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| Date: 11/2/22 | Subject: Social Studies | Grade: 5th |
| Lesson Topic: Civil War Timeline Review (1861-1865) | | Class/Group Size: 18-25 students |
| Instructional Location: Elementary Classroom | | |
| I. Learning Objectives | | |
| <p>Central Focus of Lesson:</p> <p>To summarize and contextualize the major events of the Civil War on a timeline. The whole class will be able to utilize this as we move through the rest of our Civil War unit, moving towards our Diverse Perspectives unit.</p> | | |
| Lesson Objective(s): | Standards Addressed: | |
| <p>SWBAT: Analyze and summarize credible sources.</p> <p>SWBAT: Contextualize major events in the Civil War and Reconstruction eras by placing the summarized events on a chronological historical timeline.</p> | <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people and events that contribute(d) to the well-being of their community and country.</p> <p><i>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</i></p> | |
| <p>Key Vocabulary: Civil War, Reconstruction, names of major battles during the Civil War, analysis, and summary.</p> | | |

Link provided in resources containing Civil War vocabulary that students can refer to throughout the lesson.

II. Lesson Consideration

Prior Academic Learning and Prerequisite Skills:

- Students are expected to have background knowledge on the Civil War and Reconstruction from previous lessons.
- Students are expected to be familiar with primary sources and can explain their significance.
- Students are familiar with the structure of station work and cycling throughout different activities.

Misconceptions:

- Students may confuse primary sources with secondary sources.
- Students may not have realized some of the major events they previously learned about during the Civil War era were happening simultaneously as the events of reconstruction were taking place.
- A common misconception among the general public regarding the Civil War is that it was only about slavery; students will be able to recognize the causes of the Civil War

III. Lesson Plan Details

Lesson Introduction – “Before”:

(Setting the stage, activating and building background knowledge, introducing and explaining).

**Number of
Minutes**

Class initiates with a brief discussion on previous knowledge about past Civil War unit:

10

- “Boys and girls, what have we been talking about? What major event in U.S. history?”
- “What do you remember about the Civil War based on what we learned?”
 - Who are some important people you learned about?
 - What were some important events that took place throughout the war?
- “All of these extremely important people and events you all have remembered are really hard to keep track of aren't they?”
- “Well, today we're going to make a timeline as a class to help us remember the order of important events that happened during the war!”
- “We're going to work together to make this timeline to place in the front of our classroom: This will be a very helpful resource for you all to look back on as we continue to dive deeper into our Civil War unit, where we will eventually move towards learning about marginalized groups of people. Developing a timeline will help us to build a stronger foundation of knowledge before we move on”.

*Teachers will remind students that they are continuing to learn about the Civil War. The teacher will explain that there are a variety of ways in which they have already learned about this time period. For example, from the read aloud and the research jigsaw they did in previous classes. Teacher will explain that today, they will look at a number of sources, in small groups, that are set up around the room.

- Listen up friends! We are going to split the class up into three groups, each group is going to meet at a different spot in the room to discuss some important event that happened during the Civil War.
 - Teacher shows where the different groups will meet:

- Group 1: (fort sumter, battles of bull run, battle of antietam)
- Group 2: (Emancipation proclamation, battle of gettysburg, gettysburg address).
- Group 3: (Sherman's march to the sea, approximate courthouse).
- Sources to use at each group station:
https://docs.google.com/document/d/1LpMrVWENrgTpiSKsJolWQmvefLKhc0BYNPtnFFc7Q_A/edit
- “Now students, while you’re in your groups, for each event, I want you to fill out a large index card (already at each station) with the name of the important event, and the date it occurred.
- Once you have filled out each of the index cards for each event, put them in order! Which event at your station happened first, second, and third?
- Once you’re done please put your materials down and your heads up so I know you’ve finished.
- Any questions?
- While we do this activity, I will be walking around the room with any questions you may have!

*Teacher reassures the students that they have already learned about all of the events discussed in all of the sources provided at each station. They will now be asked to use their prior knowledge on these events to create the class timeline. Teachers will activate and build on prior knowledge by reminding students that together, we will continue our exploration of the Civil War and filling out the index cards in the jigsaw activity.

Learning Activities - “During”:

25

Once the students are placed into three groups, students will complete each index of their respective index cards, filling out the title of the civil war event and the date the event occurred

- Teacher instructs the students to read the ENTIRE expert, not just the parts that contain the information need to fill out the index card
- While students are working together, teacher walks around the room for support:
 - answering any question the students are asking along the way and listening in on the discussions students are having regarding the content

To help students with disabilities, the worksheet can have larger text and less writing requirements. If needed, the teacher can provide an option for a student to verbally respond to the prompts.

