



Grade 2

Knowledge 8 | Teacher Guide

The U.S. Civil War

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The U.S. Civil War

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching *The U.S. Civil War* domain. The Teacher 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 two-day 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 sixteen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *The U.S. Civil War*
- Image Cards for *The U.S. Civil War*
- Activity Book for *The U.S. Civil War*
- Digital Components for *The U.S. Civil War*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold
- Read-Aloud Videos for *The U.S. Civil War*

All domain components materials can also be found on the program's digital components site.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

WHY THE U.S. CIVIL WAR IS IMPORTANT

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. “Enslaved Africans” is the term used to describe Africans and the descendants of those Africans taken from Africa against their will and forced into slavery in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in January 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people. Students will also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant.

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 if you believe doing so would be more appropriate.

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.

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Citizenship, Geography, History, and Social Studies Skills from the social studies discipline.

WHAT STUDENTS HAVE ALREADY LEARNED DURING KINDERGARTEN AND GRADE 1

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 program in Kindergarten and Grade 1, it is recommended that you review the following domains to fill any gaps in students' background knowledge.

- **Presidents and American Symbols: Uniquely American (Kindergarten)**
- **A New Nation: American Independence (Grade 1)**

CORE VOCABULARY FOR THE U.S. CIVIL WAR

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 Read-Alouds or, in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the 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 the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p>Lesson 1 plantations slavery survival value wages</p>	<p>Lesson 5 Confederacy elected heritage seceded Union</p>	<p>Lesson 9 abolished Cabinet emancipation proclamation scroll</p>
<p>Lesson 2 conductor contributions gourd passengers rebellious</p>	<p>Lesson 6 civilians clash devastated flee Rebels</p>	<p>Lesson 10 ammunition defeat rations surrendered Yankees</p>
<p>Lesson 3 abolitionists agriculture cotton economy factories</p>	<p>Lesson 7 advisors frail general oath wasteland</p>	<p>Lesson 11 equality prosperity ransacked rival united</p>
<p>Lesson 4 candidates debates expand government politicians</p>	<p>Lesson 8 compassionate countless disasters wounded</p>	

CORE CONTENT OBJECTIVES

- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Describe the adult life and contributions of Abraham Lincoln
- Differentiate between the Union and the Confederacy
- 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”
- 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
- Identify Clara Barton as the “Angel of the Battlefield” and the founder 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 reunited the North and the South as one country and ended slavery

WRITING

In this domain, students will be writing entries into a Civil War journal, detailing various events and people associated with the Civil War (Lessons 1, 3, 4, 5, 7, 8, 9, 10, and 11). These activities may be added to students’ writing portfolios to showcase student writing within and across domains.

THE U.S. CIVIL WAR

Harriet Tubman, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review events that occurred in American history prior to the Civil War.

✦ **TEKS 2.1.D**

Reading

Students will explain what Harriet Tubman's life was like as a child.

✦ **TEKS 2.6.G**

Students will make inferences and use evidence to support understanding.

✦ **TEKS 2.6.F**

Language

Students will demonstrate an understanding of the Tier 2 word *value*.

✦ **TEKS 2.3.B**

Speaking and Listening

Students will share information and ideas that focus on the topic under discussion.

✦ **TEKS 2.1.C**

Writing

Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life.

✦ **TEKS 2.1.C; TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 1.2

Civil War Journal Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Core Connections	Whole Group	10 min.	<input type="checkbox"/> Westward Expansion Timeline
Domain Introduction			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 1A-1–1A-5
“Harriet Tubman, Part I”			
Comprehension Questions			
Word Work: <i>Value</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Slavery and Freedom T-Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Slavery and Freedom T-Chart (Digital Components) <input type="checkbox"/> Activity Pages 1.1, 1.2
Civil War Journal			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Class Westward Expansion Timeline to support students' review of information presented in that domain.

Application

- Prepare and display a Slavery and Freedom T-chart, similar to the one below. Alternatively, you may access a digital version in the digital components for this domain.

Slavery	Freedom

Note to Teacher

This domain necessarily includes the topic of slavery. 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. Slavery did not happen only in the U.S., but there was slavery in different places in the world. Many people in the time before the American 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.

CORE VOCABULARY

plantations, n. large farms where crops are grown

Example: There were many large cotton plantations in the South before the Civil War.

Variation(s): plantation

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

Example: Slavery was unfair, because all people should have the right to be paid for their work and should be free to decide where to work and live.

Variation(s): none

survival, n. the ability to continue to live or exist, especially when it is difficult to do so

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

Variation(s): none

value, n. the way in which something is useful or important

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

Variation(s): valued

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”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	plantations (<i>plantaciones</i>) slavery (<i>esclavitud</i>)	survival (<i>sobrevivencia</i>)	
Multiple Meaning		value (<i>valor</i>) wages	
Sayings and Phrases	eyelids were heavy cried out for heart raced against their will shred of hope		

Lesson 1: Harriet Tubman, Part I

Introducing the Read-Aloud



Speaking and Listening: Students will review events that occurred in American history prior to the Civil War.

TEKS 2.1.D

CORE CONNECTIONS (5 MIN.)

- Remind students that they recently learned about westward expansion in the United States.



Check for Understanding

Stand Up/Sit Down: I am going to read you four statements. If the statement I read you correctly describes something connected with westward expansion in the United States, stand up. If the statement I read does not describe something connected with westward expansion in the United States, sit down.

- The steamboat was invented during this time period, making it easier and cheaper to travel. (*stand up*)
 - Automobiles were used during this time, making it easier for people to travel west. (*sit down*)
 - The War of 1812 took place after the transcontinental railroad was completed. (*sit down*)
 - The Oregon Trail was used by people traveling west to the Oregon Territory. (*stand up*)
-
- Have students recite “The Pledge of Allegiance,” focusing on the meaning of the last part, *with liberty and justice for all*.
 - Explain that *liberty* means freedom and *justice* means fairness.

TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Support

Review using the Class Westward Expansion Timeline created in Lesson 1 of the *Westward Expansion* domain.

Challenge

Students who participated in the program in Grade 1 may 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 define these terms and summarize what they remember about the Declaration of Independence, the Constitution, and slavery.

- 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.
- Explain that enslaved people are 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.
- Have students discuss whether someone who is not allowed to decide what they can do in life, and is forced to work for no money, is really free.
- 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 MIN.)

- 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.
- 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 they wish to share with the class.
- Explain that in the Read-Aloud they are about to hear, students will hear the nickname Minty.
- Explain that Harriet Tubman lived and worked before, during, and after the time of the U.S. Civil War.

Support

Write “Harriet Tubman = Minty” on the board/ chart paper to reinforce the fact that Minty is Harriet Tubman.

