teacher Reference Only:**

Instructional Masters for  
*The U.S. Civil War*





# Civil War Map











*Directions: Follow the teacher's instructions to show how slavery contrasts with freedom by drawing or writing in each column.*

***Slavery******Freedom***



Name \_\_\_\_\_



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Dear Family Member,

During the next several days, your child will be learning about what life was like in the North and the South shortly before the U.S. Civil War. S/he will learn about the differences between the North and the South, and how those differences caused the U.S. Civil War.

Your child will learn about important people involved in the Civil War, including Harriet Tubman and Abraham Lincoln.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about this time leading up to the U.S. Civil War.

### 1. The Pledge of Allegiance

At the beginning of this domain, your child will hear lines from “The Pledge of Allegiance.” Read and practice saying “The Pledge of Allegiance” with your child. Words to “The Pledge of Allegiance” are included in this family letter.

### 2. Harriet Tubman and the Underground Railroad

Your child will learn about the harsh conditions of slavery by hearing about Harriet Tubman’s childhood. Enslaved people were not given money for their work and did not have any rights to choose where to work or live. Ask your child why s/he thinks Harriet Tubman chose to escape to the north and why she returned to the South many times to help other enslaved Africans escape. Ask your child what the Underground Railroad was.

### 3. Abraham Lincoln

Talk with your child about this important historical figure. Point out his image on a penny or five-dollar bill. Ask your child what role Abraham Lincoln had in the U.S. Civil War. (He was the President of the United States during the time of the war.)

Near the end of this domain, ask your child about the important document that Lincoln wrote during the Civil War. (The Emancipation Proclamation)



#### 4. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to the U.S. Civil War that may be found at the library or in your child's classroom library.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

### ***Recommended Trade Books for The U.S. Civil War***

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*Note: We recommend that you preview all books before reading them to your child in order to determine whether the content is appropriate for him or her. A number of the trade books examine various aspects of the brutality of slavery, which may be disturbing to your child.*

1. *Abe Lincoln Goes to Washington*, by Cheryl Harness (National Geographic Society, 1997) ISBN 978-1426304361
2. *Abe Lincoln: The Boy Who Loved Books*, by Kay Winters illustrated by Nancy Carpenter (Simon and Shuster, 2003) ISBN 978-1416912682
3. *Aunt Harriet's Underground Railroad in the Sky*, by Faith Ringgold (Dragonfly Books, 1995) ISBN 978-0517885437
4. *The Civil War*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050201
5. *Civil War on Sunday (Magic Tree House, No. 21)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890676
6. *Clara Barton*, by Wil Mara (Children's Press, 2002) ISBN 978-0516273396
7. *Escape*, by Sharon Shavers Gayle and illustrated by Eric Velasquez (Soundprints, 1999) ISBN 978-1568996233
8. *Escape North: The Story of Harriet Tubman*, by Monica Kulling and illustrated by Teresa Flavin (Random House, 2000) ISBN 978-0375801549





9. *Follow the Drinking Gourd*, by Jeanette Winter (Alfred A. Knopf, 1988) ISBN 978-0679819974
10. *Harriet and the Promised Land*, by Jacob Lawrence (Aladdin Paperbacks, 1997) ISBN 978-0689809651
11. *Harriet Tubman and the Underground Railroad (Graphic Library)*, by Michael Martin and illustrated by Dave Hoover and Bill Anderson (Capstone Press, 2005) ISBN 978-0736852456
12. *Henry's Freedom Box (A True Story from the Underground Railroad)*, by Ellen Levine (Scholastic Press, 2007) ISBN 978-0439777339
13. *Hope's Gift*, by Kelly Starling Lyons and illustrated by Don Tate (Putnam Juvenile, 2012) ISBN 978-0399160011
14. *If You Lived at the Time of the Civil War*, by Kay Moore and illustrated by Anni Matsick (Scholastic Inc., 1994) ISBN 978-0590454223
15. *If You Lived When There Was Slavery in America*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2004) ISBN 978-0439567060
16. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*, by Jean Fritz and illustrated by Charles Robinson (Grosset & Dunlap, 2008) ISBN 978-0448401706
17. *Nettie's Trip South*, by Ann Turner and illustrated by Ronald Himler (Aladdin Paperbacks, 1987) ISBN 978-0689801174
18. *The Patchwork Path: A Quilt Map to Freedom*, by Bettye Stroud and illustrated by Erin Susanne Bennett (Candlewick Press, 2005) ISBN 978-0763635190
19. *A Picture Book of Abraham Lincoln*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1989) ISBN 978-0823408016
20. *A Picture Book of Frederick Douglass*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823412051

21. *A Picture Book of Harriet Beecher Stowe*, by David A. Adler and illustrated by Colin Bootman (Holiday House, 2004) ISBN 978-0823418787
22. *A Picture Book of Harriet Tubman*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823410651
23. *A Picture Book of Robert E. Lee*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1998) ISBN 978-0823413669
24. *The Real McCoy*, by Wendy Towle and illustrated by Wil Clay (Scholastic Inc., 1993) ISBN 978-0590481021
25. *Show Way*, by Jacqueline Woodson and illustrated by Hudson Talbott (Putnam Juvenile, 2005) ISBN 978-0399237492
26. *Under the Quilt of Night*, by Deborah Hopkinson and illustrated by James E. Ransome (Aladdin Paperbacks, 2002) ISBN 978-0689877001



## Vocabulary List for The U.S. Civil War (Part 1)

This list includes many important words your child will learn about in *The U.S. Civil War*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ plantations
- ☐ slavery
- ☐ wages
- ☐ conductor
- ☐ passengers
- ☐ rebellious
- ☐ agriculture
- ☐ factories
- ☐ debates
- ☐ expand
- ☐ Confederacy
- ☐ Union
- ☐ seceded

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Write a sentence using it</b>
	<b>Find one or two examples</b>
	<b>Tell someone about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>