Closure - “After”: *Restate teaching point, clarify key points, extend ideas, check for understanding*

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After 15 minutes of the small group work, teacher will reconvene the class to start a group discussion that will help create the Civil War timeline: Teacher will start with group 1, then 2, then 3, asking them to first share with the class each of the events they were given and the chronological order they put them in. After each group presents their work, the teacher asks them to place their index cards in order on the board in front of the classroom.

As they are placing their cards on the board teacher is asking probing questions open to the whole class to respond to:

- Why is this event important?
- How do you think this event impacted other events in the civil war?
- Does this event connect to anything you remember about what we’ve learned about the civil war in our past unit?

After each group has posted their cards on the board teacher will give a brief overview of the whole timeline:

- “Thank you so much or participating class, you all did such a great job”

The teacher can have students complete an exit ticket where they write down one thing that they learned or found important. If time does not permit, the students can complete the exit ticket at home for homework.

Extension: If this lesson had more time, students could be provided with additional time for discussion in their small groups. Because students were responsible for filling out their index cards, they may not have ample time to discuss. Extra time would support more interpersonal learning opportunities for the students.

These small group discussions would provide students the opportunity to prepare to answer the questions that the teacher asks each group (Why is this event important? How do you think this event impacted other events in the civil war? Does this event connect to anything you remember about what we’ve learned about the civil war in our past unit?). Being able to talk these questions over and maybe even do some research would help students develop a greater understanding of the events.

IV. Assessment

Evidence and Formative Assessment of Student Learning:

Assessment Strategy #1

Description of Assessment Strategy #1:

students will be asked to fill out 2-3 index cards for each event (2-3 events per group) their group is given after reading through the provided sources. On the index card: students will be asked to fill out the:

- Name of the event in history.
- The year(s) the event took place.

Alignment with Objectives:

The index card activity provides students with prompts to guide their analysis and summary of provided sources from the Civil War/Reconstruction era. Students will be encouraged to use the lens of the movement to consider the context of the sources in history.

Evidence of Student Understanding:

Since the index cards guide students through the summary process, as long as they respond to the prompts with thought, this will provide evidence of understanding. Their writing and verbal conversations will both provide evidence of understanding on these fronts.

Student Feedback:

As the class completes their small group work at each station, the teacher will cycle around the class and provide verbal feedback, to help guide students. Teacher will guide the students as they

present their findings although they may not necessarily have correct answers, the teacher can provide verbal feedback to assist students..

Assessment Strategy #2

Description of Assessment Strategy #2:

Students will be asked to choose one member of their group to present the information they were able to summarize using the provided sources of each civil war/reconstruction event their group was given: once they present their summaries, they will be asked to post each of the index card in chronological order on the main timeline in front of the class on the chalkboard.

Alignment with Objectives:

The presentation of ideas and participation in the creation of the class civil war timeline directly aligns with our lesson objective that students will be able to summarize provided sources, pulling key concepts from the readings to understand where each event fits into the greater timeline in history during the Civil war/reconstruction eras.

Evidence of Student Understanding:

Students will explain what they learned through the presentation of the summaries on their index cards: therefore teacher can assess students thinking and conceptual understanding

Student Feedback:

Students will be able to use the class timeline in the front of the room as a resource as we move through our next unit on diverse perspectives during the civil war and reconstruction eras. The purpose of the class timeline is to be able to go back to the chronological order of the previous event learned about during this time period in america, and how and where new events they will learn about fit into this timeline (highlights how there are multiple timelines for different groups in history)

V. Knowledge of Students

Building on Personal/Cultural/Community Assets: The completion of the individual notecards will be done in groups, so students can collaborate with their peers to hear their opinions and work through the analysis process together. This group element also enables the teacher to move around the classroom and check in with whole groups, rather than having to meet each student individually. Additionally, when the groups are asked to present their ideas to the class and participate in making the class's Civil War Timeline, students are also given the opportunity to share and collaborate as a whole group. Culturally, the teacher will situate students into the historical context of the time, some of which has been done in previous lessons. The introduction activity will provide time for students to speak as a group about the trends they see in the images. In connection to the community, the group and grouping method (popsicle sticks, random grouping) element fosters community-building within the classroom. Students may work with peers they usually don't work with, and understand different learning styles

Grouping Strategies: To switch up our traditional grouping strategies, we are going to group students into groups of four randomly. To do so, we will pull popsicles with student names out of a jar. The purpose of this is to mix up the groups and make everyday students feel included because oftentimes when students are tasked with making their own groups, some students feel left out.

Planned Supports: The activity of figuring out the chronological order of the major events during and directly after the civil war and being able to summarize these events using primary and secondary sources was specifically designed to assess students' understanding of their previously complete unit on the Civil War and Reconstruction itself. Therefore, we carefully selected the sources provided to highlight each major event of the Civil War and reconstruction we knew students would benefit from. The teacher is also always a readily available resource to provide extra support throughout the group work detailed in the lesson above. We also purposefully grouped the students so that they have the support of their peers to assist one another and foster deeper thinking of the topics discussed.