Lesson 1: Harriet Tubman, Part I

Read-Aloud



Reading: Students will explain what Harriet Tubman's life was like as a child.

✦ **TEKS 2.6.G**

Reading: Students will make inferences and use evidence to support understanding.

✦ **TEKS 2.6.F**

Language: Students will demonstrate an understanding of the Tier 2 word *value*.

✦ **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what Harriet Tubman's life was like as a child before the U.S. Civil War.

"HARRIET TUBMAN, PART I" (15 MIN.)



Show Image 1A-1: Minty watching over baby

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. *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.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas: **TEKS 2.6.F** Make inferences and use evidence to support understanding: **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Challenge

Have students explain the meaning of the phrase *her body and mind cried out for sleep*, based on the way it is used in this paragraph.

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.

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

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. *The word value refers to the way something is useful or important.* 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.” *[Have a student trace a path from Africa to the United States on a world map or globe.]*

“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.

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. *Plantations are very large farms where crops are grown*

Support

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.

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

Because families of enslaved Africans often could not live together, or were separated, they depended on the community of 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. *Survival is the ability to continue to live or exist, especially when it is difficult to do so.*

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

Support

Review the meaning of the word *value*.

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 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, and they sometimes had access to more food. In addition to daily cooking and cleaning, they 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. [Point to the area known as the South on a U.S. map.] What is a plantation?

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. The plantation owners thought they could treat these African people this way because they looked different. Because of this difference in the way they looked, the plantation owners thought they were better than the people they enslaved. As enslaved people, they were not given any **wages** for the work they did on the plantations. *Wages means the money earned for doing work.* *Were enslaved Africans given wages?*

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. Even so, early on, Minty began to wonder whether it was possible to resist, or fight back, as an 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. *Do you think Minty will eventually fight back and win her freedom?*

Support

Have a student point out Africa on a world map or globe and trace a path across the Atlantic Ocean to the southeastern part of the United States.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did plantation owners choose to treat the enslaved Africans in this terrible way because they looked different from the plantation owners?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Plantation owners chose to treat the enslaved Africans in this terrible way because . . .”).

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 2.H; ELPS 3.F

COMPREHENSION QUESTIONS (10 MIN.)

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.** 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.*)
 - **Literal.** Minty was a nickname for the little girl in the Read-Aloud. What was Minty’s name after she grew up? (*Harriet Tubman*)
- 2. Literal.** From which continent did many enslaved people come during the early history of the United States? (*Africa*)
- 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.*)
 - **Literal.** What important responsibility did Minty have as a young, enslaved African? (*She watched over the baby of the mistress of the house.*)
- 4. Inferential.** An inference is an educated guess we can make based on what we read in the text. What inference can you make about what life was like for enslaved people? (*Their lives were harsh. They were often separated from their families; they weren’t paid wages for their hard work; and many had*  *minimal shelter, clothing, and food.*) **TEKS 2.6.F**

Show Image 1A-4: Plantation scene

- 5. Inferential.** Why were enslaved people 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, and the plantation owners chose to treat them this way because they looked different from the plantation owners.*)

 **TEKS 2.6.F** Make inferences and use evidence to support understanding.

- **Literal.** Describe what you see in this image. (*a plantation, lots of farmland, enslaved Africans*)



Check for Understanding

Evaluate: 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 that of the plantation owner?
(*Answers may vary, but should be supported with information from the Read-Aloud.*)

WORD WORK: VALUE (5 MIN.)

1. In the Read-Aloud you heard, "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."
2. Say the word *value* with me.
3. The value of something is its usefulness or importance.
4. The car drives well in the snow, making it of great value during the winter months.
5. What has value to you and why? Try to use the word *value* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ has great value to me because _____."]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I am going to read a statement about something that either has value or does not have value. If the statement describes something that has value, then say, “That has value.” If the statement does not describe something that has value, say, “That does not have value.” (*Answers may vary, as students may have different opinions about some of these.*)

- a one-of-a-kind painting by famous artist Vincent van Gogh (*That has value.*)
- a broken pencil (*That does not have value.*)
- a guide dog for a person who is blind (*That has value.*)
- a book with many pages missing (*That does not have value.*)
- a calculator for a very difficult math problem (*That has value.*)
- food for someone who has not eaten all day (*That has value.*)
- shoes that do not keep your feet warm and dry (*They do not have value.*)
- a yo-yo with a very knotted string (*That does not have value.*)
- a coat on a cold day (*That has value.*)

Lesson 1: Harriet Tubman, Part I

Application



Speaking and Listening: Students will share information and ideas that focus on the topic under discussion.

TEKS 2.1.C

Writing: Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life.

TEKS 2.1.C; TEKS 2.7.B; TEKS 2.7.E

SLAVERY AND FREEDOM T-CHART (5 MIN.) **TEKS 2.1.C**

- Display the Slavery and Freedom T-chart you created earlier.
- Have students think about what they learned from the Read-Aloud about slavery and the harsh lives the enslaved Africans led. Have them 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.
- Record this information in the "Slavery" column on the Slavery and Freedom T-chart.
- Tell students you are going to write down what they say, but 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 you don't forget. Tell them you will read the words to them. Once the chart has been completed, read it to the class.
- Ask students to think of people who had freedom in Minty's era (e.g., plantation owners) and people who have freedom today. Use yourself, students, and students' parents as examples.
- Record this information in the "Freedom" column on the Slavery and Freedom T-chart. Have students record the same information on Activity Page 1.1.

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Activity Page 1.1



Support

Ask students the following questions:
Did I get to choose my job? Am I paid for my work? Did your parents choose their jobs and where they live? Are they paid for the work they do? What are some freedoms you enjoy now? What freedoms do you hope to enjoy as you get older?



Support

Have students identify the nickname Harriet Tubman had when she was young. (*Minty*)

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Informational Text

Beginning

Allow students to dictate the information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

CIVIL WAR JOURNAL (15 MIN.)

- Tell students they will be keeping a Civil War journal to help them remember important information they learn in this domain, starting with Activity Page 1.2.
- Explain that the first entry in the journal will be about Harriet Tubman's early life.



Check for Understanding

Recall: [Ask students the following questions to help them remember details about Harriet Tubman's early life:]

- Did Minty work in the field or in the "big house" on the plantation? (*She worked in the big house.*)
- What was Minty's job as an enslaved person who worked in the "big house"? (*She took care of the baby of the mistress of the house.*)
- Describe Minty's family. (*Her mother and father worked on different plantations, and they had nine children.*)
- Did all Minty's brothers and sisters live and work on the same plantation as Minty? (*No, three of Minty's sisters were sent to work for plantation owners in Georgia. The owner of the plantation on which Minty worked, Mr. Brodess, tried to send her brother to another plantation, but Minty's mother fought back.*)

- Have students use the information heard in the Read-Aloud about Minty, and the ideas shared in the Slavery and Freedom T-chart, to decide on three sentences they can write on Activity Page 1.2.
- One of the three sentences should focus on the importance of community and support that enslaved Africans provided to each other in order to survive.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.
- Save all students journal entries to be compiled into a booklet at the end of the domain.

