SIOP® Causes of Civil War Lesson Plan

Grade/Class/Subject: 5th grade Social Studies

Unit/Theme: Civil War-Gettysburg Address

Standards: GLE: Identify political, economical and social causes and consequences of the Civil War and Reconstruction

Content Objective(s): After instruction students will be able to identify the events of Gettysburg and the significance of the address as assessed by creating a commemorative penny, a written letter to President Lincoln, or a dramatic skit.

Language Objective(s): After instruction students will...

- Draw in response to oral descriptions. (penny) [Level 2]
- Fill in graphic organizer. (note page) [level 2]
- Restate content-based facts (questioning throughout lesson) [level 2]
- Sequence pictures from oral stories (listening) [level 3]
- Write a short narrative (writing) [level 3]
- Answer simple-basic content based questions. (speaking) [level 3]
- Take notes using graphic organizers (writing) [level 5]
- Give content based oral reports [level 5]

Key Vocabulary:

Slavery-owning people
Gettysburg-town in Pennsylvania, battlefield, cemetery
Score-20 years

Supplementary Materials

- Whiteboard (or SMARTboard) to make t-chart
- U.S. Map
- Abraham Lincoln costume
- Copy of Gettysburg Address
- Notes page
- Penny-blank workspace
- Access to books or internet to research four characters.
Lesson Sequence:

Background questions:
??? We’ve been talking about the Civil War. Remind me what a civil war means???

??? Why was the United States of America in a civil war???
??? How long ago was the United States in this war??? MID Teacher references timeline.

??? Who was the president at this time?? (Have a student come to board to point or depending on oral proficiency, say what one.)

Today we’re going to talk about a speech that President Lincoln gave. There were many battles during the civil war and one of those battles was fought in a town called Gettysburg. (Point to Gettysburg, PA on map.)

Everyone put a star on Gettysburg, PA.
A battle was fought in Gettysburg and the Union army won! Remind me, what were the names of the groups of people fighting against each other? The union and the confederacy. (Refer to map-Where is the Union? Where is the Confederacy?)

What did the Union want? MID-draw t-chart on the board. What did the Confederacy want?

<table>
<thead>
<tr>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>To end slavery</td>
<td>To keep slavery</td>
</tr>
<tr>
<td>To keep the United States</td>
<td>For the states to have more</td>
</tr>
<tr>
<td>together</td>
<td>rights</td>
</tr>
</tbody>
</table>

It seems like this war had a lot to do with slavery. Remind me, what is slavery? **Slavery** owning a human being. What does it mean to own something? Show me something you own. I own this watch, this purse, this picture frame. Having a slave is like owning a person just like you own an object. Why did the confederacy want slaves? Why did the Union not want slaves?

Two years into the war the Union and the Confederacy (North and the South) started a battle. This battle started in July. Which season is July in?
Winter, Spring, Summer or Fall? In the middle of summer this battle was fought. This was one of the deadliest battles in all the civil war. As a result of this battle 51,112 people were dead, injured, or missing. Can someone right that number on the board? 51, 112 people are about the amount of people Joplin has. So that many casualties would be like if the entire town of Joplin either died, was missing or was hurt.

The Union army won the battle and the Confederate soldiers went back home. All the dead bodies were left on the battlefield. The Union soldiers went through the battle field to bury all of the dead. The governor of Pennsylvania visited the battlefield and decided that these soldiers needed a better resting place. So he came up with a plan to buy a portion of that land and make a cemetery. Finally, four months later, in November, they decided to dedicate this cemetery. What season is November in? Fall.

Today, we are going to pretend to be family members of some of those soldiers. See appendix B.
Each of you have a card and you are either the son or daughter or the niece or nephew of the person on the front of your card. These people on the card are buried in the cemetery we are talking about. Today, we are going to pretend to go to this dedication. Let’s stay in character!

Class goes to available meeting place. Teacher has arranged people to come and dress like Abraham Lincoln to deliver the Gettysburg address. After the address is finished, students will go back inside the classroom. Teachers and students together will “translate” the Gettysburg address.
Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full
measure of devotion - that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from this earth.

When you fight you have a purpose. The Union was fighting so that all Americans could have freedom and not be owned by other people. Also, they wanted the whole country to stay together.

Lincoln said in this speech that the world would forget what he said. Do you think he was right or wrong? Lincoln was wrong. This speech is really famous.

**Independent Practice**: See Classroom Assessment Chart

**Closure**: Find members of their class with the same person on the card they were given at the beginning of lesson. Essentially, the class will get into their family groups. Within the groups each member will discuss what they have been working on.
## Assessment Chart

<table>
<thead>
<tr>
<th>Level 2</th>
<th>AH</th>
<th>JL</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>After listening during lesson, draw the events of Gettysburg on the blank penny worksheet provided. (Listening)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During lesson students will fill in the graphic organizer on the note page provided. (Writing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be asked questions by teacher in which they will be expected to respond orally. (Speaking)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>JD</th>
<th>NB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence pictures of the Gettysburg events. (Listening)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will write a paragraph about the events of Gettysburg. Students will also illustrate this. (Writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will answer simple content based questions (speaking)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>AB</th>
<th>MH</th>
<th>RS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will choose an interesting character from Gettysburg, read about that person, and then give an oral report on that person. (Reading, Speaking) *May be done with a group if performed as a skit. Each person needs to be a different character.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non-ELL Students

Students will choose two out of the four:

1. Design a Gettysburg penny. Write a paragraph describing your drawing.
2. Write a letter to Abraham Lincoln expressing your thoughts on his Gettysburg address.
3. Perform a monologue or skit.
4. After listening to the Gettysburg address and Martin Luther King Jr.’s “I have a dream” speech, create a timeline detailing America’s “birth to freedom.”

Characters:
1. Tillie Pierce
2. Isaac Buckmaster
3. John Burns
4. Mary Virginia “Jennie” Wade

Rubric for Oral Report:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Satisfactory</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or cannot be understood or mispronounces more than one word.</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Phonemes, Semantics, Syntax</td>
<td>Report has no phonological, syntactic, or semantic errors that do not impede the overall meaning</td>
<td>Report has few phonological, syntactic, or semantic errors but does not impede overall meaning</td>
<td>Several phonological, syntactic, or semantic errors but does not impede meaning.</td>
<td>Errors impede overall meaning</td>
</tr>
<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
</tbody>
</table>
Fill in the missing parts of the timeline.

1776  1861  1863  1963  2011

- Civil War Began
- Martin Luther King Jr. Gives “I have a Dream” speech in front of Lincoln memorial.

Circle the picture of President Abraham Lincoln.

Draw a star on Gettysburg, Pennsylvania.
Chart the characteristics of both the Union and the Confederacy.

**Gettysburg Address Notes**

| How long ago was “four score and seven years ago?” | Draw two things that **are not** equal to each other.
|---------------------------------------------------|---------------------------------------------------------------------
| Draw two things that are equal to each other.     | What was Lincoln’s dream for the nation?                           |
Put the pictures in order.
Design the Penny!