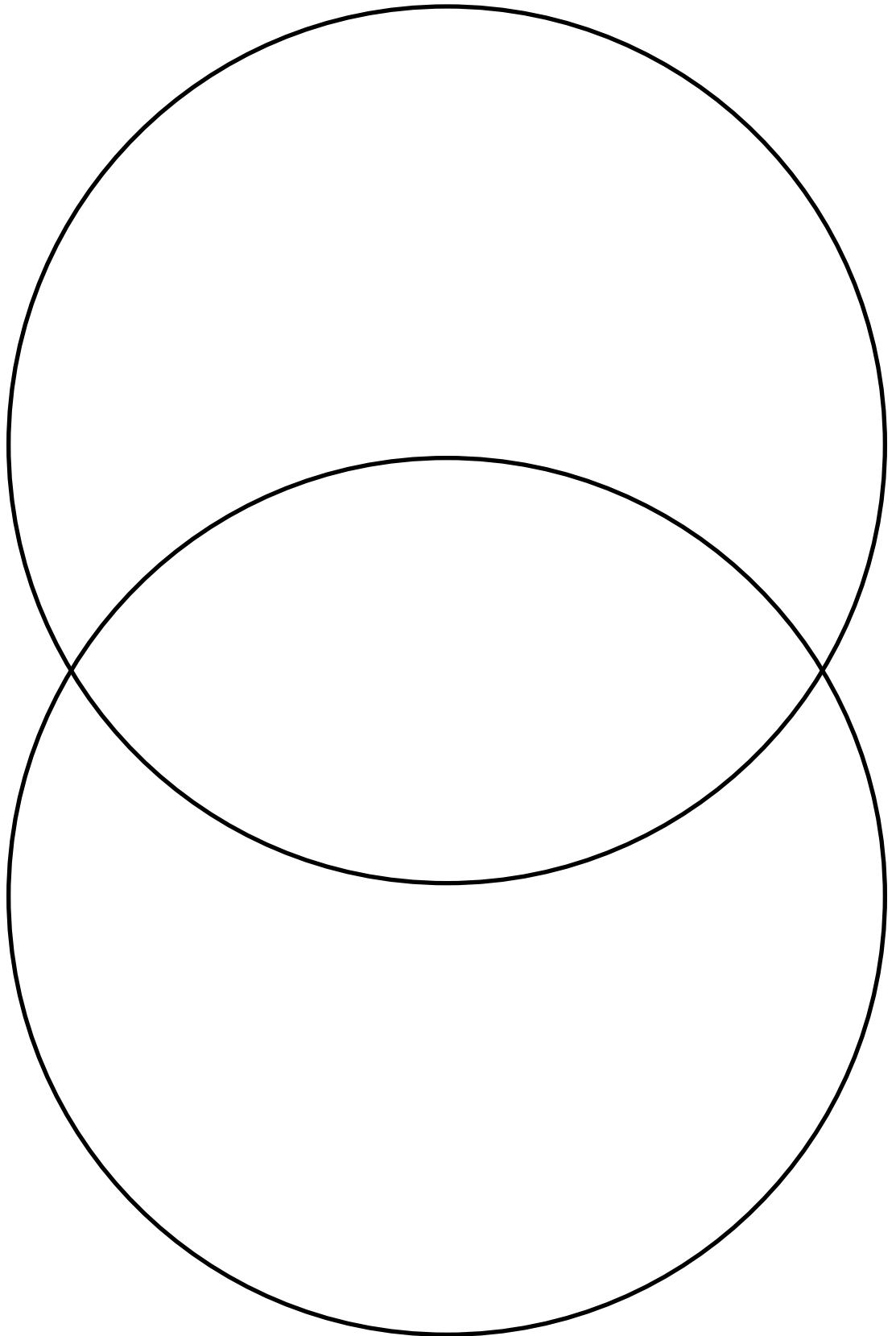




*I pledge Allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one nation under God, indivisible,  
with Liberty and Justice for all.*

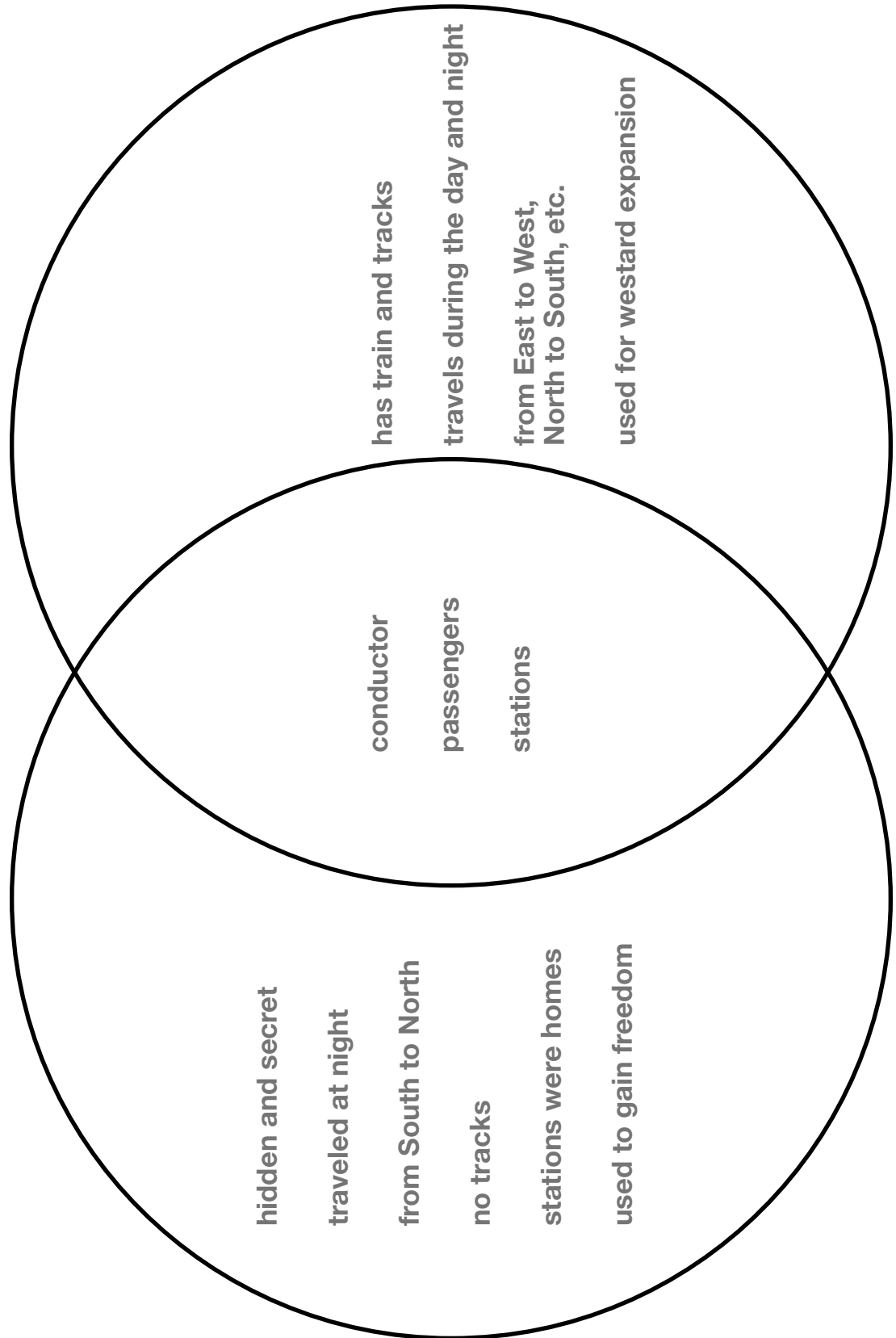














***Harriet Tubman***

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## Follow the Drinking Gourd

This old African-American spiritual, known as a “coded” song, was used to deliver a message to those held in bondage. The lyrics are full of codes to help those seeking freedom to find their way north. For example, the “Drinking Gourd” is actually the Big Dipper, which points to the North Star.

Melody and Lyrics by Anonymous

**♩ = 96 Capo 3**

**Chorus**

**Voice**

*E min* *B min* *E min*

*mf* Fol-low the drink - ing gourd! — Fol-low the

**Piano**

*mf*

4 *B min* *D* *E min* *B min* *A*

drink-ing gourd. — For the old man is a-wait-ing for to car-ry you to free-dom If you

7 *B min* *F# min* *B min* *Fine* *Verse* *B min*

fol-low the drink - ing gourd. When the sun comes back, and the first quail calls, —

*Fine* *mp*

*mp*



11 *E min* *B min* *D* *E min*

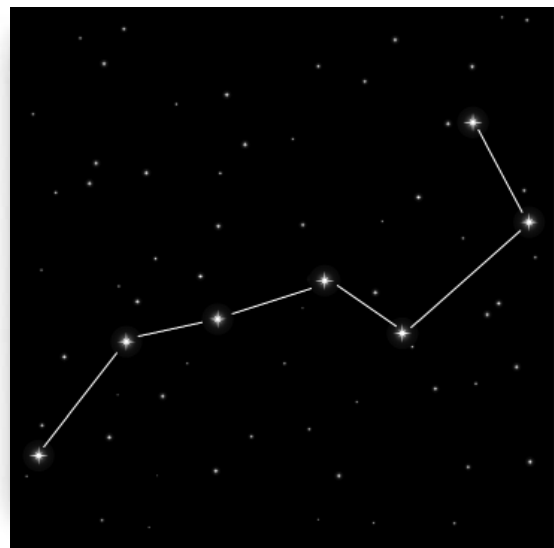
Fol-low the drink-ing gourd. — For the old man is a - wait-ing for to

14 *B min* *A* *B min* *F# min* *B min* *D.C. al Fine*

car - ry you to free-dom If you fol - low the drink - ing gourd.