Lesson 1: Harriet Tubman, Part I

Take-Home Material

FAMILY LETTER

Send home Activity Page 1.3.

Activity Page 1.3



2

THE U.S. CIVIL WAR

Harriet Tubman,
Part II

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will work collaboratively with others.

✦ **TEKS 2.1.D**

Based on what they learned about Harriet Tubman's early life, students will predict whether she will take action as an adult to fight back against slavery.

✦ **TEKS 2.6.C**

Reading

Students will confirm their their predictions and describe some of the actions Harriet Tubman took as an adult to help enslaved people gain their freedom.

✦ **TEKS 2.6.C; TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *rebellious*.

✦ **TEKS 2.3.B; TEKS 2.6.E**

Reading

Students will summarize the meaning of "Follow the Drinking Gourd" and compare it to information presented in "Harriet Tubman, Part II" about the Underground Railroad.

✦ **TEKS 2.6.H; TEKS 2.7.D**

FORMATIVE ASSESSMENT

Activity Page 2.2

"Follow the Drinking Gourd" Students will summarize the meaning of "Follow the Drinking Gourd" and compare it to information presented in "Harriet Tubman, Part II" about the Underground Railroad.

✦ **TEKS 2.6.H; TEKS 2.7.D**

- ✦ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 1A-1–1A-5
Making Predictions About the Read-Aloud			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> map of North America <input type="checkbox"/> Image Card 1 <input type="checkbox"/> Flip Book: 2A-1–2A-6
“Harriet Tubman, Part II”			
Comprehension Questions			
Word Work: <i>Rebellious</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Song: “Follow the Drinking Gourd”	Whole Group/ Partner	20 min.	<input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> Flip Book: 2A-6 <input type="checkbox"/> Poster 2M: Flies (Flip Book)
Multiple Meaning Word Activity: <i>Flies</i>			

ADVANCE PREPARATION

Application

- Obtain an audio recording of “Follow the Drinking Gourd.” Several options are available on the Internet.

CORE VOCABULARY

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 work 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 with a hard-shelled fruit that is sometimes dried and hollowed out to be used as a tool

Example: Tomás 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 the control of someone else

Example: Because John would not clean up his room, his parents told him he was being rebellious.

Variation(s): none

Vocabulary Chart for “Harriet Tubman, Part II”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	gourd (<i>guiaba</i>)	contributions (<i>contribucione</i>) passengers (<i>pasajero(a)s</i>) rebellious (<i>rebelde</i>)	
Multiple Meaning		conductor	
Sayings and Phrases	cut the heat safe houses bear the thought at all costs the coast is clear		

Lesson 2: Harriet Tubman, Part II

Introducing the Read-Aloud



Speaking and Listening: Students will work collaboratively with others.

TEKS 2.1.D

Speaking and Listening: Based on what they learned about Harriet Tubman's early life, students will predict whether she will take action as an adult to fight back against slavery.

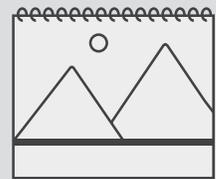
TEKS 2.6.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Use Images 1A-1–1A-5 to review what was learned in the previous Read-Aloud about slavery and Harriet Tubman's early life. Prompt discussion with the following questions:
 - What was Harriet Tubman's nickname as a child? (*Minty*)
 - What was Harriet Tubman's life like as a young child? (*She was an enslaved person, working on a plantation in Maryland. Her mother and father were also enslaved, living and working on different plantations. Her sisters had been sent to plantations in Georgia, and the owner of the plantation on which she worked tried to send her brother to another plantation, but Minty's mother stopped him from doing so.*)
 - What does it mean to be enslaved? (*It means you are not free to make decisions about your own life and you do not get paid for your work.*)
 - From which continent did many enslaved people in the United States come? (*Africa*)
 - What did the enslaved Africans do to make their lives less harsh? (*They were a community of support for one another, helping to take care of each other's children on the plantation. They supported each other by looking out for each other and working together.*)
- Remind students that slavery was allowed in some states in the United States, but not in others.

TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Flip Book 1A-1–1A-5



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did enslaved African people find a way to make life a little less harsh?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Enslaved Africans made their lives a little less harsh by . . .”).

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 2.H; ELPS 3.F

Support

Remind students that they learned about the transcontinental railroad in the *Westward Expansion* domain. Have them review facts about that railroad. (Answers may vary, but may include that the transcontinental railroad was a locomotive and other train cars that ran on tracks; and it took people, goods, mail, etc., from one place to another.)

- Tell students that today they will hear about something called the Underground Railroad. Explain 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, but that like a real railroad, it helped get people, or passengers, from one place to another.
- Explain that passengers on the Underground Railroad were trying to get out of the South 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, because they wanted to keep their movements a secret from plantation owners and 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.
- Explain that in today's Read-Aloud, students are going to continue learning about Harriet Tubman and the Underground Railroad.

MAKING PREDICTIONS ABOUT THE READ-ALoud (5 MIN.)

Support

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."



Check for Understanding

Turn and Talk: Turn to your partner and discuss the following questions:

- What event did Minty experience that gave her hope that she could fight back and win her freedom? (*She saw her mother fight back against the plantation owner when he wanted to send her brother to another plantation.*)
- Do you think Harriet Tubman will choose to fight back and try to win her freedom? (Answers may vary.) **TEKS 2.1.D; TEKS 2.6.C**

TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Lesson 2: Harriet Tubman, Part II

Read-Aloud



Reading: Students will confirm their their predictions and describe some of the actions Harriet Tubman took as an adult to help enslaved people gain their freedom.

✚ **TEKS 2.6.C; TEKS 2.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word *rebellious*.

✚ **TEKS 2.3.B; TEKS 2.6.E**

PURPOSE FOR LISTENING

- 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.

“HARRIET TUBMAN, PART II” (15 MIN.)



Show Image 2A-1: Tubman watching over group escaping

What do you think is happening in this picture?

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.

The word flies means small insects with two wings.

Despite the heat and bugs, the runaway enslaved people—their clothes tattered and shredded by thorns and branches, their bare feet blistered and cut—slept hard, huddled together in the tall grass.

Challenge

Have students explain the meaning of the phrase *cut the heat* based on the way it is used in this sentence.

Support

Explain that the word *flies* also means to move through the air.

✚ **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

As they slept, a woman—a **conductor**—watched and guarded over them. *[Point to Harriet Tubman in the picture.] What does a conductor do? Who do you think this conductor is? Listen carefully to find out.* 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. Catchers were always searching for runaways—lurking in the middle of swamps, hunting for runaways miles away from the nearest house, town or road, hoping to catch groups of runaway enslaved people. The catchers were paid great sums of money if they caught runaways, and this woman knew very well that the catchers would never give up. *Why do you think enslaved people would choose to run away?*

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

When she grew up, Harriet Tubman did not serve in the “big house.” *What was the “big house”?* Perhaps this was because the plantation owners sensed that she was a bit **rebellious**; she always did things her way. *Based on the way it is used in this sentence,*

what does the word rebellious mean? (resisting the control of someone else) 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. *Was she paid for her work? Why not?* 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 it was 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.

Support

Have a student find Georgia on a U.S. map.



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. *[Point to the arrows in the illustration.]*

If only there had been a real railroad to freedom, then escaping would have been easy for Harriet Tubman and other runaway enslaved people. They could have hopped aboard any train and ridden away from the punishments, endless work, and sorrows of a harsh life. *What do you see in this picture? Do you see a train or a real railroad? Is anything in this image underground?*

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 enslaved people 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 runaways, 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. *What did a conductor on the Underground Railroad do? What were the enslaved people on the Underground Railroad called? Where did they rest?* Many different people provided these stations to those who escaped—people from both the North and the South who knew slavery was wrong, and even some former enslaved Africans who had won their freedom and wanted to help others. *Enslaved people “won their freedom” by escaping to an area where slavery was illegal.*

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. *[Point to Canada on a map of North America.] This country to the north of the United States is known today as Canada.* This was because the laws allowed catchers to enter free states in the North to catch runaways and return them to a life of slavery in the South.

Challenge

Have students explain the meaning of the phrase *could not bear the thought* based on the way it is used in this sentence.

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. *Contributions can be money, materials, information, or work given by someone to help others.* So, Harriet Tubman 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. *Why do you think plantation owners and slave catchers knew about her?* 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 enslaved people 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.” *What was a station on the Underground Railroad?*

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

The runaway enslaved people 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. *[Demonstrate this secret knock.]* This was a secret knock, so the people in the house would know their visitor was an Underground Railroad conductor in need of help.



Show Image 2A-5: Woman helping the fugitives

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 enslaved people catchers’ dogs barking any minute. But the dogs never came. Running through the creek had thrown the 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**. *[Show Image Card 1 (Hollowed-out Gourd).]* *The fruit of the gourd plant can be cut open and the insides scooped out so it can be used for scooping up water.* Do you see it?”

“I think so,” the child said. “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. *[Demonstrate following the line to find the North Star on the image.]* 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?” *[Pause for students to respond.]*

“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.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Evaluate: Were your predictions about whether or not Harriet Tubman would win her freedom correct? Why or why not?
(Answers may vary.)

What information did you use to make your predictions?

 (Answers may vary.) **TEKS 2.6.C**

-
1. **Literal.** Why did Harriet Tubman decide to fight back rather than accept her life as an enslaved person? *(She was afraid she would be sent away to a place where she would have an even worse life after the plantation owner in Maryland died; she had witnessed her mother’s successful resistance to Mr. Brodess; she saw first-hand how terrible slavery was.)*
 2. **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.)*

 **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

3. **Literal.** 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 runaways on the route to freedom*) What were stations along the Underground Railroad? (*safe places for runaway enslaved people to stay and rest along their journey to freedom*)
- **Literal.** Was the Underground Railroad a real railroad? (*no*)
 - **Literal.** Who were the passengers on the Underground Railroad? (*enslaved Africans trying to escape*)
4. **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 like she was.*)
5. **Evaluative.** *Think-Pair-Share:* What do you think a “journey to freedom” meant for the runaway enslaved people? 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.*)

Challenge

Have students identify some of the adjectives the author uses to describe Harriet Tubman. (*rebellious, strong, brave, famous, etc.*)

Support

Have students consult the Slavery and Freedom T-chart or Activity Page 1.1.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G

WORD WORK: REBELLIOUS (5 MIN.)

1. In the Read-Aloud, you heard, “The plantation owners sensed that [Harriet] was a bit rebellious; she always did things her way.”
2. Say the word *rebellious* with me.
3. Someone who is rebellious wants to do things their own way and not be controlled by someone else.
4. Mary was considered rebellious because she stayed on the playground even after the teacher said that it was time to line up.
5. Have you ever seen someone being rebellious? 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 . . .” or “I saw someone being rebellious when . . .”]
6. What’s the word we’ve been talking about?

Do a Sharing activity for follow-up. What are the pros and cons of being rebellious? [Ask students to provide examples of positive rebellious actions either from history or literature that is familiar to them. Discuss why the rebellious behavior is positive in those circumstances. Ask for examples of negative rebellious behavior either from history or from literature that is familiar to students.] Remember to use the word *rebellious* and respond in complete sentences when sharing your examples.

Lesson 2: Harriet Tubman, Part II

Application



Reading: Students will summarize the meaning of “Follow the Drinking Gourd” and compare it to information presented in “Harriet Tubman, Part II” about the Underground Railroad.

TEKS 2.6.H; TEKS 2.7.D

SONG: “FOLLOW THE DRINKING GOURD” (15 MIN.)

Show Image 2A-6: Tubman pointing out the “drinking gourd”

- Point out the Big Dipper in the image, 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.*)
- Explain that students are going to listen to the lyrics, or words, to a song called “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 like this.
- Read the lyrics to “Follow the Drinking Gourd” from Activity Page 2.1. Have students follow along as you read them.
- Explain that students will summarize the lyrics to this song.

Activity Pages
2.1, 2.2



Support

If you have obtained an audio recording of “Follow the Drinking Gourd,” have students listen to it several times.

Support

Explain that to summarize means to give a brief explanation of what something means in your own words.



Check for Understanding

With a Partner: Discuss with your partner what each verse of “Follow the Drinking Gourd” means.

TEKS 2.6.H Synthesize information to create new understanding; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

Support

Provide the following example: “Superman flies through the sky.”

The partner should respond, “That’s ‘two.’”