14 *D.C. al Fine*

2. The riverbank makes a very good road,  
The dead trees will show you the way.  
Left foot, peg foot, traveling on,  
Follow the drinking gourd.  
*Chorus*
3. The river ends between two hills,  
Follow the drinking gourd.  
There's another river on the other side,  
Follow the drinking gourd,  
*Chorus*
4. When the great big river meets the little river,  
Follow the drinking gourd.  
For the old man is a-waiting for  
to carry you to freedom  
If you follow the drinking gourd.  
*Chorus*



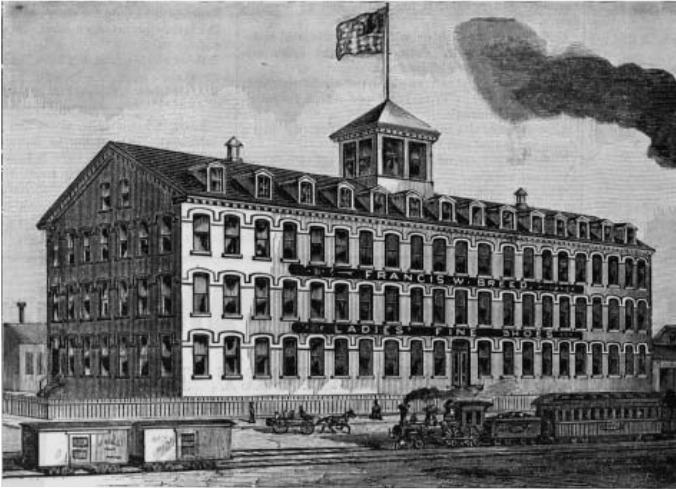
*Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.*

***the North***

***the South***







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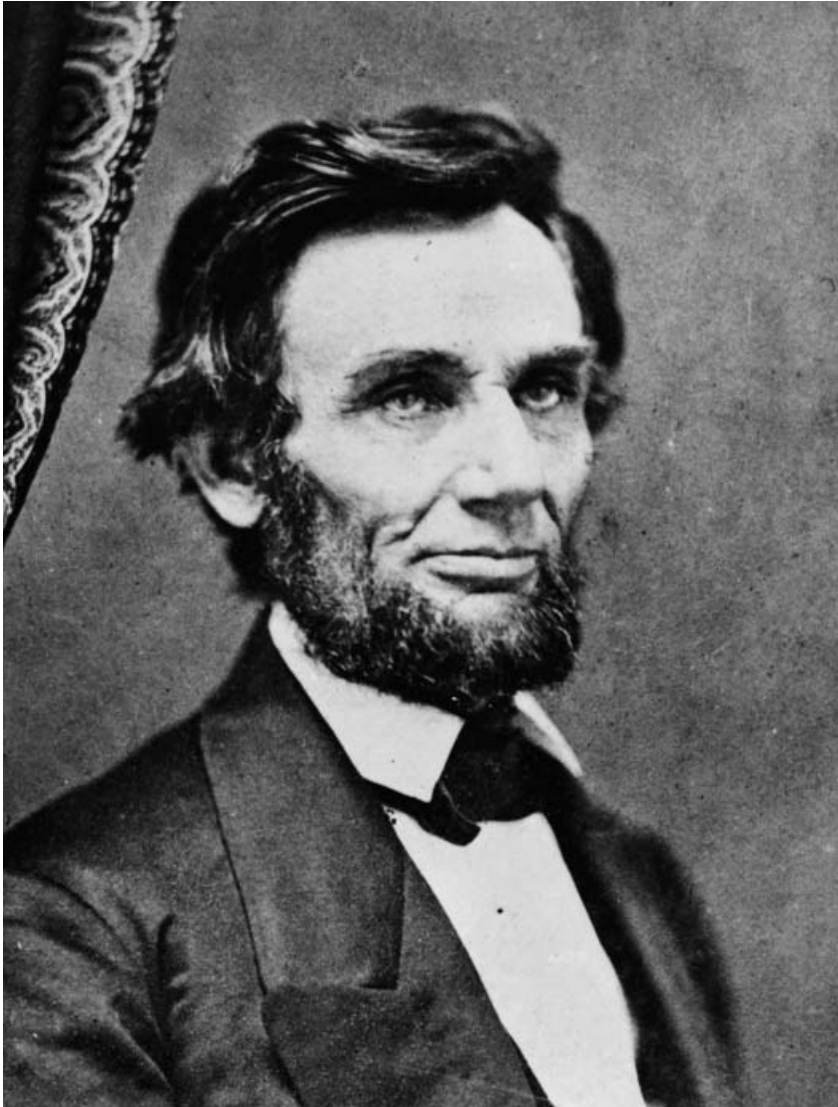
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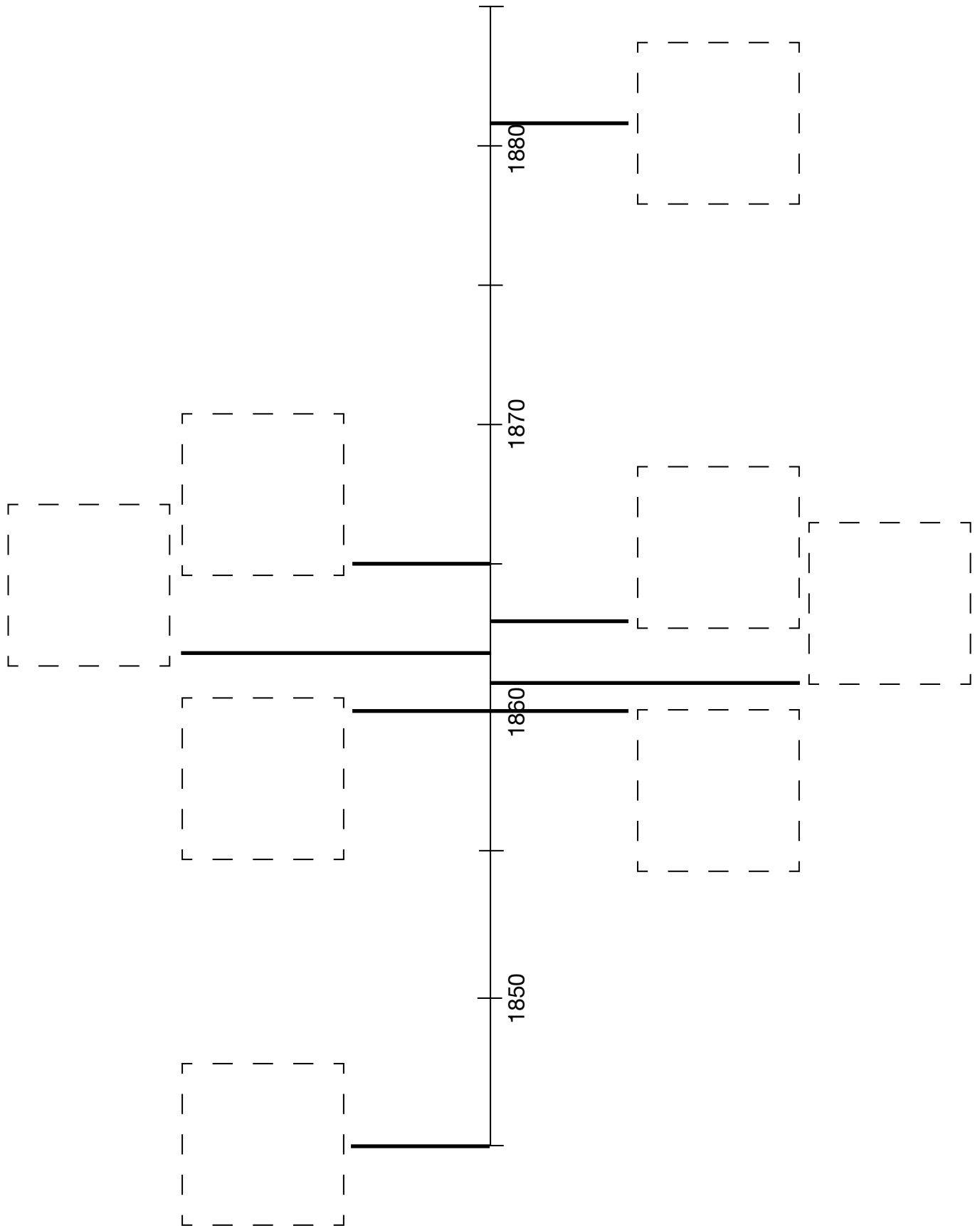