- Have students summarize “Follow the Drinking Gourd” on Activity Page 2.2.
- After students summarize the meaning of “Follow the Drinking Gourd,” discuss how that song compares and contrasts with the information they learned in “Harriet Tubman, Part II” about the Underground Railroad. *(Answers may vary, but may include that they are similar in that both give information about the Underground Railroad; that both texts indicate that enslaved people needed to follow the Big Dipper to head north to freedom; both indicated that there would be people along the way to help the enslaved people find a safe path and safe stations along the way; and that both texts indicated the importance of passing on this information to enslaved people in a way that did not alert the plantation owners to what they were doing. Answers for the ways in which they are different may vary, but may include that audience for the texts are different—the Read-Aloud is to tell people today about the Underground Railroad, and the song’s intended audience was enslaved people seeking freedom; the form of the texts are different—“Follow the Drinking Gourd” is in the form of a song, whereas “Harriet Tubman, Part II” is a narrative, or a text that tells a story; and “Follow the Drinking Gourd” contains a hidden message, whereas “Harriet Tubman, II” does not.)*

MULTIPLE MEANING WORD ACTIVITY: FLIES (5 MIN.)

Multiple Choice

Show Poster 2M (Flies)

- In each of the following exercises, have students hold up one or two fingers to indicate which image shows the meaning of the word being discussed.
- Remind students that they heard in the Read-Aloud, “Gnats, mosquitoes, and flies swarmed all around, buzzing and biting.” Have students identify the picture of the word *flies* that matches the way *flies* is used in the lesson. (*one*)
- Explain that *flies* can also mean other things, like when something flies through the air like a bird or an airplane. Have students identify the picture of the word *flies* that matches the way *flies* is described here. (*two*)
- Have students work with a partner to quiz each other on the different meanings of the word *flies*. Remind them to be as descriptive as possible and use complete sentences.

End Lesson

THE U.S. CIVIL WAR

The Controversy Over Slavery

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the connection between “Follow the Drinking Gourd” and the Underground Railroad in the years leading up to the Civil War.

✦ **TEKS 2.7.D**

Students will work collaboratively with others.

✦ **TEKS 2.1.D**

Reading

Students will compare and contrast the North and South in the years prior to the Civil War.

✦ **TEKS 2.1.D; TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *economy*.

✦ **TEKS 2.1.C; TEKS 2.3.B**

Writing

Students will write an entry in a Civil War journal about the differences between the North and South in the years leading up to the Civil War.

✦ **TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 3.2

Civil War Journal Students will write an entry in a Civil War journal explaining the differences between the North and South prior to the Civil War.

✦ **TEKS 2.7.B**

✦ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> audio recording of “Follow the Drinking Gourd”
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 2–5 <input type="checkbox"/> U.S. map <input type="checkbox"/> paper and writing utensils <input type="checkbox"/> items or photographs representing local economy <input type="checkbox"/> Flip Book: 3A-1–3A-2
“The Controversy Over Slavery”			
Comprehension Questions			
Word Work: <i>Economy</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
The North and South T-Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> North and South T-Chart (Digital Components) <input type="checkbox"/> Activity Pages 3.1, 3.2
Civil War Journal			

ADVANCE PREPARATION**Introducing the Read-Aloud**

- Obtain an audio recording of “Follow the Drinking Gourd.”

Read-Aloud

- Bring in items or photographs representing things that make up the economy of the area in which you live.

Application

- Prepare and display a North and South T-chart, similar to the one below. Alternatively, you may access a digital version in the digital components for this domain.

the North	the South

CORE VOCABULARY

abolitionists, n. people who worked to abolish, or end, slavery

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

Variation(s): abolitionist

agriculture, n. the science of producing crops; farming

Example: Olivia studied agriculture in college so she could learn how to produce more food on her family farm.

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 in which people make, buy, sell, and trade items or their services

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 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”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	abolitionists (<i>abolicionista</i>)	agriculture (<i>agricultura</i>) cotton economy (<i>economía</i>) factories	
Multiple Meaning			
Sayings and Phrases	became a strong force small acts of rebellion tearing the country apart		

Lesson 3: The Controversy Over Slavery

Introducing the Read-Aloud



Speaking and Listening: Students will review the connection between “Follow the Drinking Gourd” and the Underground Railroad in the years leading up to the Civil War.

TEKS 2.7.D

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students listen to the song or the song lyrics for “Follow the Drinking Gourd” again.



Check for Understanding

Recall: [Review the connection between “Follow the Drinking Gourd” and the Underground Railroad with the following questions:]

- What was “the drinking gourd”? (*It was the group of stars in the sky known as the Big Dipper. It was used by enslaved people running to their freedom.*)
- Why were enslaved Africans told to follow “the drinking gourd”? (*It pointed the way north, which is the direction enslaved people needed to go to reach northern states and, eventually, Canada to win their freedom.*)
- Why did enslaved Africans want to escape from the plantations of the South? (*They had a very harsh life where they were not free, and they wanted the freedom to live their lives.*)
- What was the system of escape from the South to the North called? (*the Underground Railroad*) Who were the conductors? (*They were the people, like Harriet Tubman, who led the enslaved people to freedom.*) Who were the passengers? (*the enslaved Africans who were seeking their freedom*) What were stations? (*They were the places along the way where the conductors and passengers could rest and get food.*)

Activity Page 2.1



Challenge

Have students explain why enslaved Africans, attempting to gain their freedom, would have to encode messages in songs. (*Answers may vary, but may include that they wanted to have a way to share a message without plantation owners knowing about it; it was another way for them to rebel against plantation owners.*)

TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

Support

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

Support

Have a few students provide examples of a controversy they experienced.

Support

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.

- Explain that today's Read-Aloud shows some differences in the southern economy and the northern economy in the United States in the years leading up to the Civil War.
- Explain that the word *economy* describes the system in which people offer their services or make items to buy, sell, or trade with others who want those items. 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.
- Remind students they learned that Harriet Tubman worked on a tobacco plantation in the South.
- Explain that 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.
- Have students explain what the word *controversy* means. (*an argument or a disagreement that happens when people have differing opinions*)
- Ask students what they think the controversy over slavery was, and who was involved in the controversy.
- Remind students that they learned in a previous lesson that the controversy over slavery led to a war called a civil war.
- Have students define the term *civil war*. (*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.

Lesson 3: The Controversy Over Slavery

Read-Aloud



Speaking and Listening: Students will work collaboratively with others.

✦ **TEKS 2.1.D**

Reading: Students will compare and contrast the North and South in the years prior to the Civil War.

✦ **TEKS 2.1.D; TEKS 2.6.G**

Language: Students will demonstrate an understanding of the Tier 3 word *economy*.

✦ **TEKS 2.1.C; TEKS 2.3.B**

PURPOSE FOR LISTENING

- 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” (15 MIN.)



Show Image 3A-1: Map with Mason-Dixon Line

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.

[Point to the state of Pennsylvania on the map.]

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. *[Point to the Mason-Dixon Line on the map.]*

✦ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Support

Emphasize that this is not a real line marked on the ground. Explain that the Mason-Dixon Line is like the borders between states drawn on a map, or like the equator drawn on a map or globe. Point to the states on the image and/or point to the equator on a globe. Emphasize that they are drawn on maps and globes, but they are not actual lines on the ground.

Slavery was allowed in the South, below the Mason-Dixon Line, but slavery was not allowed in the North, above the Mason-Dixon Line. *[Identify and point to some of the states north and south of the Mason-Dixon line on the Flip Book image.]*



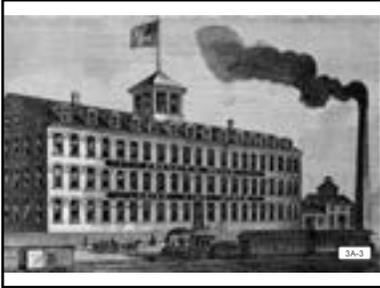
Show Image 3A-2: Plantation scene

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.

The South relied almost completely on **agriculture**, or farming, for its **economy**. *The economy of an area is the system of producing and trading items or services. If the economy of the South was based on agriculture, or farming, this means the economy was based on growing crops and selling them.* The farmland and weather provided the right growing conditions for certain crops that grew well in the South, such as **cotton**, sugar, and tobacco. *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).]*

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. *What is a plantation?* 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 used on those farms.

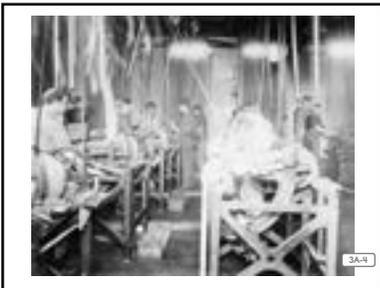


Show Image 3A-3: Railroad and factory in the North

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. *What is a plantation? 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. Many northern cities were trading centers for iron, coal, and wood. A trading center is where goods are bought and sold. 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. *What were 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.*



Show Image 3A-4: Factory workers

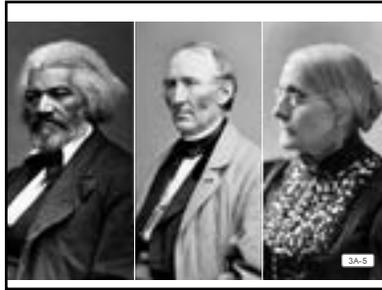
Factories were an important part of the northern economy. Thousands and thousands of people worked in northern factories. These factory workers were not enslaved. They were paid for their hard work. It was true that factory bosses could be harsh, the pay was often pitiful, and the work difficult, dangerous, and tiring.

However, factory workers did have more freedom than enslaved people, and they had the possibility of a better life.

Support

Based on the way it is used here, what does the word *pitiful* mean? Did the workers get paid a lot of money or very little?

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 Douglass, Phillips, 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**. *What did abolitionists want to end?* 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. *[Point to the abolitionists.] You will hear more about Susan B. Anthony and her work later in the year in the Fighting for a Cause domain.* 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.



Show Image 3A-6: Abolitionists working on the Underground Railroad

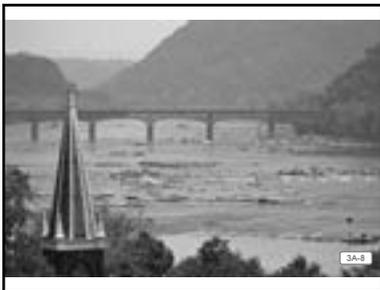
Harriet Tubman was also a famous abolitionist in addition to being a famous conductor on the Underground Railroad. She not only helped enslaved Africans escape, she also went around talking to people in the North, telling them why it was important to abolish slavery,

and explaining what they could do to help enslaved Africans. This image shows abolitionists working on the Underground Railroad. *What was the Underground Railroad?* Abolitionists helped keep the 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. [Point to the state of West Virginia on a U.S. map.] In that event, an abolitionist named John Brown tried to get guns and other weapons to enslaved people to help them rebel against the plantation owners. In another event, an enslaved person named Nat Turner led a group of enslaved people 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.

Challenge

Have students identify the word they learned in the last lesson that had the root word *rebel*. (*rebellious*) What does the word *rebellious* mean? (*resisting the control of someone else*)



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. *Who do you think would not agree with the abolitionists?* 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.

COMPREHENSION QUESTIONS (10 MIN.)

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.]



Check for Understanding

With a Partner: With a partner, you are going to list some of the ways the North and South were similar to one another in the years leading up to the Civil War. Take turns writing one similarity and then passing the paper to your partner to write another similarity. Then you and your partner will take turns writing some ways the North and South were different from one another in the years leading up to the Civil War.

[Have several students share their responses with the class. (*Answers may vary, but similarities may include that both were part of the United States and both had some type of farming. Answers for the differences between the two may include that the North's economy was based on manufacturing in factories, whereas the South's economy was based on agriculture; many of the farms in the South were larger and supplied crops such as cotton, sugar, and tobacco; slavery became illegal in the North, whereas it was not illegal in the South; some people in the North became abolitionists and wanted to end slavery.*)] **TEKS 2.1.D**

2. **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.*)
 - **Literal.** Who were abolitionists? (*Abolitionists were people who worked to abolish, or end, slavery.*)

Challenge

What does the phrase *tearing the country apart* mean?

Support

Have students identify the crops shown in Image Cards 2, 3, and 4, and ask whether these crops were grown in the North or the South. (*the South*) Have students identify why these crops were grown in the South and not the North, and how the growth of these crops affected the economy of the South. (*The South had better farmland and weather for growing these crops, which they could trade and sell. This helped the economy of the South.*)

TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Support

Show students the items or photographs representing items that make up the economy in the area in which you live.

Challenge

Have students discuss the types of economies found in different parts of your state. Students may also research the answers to any questions raised during this discussion.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Selecting Language Resources

Beginning

Have students use one or two academic words when discussing the economy.

Intermediate

Have students use three or four academic words when discussing the economy.

Advanced/Advanced High

Have students use five or more academic words when discussing the economy.

ELPS 1.E; ELPS 3.D

WORD WORK: ECONOMY (5 MIN.)

1. In the Read-Aloud you heard, “The South relied almost completely on agriculture, or farming, for its economy.”
2. Say the word *economy* with me.
3. The word *economy* describes the system in which people make, buy, sell, and trade goods, or items.
4. The more people around the world who buy goods produced from China, the stronger the Chinese economy becomes because they are earning more money for their country.
5. Do you know or have you heard something about the economy? Try to use the word *economy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I heard that the economy is . . .”]
6. What’s the word we’ve been talking about?