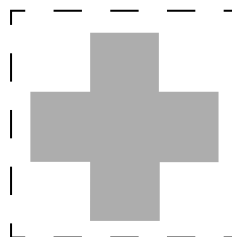
***Civil War Timeline***





***Civil War Timeline***

1880



1870


**Civil  
War  
Begins!**

1860



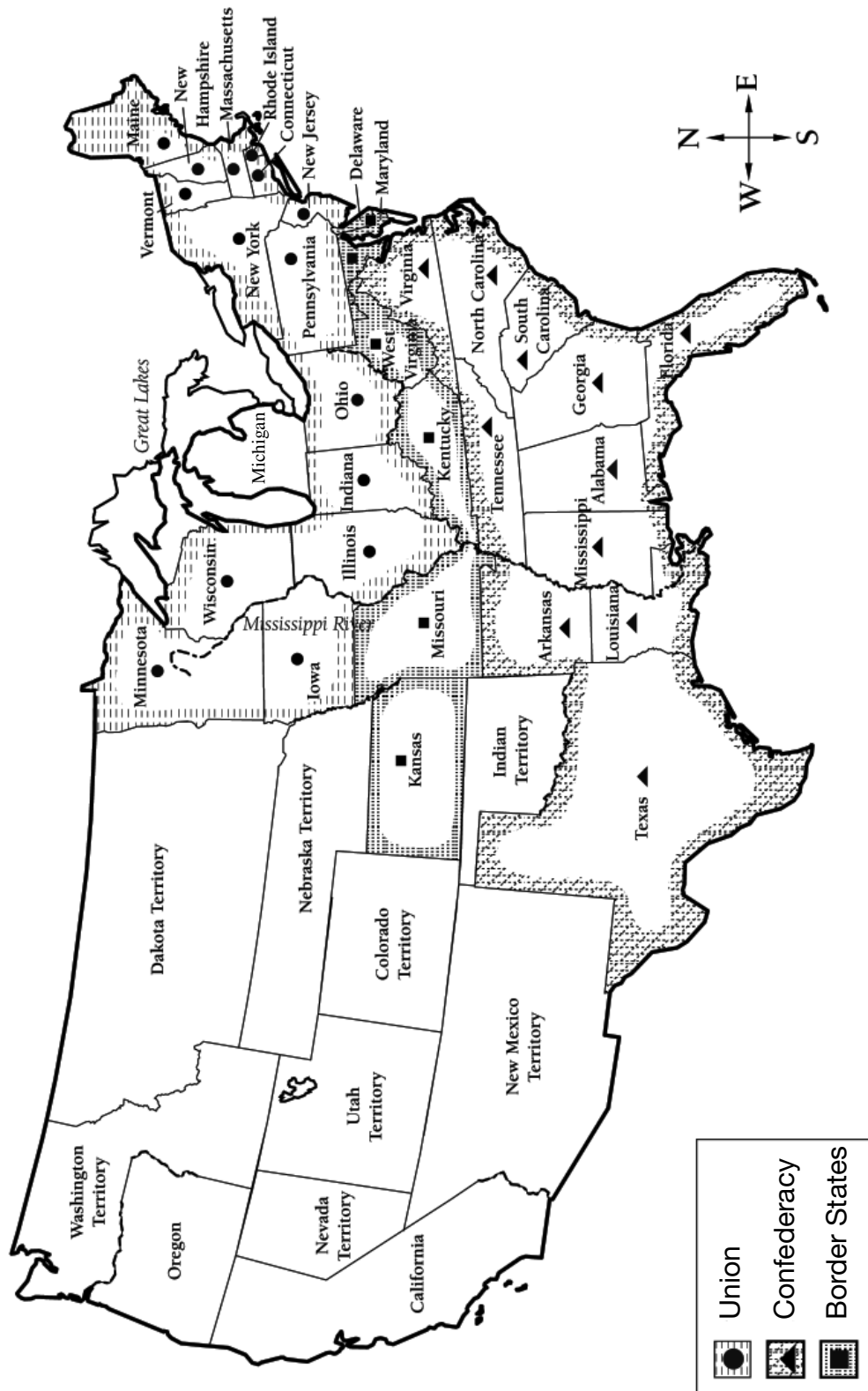
1850



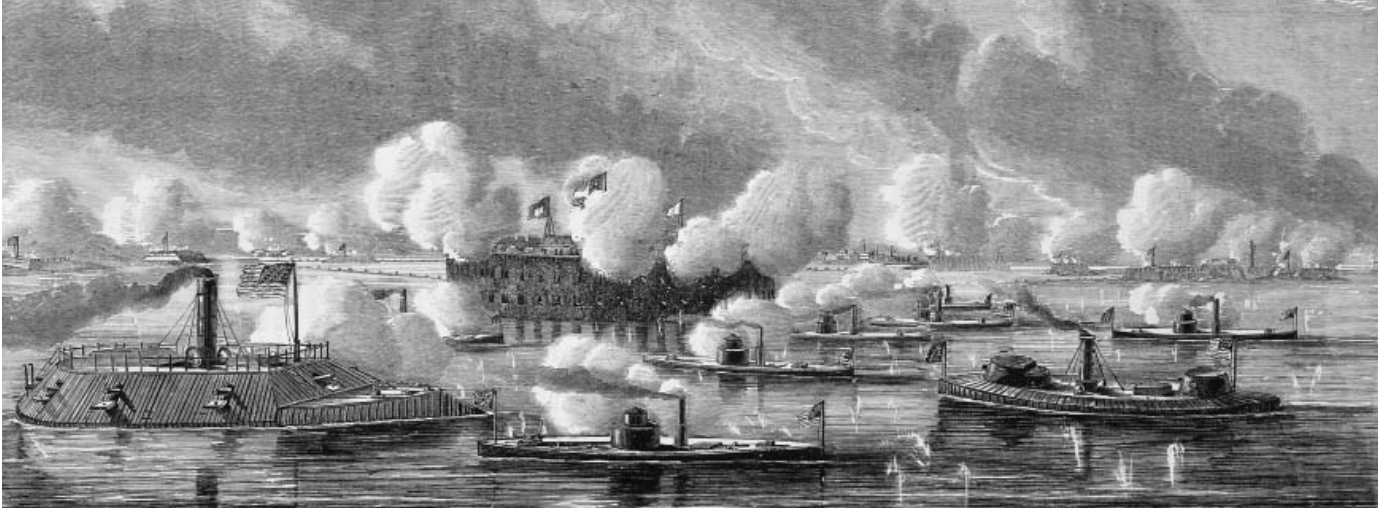




Directions: Look at the map of the United States at the beginning of the Civil War. Use the map key to locate and then color the states of the Union blue, the states of the Confederacy gray, and the border states green.







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Confederacy  
plantation

Union  
conductor

Harriet Tubman  
Abraham Lincoln

Underground Railroad

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.



1. I escaped from slavery and became a famous conductor on the Underground Railroad. Who am I? \_\_\_\_\_



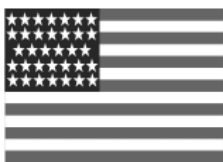
2. I am a very large farm where crops are grown. What am I called? \_\_\_\_\_



3. I am the secret way enslaved Africans escaped to freedom in the North. What am I called? \_\_\_\_\_



4. I was the President of the United States during the U.S. Civil War. Who am I?  
\_\_\_\_\_



5. I was the group of northern states that did not secede and thought that slavery should not be expanded? What am I?  
\_\_\_\_\_



6. I was the group of southern states that seceded from the United States. What am I? \_\_\_\_\_



Confederacy  
plantation

Union  
conductor

Harriet Tubman  
Abraham Lincoln

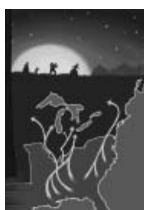
Underground Railroad



1. I escaped from slavery and became a famous conductor on the Underground Railroad. Who am I? Harriet Tubman



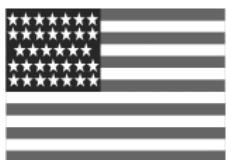
2. I am a very large farm where crops are grown. What am I called? plantation



3. I am the secret way enslaved Africans escaped to freedom in the North. What am I called? Underground Railroad



4. I was the President of the United States during the U.S. Civil War. Who am I? Abraham Lincoln



5. I was the group of northern states that did not secede and thought that slavery should not be expanded? What am I?

Union



6. I was the group of southern states that seceded from the United States. What am I? Confederacy

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.



Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	



Name \_\_\_\_\_

July 21, 1861

Dear \_\_\_\_\_,

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Your friend,







Dear Family Member,

Over the next several days, your child will learn about the armies of the Union (from the North) and the Confederacy (from the South). Your child will also hear about the generals—Robert E. Lee and Ulysses S. Grant—who led those armies. Your child will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, the conclusion of the Civil War, and a celebration called Juneteenth.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the U.S. Civil War.

### **1. Using a Map**

Help your child locate the areas of the North and the South on a map of the United States found on the reverse side of this letter. Have your child tell you some of the differences between the North and South at the time of the U.S. Civil War.

### **2. Clara Barton and the American Red Cross**

Ask your child to tell you about the important work of Clara Barton and how she helped care for soldiers during the Civil War. Discuss with your child what it means to be caring and compassionate towards others during tough times.

Clara Barton also started the American Red Cross. Whenever there is mention in the news of the work of the Red Cross, ask your child who started the American Red Cross. Find out what the Red Cross does during times of emergency.

### **3. Sayings and Phrases: Easier Said Than Done**

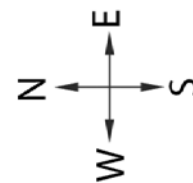
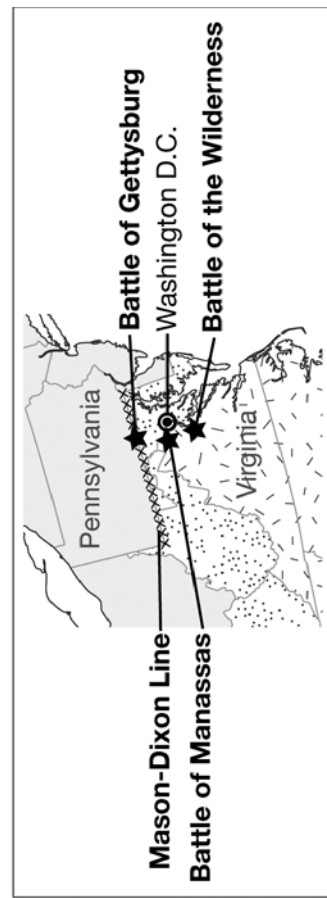
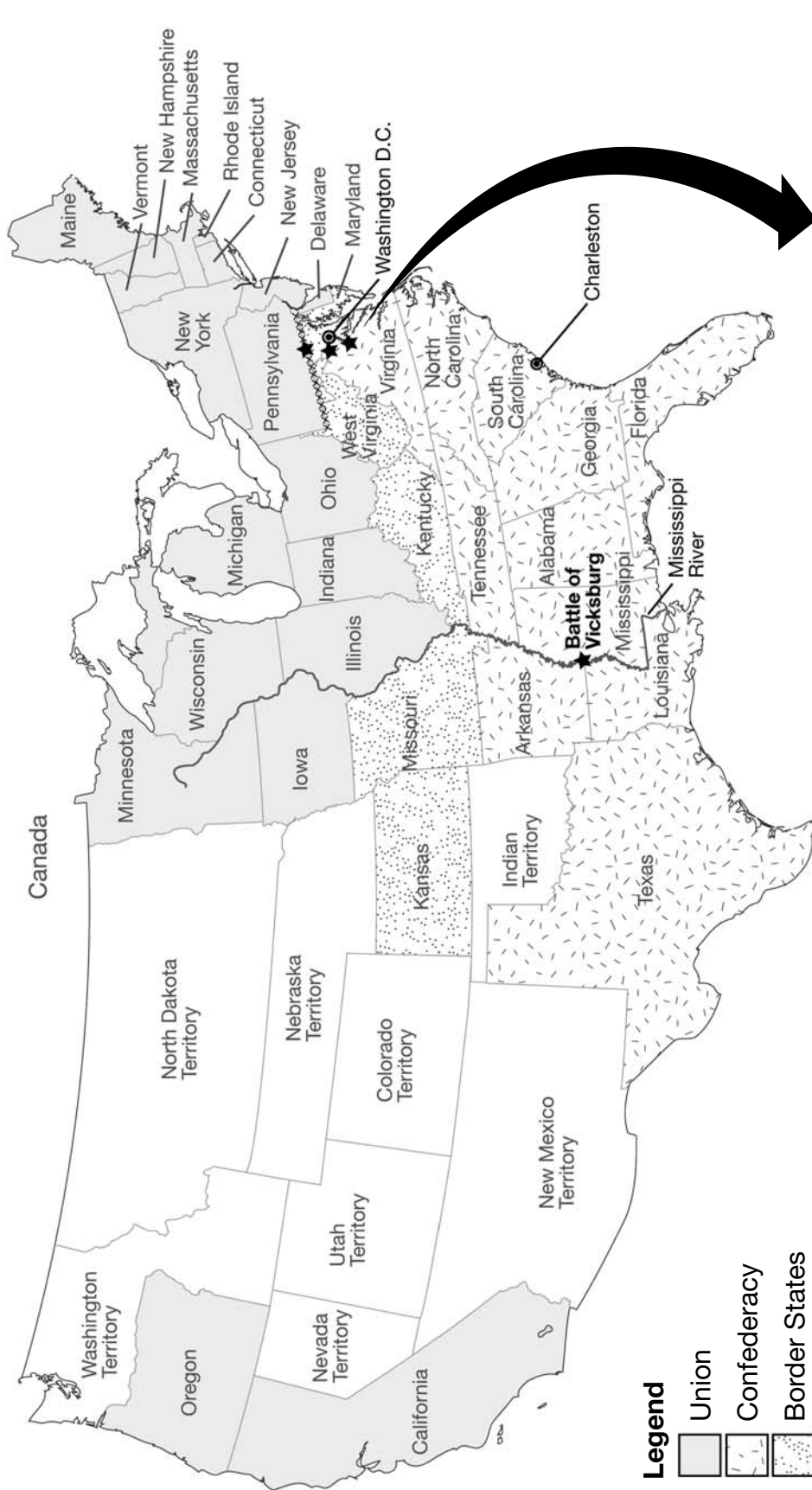
Your child has learned the saying “easier said than done.” This means that you might think something will be an easy task, but it turns out to be much harder than you expected. Share about a time you or your child had said something would be easy to do, but it turned out to be much harder than expected. Find opportunities to use this saying again and again.

### **4. Read Aloud Each Day**

Please continue to read to your child and set aside time to listen to your child read to you. Remember to use the recommended trade book list sent with the first parent letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