Use a Discussion activity. Many factors influence the economy of a place. Climate and natural resources are two factors out of many that influence the economy of an area. What types of things make up the economy in the area in which we live?

Lesson 3: The Controversy Over Slavery

Application



Writing: Students will write an entry in a Civil War journal about the differences between the North and South in the years leading up to the Civil War.

TEKS 2.7.B; TEKS 2.7.E

NORTH AND SOUTH T-CHART (5 MIN.)

- Display the North and South T-chart you created earlier.
- Have students share what they have learned about the North in the years leading up to the Civil War. Record students' responses in the corresponding column on the T-chart.
- Next, have students share what they have learned about the South during this same time period and record their responses in the corresponding column on the T-chart.
- Tell students you are going to write down what they say, but they are not expected to be able to read every word you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so you don't forget, and tell them you will read the words to them. Once the chart has been completed, read it to the class.

Activity Page 3.1



Support

Review images from today's Read-Aloud, and encourage students to use domain vocabulary learned so far in the domain.

Challenge

Have students record the information from the North and South T-chart on Activity Page 3.1.

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Activity Page 3.2



ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

CIVIL WAR JOURNAL (15 MIN.)

- Tell students they will write another entry for the Civil War journal they began in Lesson 1, using Activity Page 3.2
- Explain that this entry in the journal will be about the differences between the North and the South in the years leading up to the Civil War.



Check for Understanding

Turn and Talk: With a partner, discuss some of the differences between the North and the South in the years leading up to the Civil War.

[Have several students share their responses with the class. *(Answers may vary, but may include that the North's economy was based on manufacturing in factories, whereas the South's economy was based on agriculture; many of the farms in the South were larger and supplied crops such as cotton, sugar, and tobacco; slavery became illegal in the North, whereas it was not illegal in the South; and some people in the North became abolitionists and wanted to end slavery.)*]

- Have students use the information heard in the Read-Aloud, and the ideas shared in the North and South T-chart, to decide on three sentences they can write on Activity Page 3.2
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their drawings and writing with a partner or with the class.

End Lesson

THE U.S. CIVIL WAR

Abraham Lincoln

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify the differences between the North and South in the years leading up to the Civil War.

✦ **TEKS 2.1.A**

Reading

Students will use text evidence to discuss what Abraham Lincoln's view of slavery was while he was a candidate for the U.S. Senate.

✦ **TEKS 2.6.F; TEKS 2.8.A**

Language

Students will demonstrate an understanding of the Tier 2 word *expand*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

Writing

Students will write an entry in a Civil War journal about Abraham Lincoln and his views on slavery.

✦ **TEKS 2.3.B; TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 4.1

Civil War Journal Students will write an entry in a Civil War journal about Abraham Lincoln and his views on slavery.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.B** write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> North and South T-Chart <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> U.S. map
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 4A-1–4A-7
“Abraham Lincoln”			
Comprehension Questions			
Word Work: <i>Expand</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civil War Journal	Independent/ Whole Group	20 min.	<input type="checkbox"/> Activity Page 4.1
Vocabulary Instructional Activity			

CORE VOCABULARY

candidates, n. people who 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 between two sides; arguments

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

Variation(s): debate

expand, v. to spread out and 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, state, or other area, and make and enforce the laws for that area

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”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	candidates debates (<i>debates</i>) politicians (<i>politicio/a</i>)	expand government	
Multiple Meaning			
Sayings and Phrases	the fact of the matter tearing our country apart get his hands on hold most dear		

Lesson 4: Abraham Lincoln

Introducing the Read-Aloud



Speaking and Listening: Students will identify the differences between the North and South in the years leading up to the Civil War.

 **TEKS 2.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students they learned about the two regions of the United States that, in the years leading up to the Civil War, felt differently about the issue of slavery.
- Use the North and South T-chart and Activity Page 3.1 to review the differences between the North and South.

Activity Page 3.1



Support

Review the meaning of the word *abolitionist*.



Check for Understanding

Take a Side: I am going to read several statements. If the statement describes the North, walk quietly to the front of the room. If the statement describes the South, walk quietly to the back of the room.

- This region relied on factories and manufacturing for its economy. (*North*)
- A group of abolitionists who wanted to end slavery started to grow in this region. (*North*)
- There were large farms called plantations in this region. (*South*)
- The economy of this region relied on growing crops such as cotton, sugar, and tobacco. (*South*)
- Plantation owners in this region enslaved African people to work on their plantations without paying them for their work. (*South*)

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain that Abraham Lincoln was a lawyer in Illinois, and his nickname was “Honest Abe.”
- Explain that today’s Read-Aloud takes place many years after Abraham Lincoln was a young boy, 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 United States government 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 discussing their differences in public and giving speeches about what each would do if he were elected. One of Lincoln’s and Douglas’s major differences is what each would do about slavery.

Challenge

Students who used the program in Kindergarten and Grade 1 should be familiar with Abraham Lincoln. Have them share what they remember about President Lincoln.

Support

Have students explain what the nickname “Honest Abe” tells us about Abraham Lincoln.

Support

Point to the state of Illinois on a U.S. map.

Lesson 4: Abraham Lincoln

Read-Aloud



Reading: Students will use text evidence to discuss what Abraham Lincoln's view of slavery was while he was a candidate for the U.S. Senate.

✦ **TEKS 2.6.F; TEKS 2.8.A**

Language: Students will demonstrate an understanding of the Tier 2 word *expand*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about Abraham Lincoln's view of slavery while he was running for the U.S. Senate.

"ABRAHAM LINCOLN" (15 MIN.)

Support

Explain 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.



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. [Point to Illinois on a U.S. map.] 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, although 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

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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. *[Point to Kentucky and Missouri on a U.S. map.]* It seems odd to me that so many people are so eager to come and listen to two **politicians** from Illinois.” *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?*



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 *Daily Pantagraph* 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.” *What problem do you think the politicians will be talking about?*

“Well, I’ll tell you what I think, Mr. Foote,” said Tom. “The problem is not slavery. The problem is that the **government** *or group of people who help lead the country* 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** *or grow* 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.” *[Point out all of these places on a U.S. map.]*

“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.” *Which part of the country thought slavery was wrong? Which part thought it should be allowed?*

“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.”

Support

Have students name the two men attending the debate and identify which was the farmer (*Frank*) and which was the one who lived and worked in town (*Tom*).