# Civil War Map






## Vocabulary List for The U.S. Civil War (Part 2)

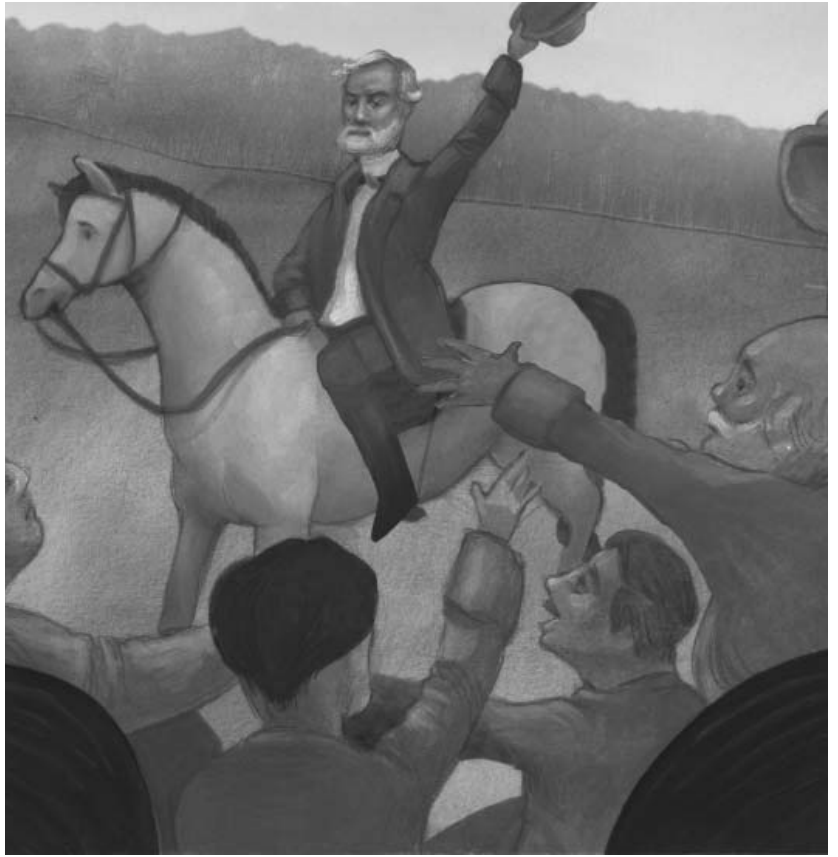
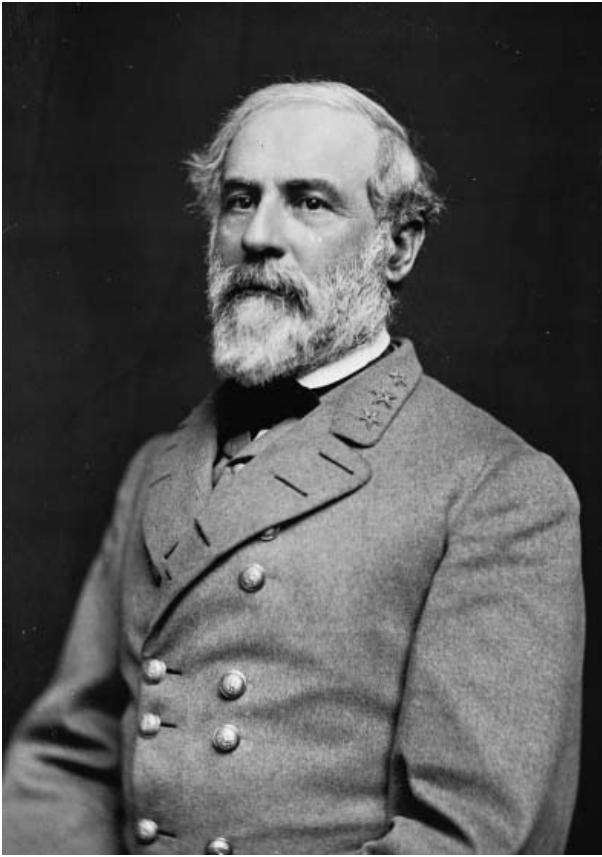
This list includes many important words your child will learn about in *The U.S. Civil War*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ civilians
- ☐ civil war
- ☐ Rebels
- ☐ Yankees
- ☐ advisors
- ☐ general
- ☐ compassionate
- ☐ wounded
- ☐ Emancipation Proclamation
- ☐ surrendered
- ☐ monument
- ☐ united

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Write a sentence using it</b>
	<b>Find one or two examples</b>
	<b>Tell someone about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>







Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

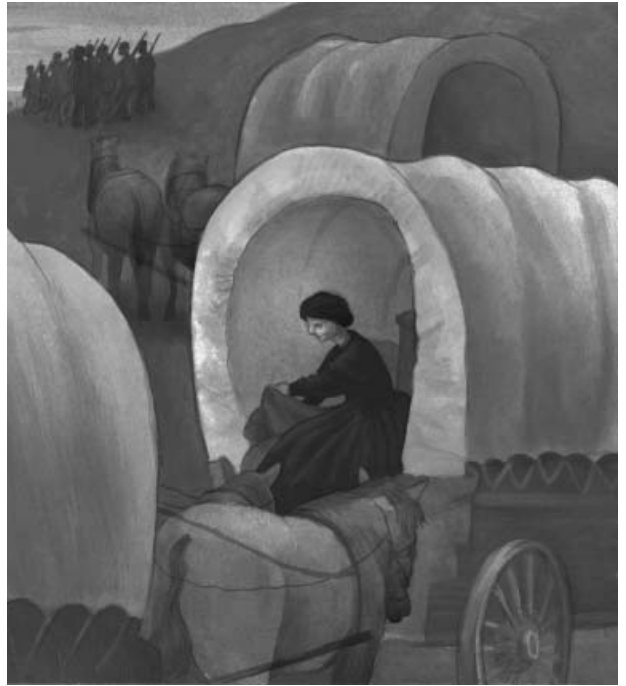
Somebody	
Wanted	
But	
So	
Then	















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*A Proclamation!*

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

*Audience:* \_\_\_\_\_*Message:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Conclusion:* \_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_



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Name \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

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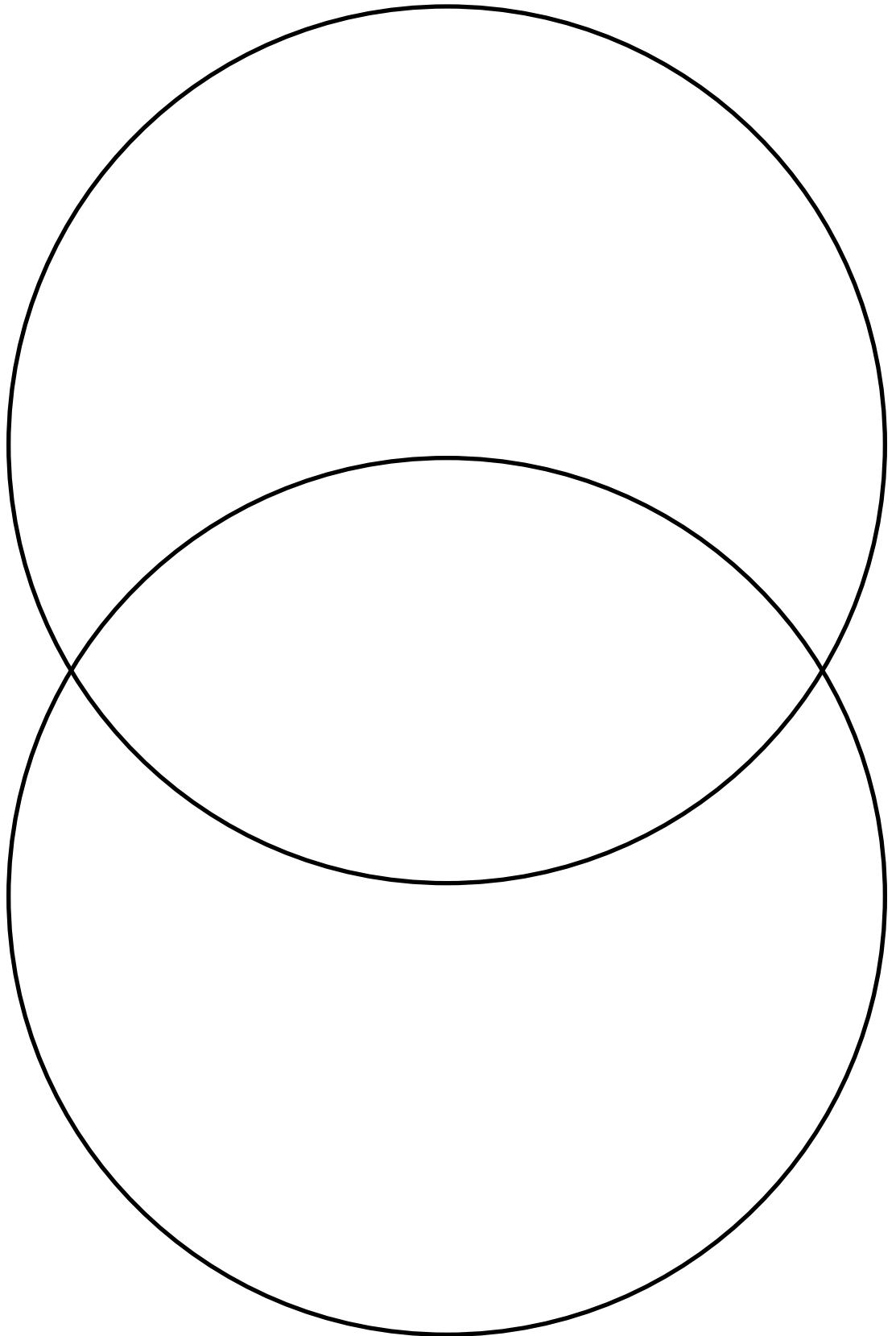
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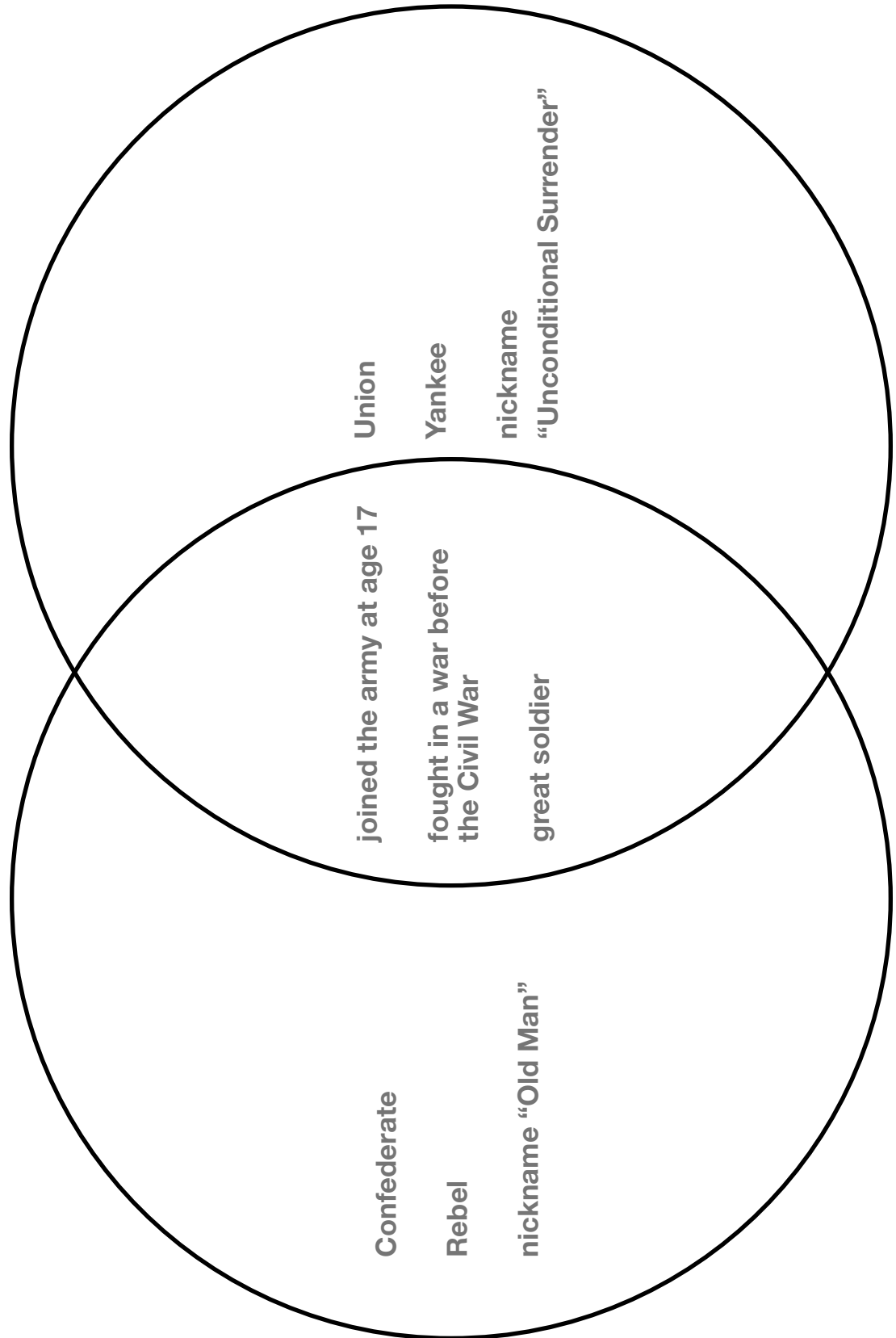
\_\_\_\_\_, \_\_\_\_\_













Name \_\_\_\_\_



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Directions: Look at the map. Use the key to answer the questions. Make sure to write a complete sentence to answer each question.



1. In which states were there major Civil War battles?  
\_\_\_\_\_  
\_\_\_\_\_
2. Which state had the most major battles?  
\_\_\_\_\_  
\_\_\_\_\_
3. Where and when did General Lee surrender to General Grant?  
\_\_\_\_\_  
\_\_\_\_\_



Directions: Look at the map. Use the key to answer the questions. Make sure to write a complete sentence to answer each question.

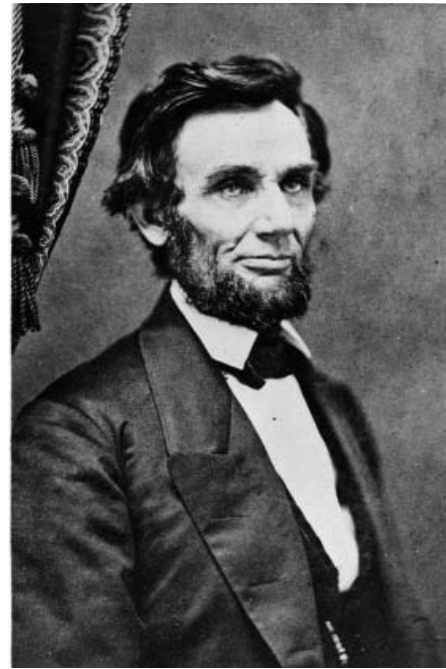
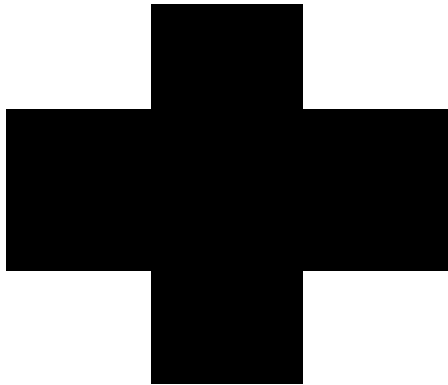


- In which states were there major Civil War battles?  
**There were major Civil War battles in Virginia, Mississippi, Pennsylvania, etc.**
- Which state had the most major battles?  
**Virginia had the most major battles.**
- Where and when did General Lee surrender to General Grant?  
**General Lee surrendered to General Grant at Appomattox Court House, Virginia, on April 9, 1865.**

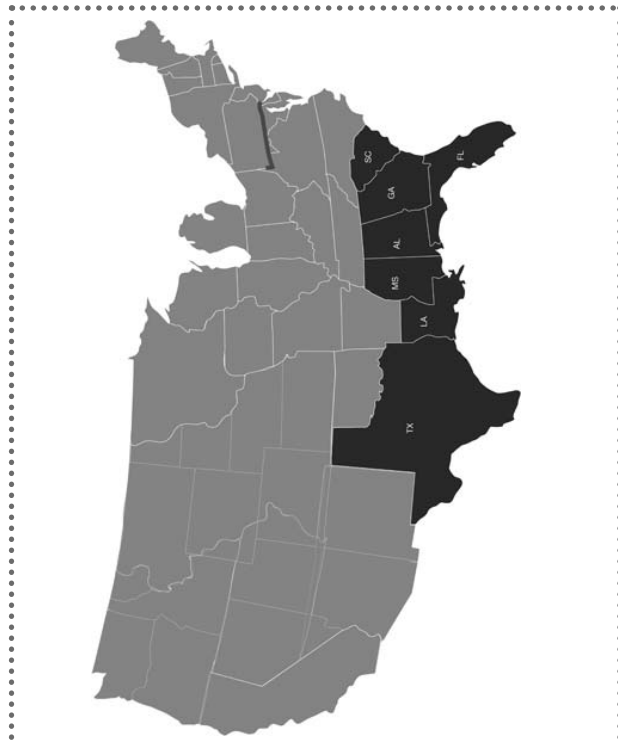
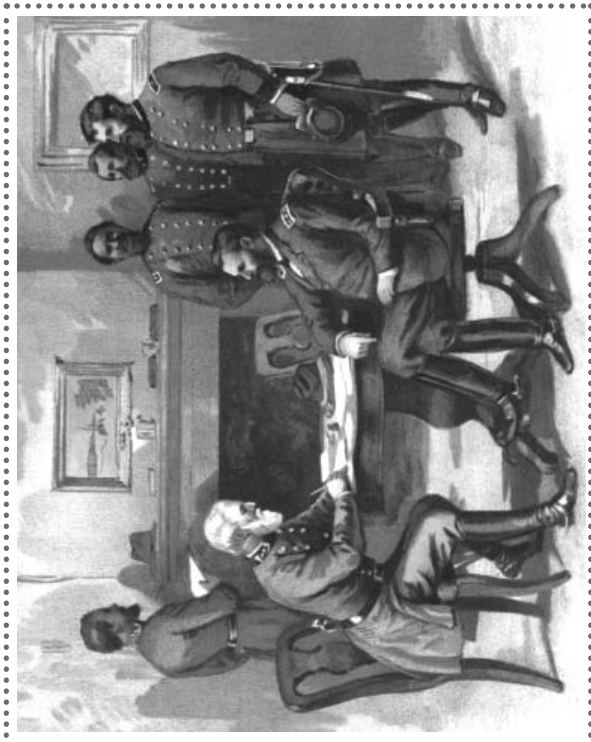




*Directions: These pictures show some important people, symbols, and events from the Civil War. Cut out the pictures. Think about the order in which things happened that involved these people, symbols, and events. When you are sure you have them in the correct order, glue or tape the pictures onto a separate piece of paper.*





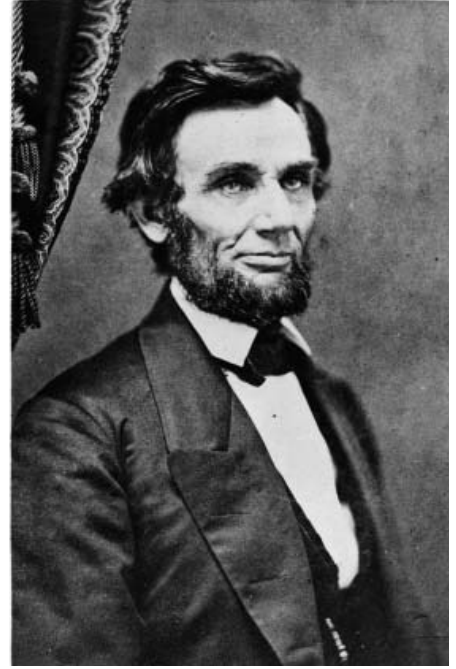




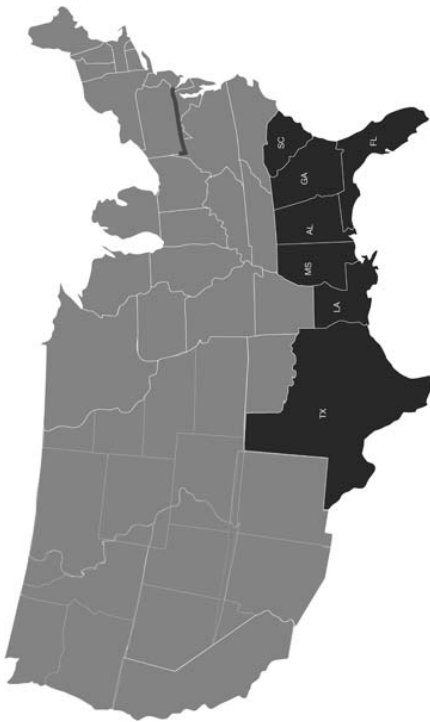
*Directions: These pictures show some important people, symbols, and events from the Civil War. Cut out the pictures. Think about the order in which things happened that involved these people, symbols, and events. When you are sure you have them in the correct order, glue or tape the pictures onto a separate piece of paper.*



1



2



3

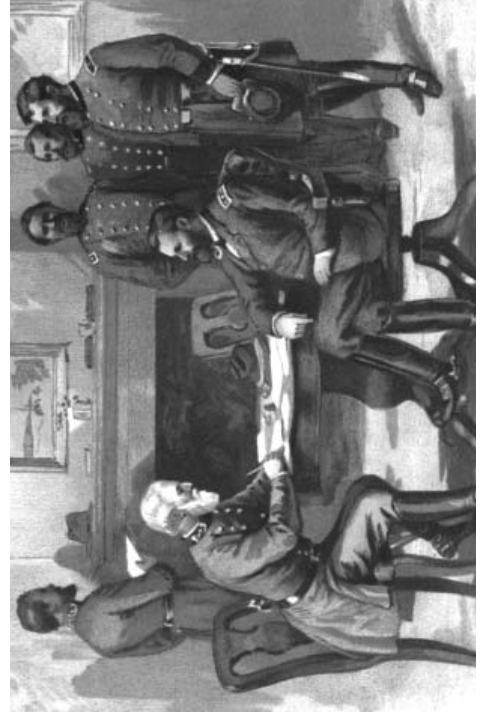


4

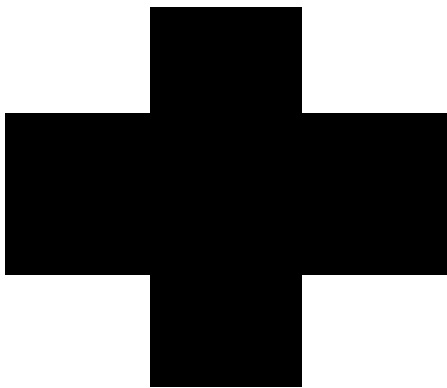




5



6

























7







Directions: Listen to your teacher's instructions.



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.  





















12.  

13.  

14.  


15.  

Directions: Listen to your teacher's instructions.

- |     |   |  |
|-----|---|--|
| 1.  |    |    |
| 2.  |    |    |
| 3.  |    |    |
| 4.  |    |    |
| 5.  |   |   |
| 6.  |  |  |
| 7.  |  |  |
| 8.  |  |  |
| 9.  |  |  |
| 10. |  |  |

11.		
12.		
13.		
14.		
15.		


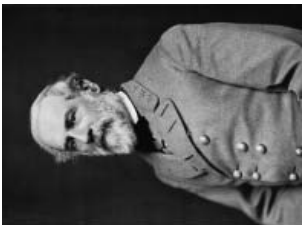
Directions: Listen to the sentence read by the teacher. Put a check in the box under the image of the person the teacher has described.

	 Tubman	 Lincoln	 Barton	 Lee	 Grant
1.					
2.					
3.					
4.					
5.					

		<b>Tubman</b>					
		<b>Lincoln</b>					
		<b>Barton</b>					
		<b>Lee</b>					
		<b>Grant</b>					
6.							
7.							
8.							
9.							
10.							

Directions: Listen to the sentence read by the teacher. Put a check in the box under the image of the person the teacher has described.

	 Tubman	 Lincoln	 Barton	 Lee	 Grant
1.		✓			
2.				✓	
3.	✓				
4.					✓
5.			✓		

		<b>Tubman</b>					
		<b>Lincoln</b>	✓				✓
		<b>Barton</b>				✓	
		<b>Lee</b>			✓		
		<b>Grant</b>					
6.							
7.			✓				
8.							
9.							
10.							



Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. What was the Underground Railroad?

---

---

---

2. List two ways the North and the South were different.

---

---

3. What is another word that means “break away”?

Circle one:      united   /   seceded

States from which part of the United States seceded from the United States?

Circle one:      North   /   South

Why did those states secede, or break away from, the United States?

---

---

---

4. What did the Emancipation Proclamation do for the enslaved people in the Confederate states?

---

---

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# Tens Conversion Chart

		Number Correct																						
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Number of Questions	1	0	10																					
	2	0	5	10																				
	3	0	3	7	10																			
	4	0	3	5	8	10																		
	5	0	2	4	6	8	10																	
	6	0	2	3	5	7	8	10																
	7	0	1	3	4	6	7	9	10															
	8	0	1	3	4	5	6	8	9	10														
	9	0	1	2	3	4	6	7	8	9	10													
	10	0	1	2	3	4	5	6	7	8	9	10												
	11	0	1	2	3	4	5	5	6	7	8	9	10											
	12	0	1	2	3	3	4	5	6	7	8	8	9	10										
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10									
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10								
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10							
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10						
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10					
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10				
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10			
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10		

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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