Challenge

Have students explain the significance of July 4, 1776. (the date the Declaration of Independence was approved by the Second Continental Congress)

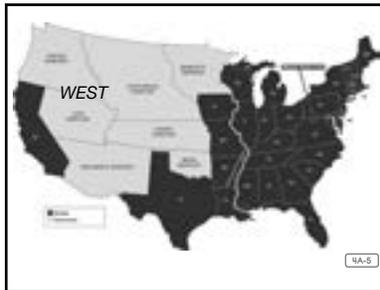
And we will all be fine, as long as the government quits trying to tell everyone how to live their lives. Don't you agree, Frank?" *[Explain that Tom believes that slavery is acceptable if the people of a state say it's legal, or allowed by law.]*



Show Image 4A-4: Frank not sure

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** or *discussions*, 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 or *problem* of whether slavery should be allowed to expand." *What does the word expand mean?*



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. *[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.

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.

Challenge

Have students explain the difference between a state and a territory.



Show Image 4A-6: Lincoln standing to debate Douglas

At last, the two **candidates**, or *people running against each other for a position* 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 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. *[Point to and identify Lincoln and Douglas in the image.]*

Stephen Douglas was a short, plump man, and a great speaker. He believed, as did Tom, 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 very 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

[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 newspaper man, 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.

Challenge

Explain that the author of the Read-Aloud is using foreshadowing here. Explain that foreshadowing is a way an author gives a hint about something that will happen in the future. Have students explain the outcome of the presidential race, based on the author’s statement that it “had a very different ending.”



Check for Understanding

Evaluate: How did Abraham Lincoln feel about slavery when he was running for the U.S. Senate? *(He thought slavery was tearing the country apart, and if it was allowed to continue into the new states, it would harm the country.)*

How do you know this is how Abraham Lincoln felt about slavery? [Have students provide evidence from the Read-Aloud to support their responses.] *(Answers may vary, but may include: “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?)*

1. **Inferential.** What important 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.)*
 - **Inferential.** What did Lincoln do as a child that helped him prepare to be a lawyer and debater? *(He read many books.)*
2. **Inferential.** Why did people come from several states and territories to hear the Lincoln-Douglas debate? *(People wanted to hear their opinions on slavery.)*
3. **Inferential.** How did Lincoln feel about slavery? *(He didn’t want it to expand to new states. He felt it was dividing the nation.)*
4. **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)*
5. **Evaluative.** *Think-Pair-Share:* 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.)*

Support

Reread relevant portions of the read-aloud.



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G

WORD WORK: EXPAND (5 MIN.)

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. 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 the word *expand*." If I describe something getting smaller, say, "That is an example of the word *shrink*."

1. Joanna's birthday balloons are starting to lose their air. (*That is an example of the word shrink.*)
2. Billy asked his parents if they would increase his allowance. (*That is an example of the word expand.*)
3. Sally's blue jeans, fresh out of the dryer, were so tight she had trouble zipping them up. (*That is an example of the word shrink.*)
4. The pile of snow in the parking lot began to melt from the warm spring sun. (*That is an example of the word shrink.*)

Lesson 4: Abraham Lincoln

Application



Writing: Students will write an entry in a Civil War journal about Abraham Lincoln and his views on slavery.

TEKS 2.3.B; TEKS 2.7.B; TEKS 2.7.E

CIVIL WAR JOURNAL (15 MIN.)

- Tell students they will be adding another entry to their Civil War journals.
- Explain that they will use Activity Page 4.1 to describe how Abraham Lincoln felt about slavery.



Check for Understanding

Recall: [Use the following questions to help students remember important information about Abraham Lincoln and his views on slavery.]

- What government office were both Abraham Lincoln and Stephen Douglas running for in the Read-Aloud? (*the U.S. Senate*)
- What did Stephen Douglas say about slavery in the debates with Abraham Lincoln? (*He said each state should decide for itself whether to make slavery legal or illegal.*)
- What did Abraham Lincoln mean when he said, "A house divided against itself cannot stand." (*He meant that the nation would not be strong as long as there was this disagreement about slavery.*)
- How did people in the South feel about Abraham Lincoln's views on slavery? (*They were worried that he might not only try to stop the spread of slavery, but that he might try to end slavery in the South.*)

Activity Page 4.1



Support

Reread relevant portions of the Read-Aloud.

TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

- Have students write two or three sentences explaining Abraham Lincoln's views on slavery.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their drawings and writing with a partner or with the class.

VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.)

Word Work: Issue

- Remind students that they heard in the Read-Aloud, "[T]he people in Kansas were divided on the issue of slavery."
- Have them say the word *issue*.
- Explain that an issue is a problem or topic that people are talking about and may disagree about.
- Give the example sentence: *My sister and I care deeply about the issue of healthy school lunches for all students.*
- Have students discuss an issue they care about. Have them use the word *issue* when they tell about it. Ask two or three students to share their views. If necessary, guide and/or rephrase students' responses: "An issue I care about is _____ because . . ."
- Have students repeat the word they have been discussing and identify the part of speech.
- **Use a Making Choices activity for follow-up.** I am going to give you a few examples. If the example describes something that would be an issue, you should say, "That is an issue," and explain why it is an issue. If the example does not describe an issue, you should say, "That is not an issue."
 - Thomas and his friends discussed their town's decision to close one of the town parks; five of his friends thought it was a good idea, and five thought it was a bad idea. (*That is an issue.*)
 - When our teacher asked whether we wanted to take a walk or listen to a story, we all said we wanted to listen to a story. (*That is not an issue.*)
 - Ms. Sanchez's second-grade class debated the school's decision to add new foods to their lunchroom menu. (*That is an issue.*)

End Lesson

THE U.S. CIVIL WAR

The Division of the United States

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the differences between the North and South and the issue of slavery in the years leading up to the Civil War.

✦ **TEKS 2.1.C; TEKS 2.6.C**

Reading

Students will explain why the South seceded from the Union and how President Lincoln felt about the secession.

✦ **TEKS 2.6.C; TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 3 words *Confederacy* and *Union*.

✦ **TEKS 2.3.B**

Writing

Students will write an entry in a Civil War journal about the differences between the Confederacy and the Union.

✦ **TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 5.2

Civil War Journal Students will write an entry in a Civil War journal about the differences between the Confederacy and the Union.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	
Making Predictions About the Read-Aloud			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 6–8 <input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 5A-1–5A-8
“The Division of the United States”			
Comprehension Questions			
Word Work: <i>Confederacy</i> and <i>Union</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Map of the Union and the Confederacy	Whole Group/ Independent	20 min.	<input type="checkbox"/> Map of the Union and the Confederacy (Digital Components) <input type="checkbox"/> Activity Pages 5.1, 5.2 <input type="checkbox"/> blue, gray, and green markers or crayons <input type="checkbox"/> Image Cards 9–11 <input type="checkbox"/> Civil War Timeline
Civil War Journal			
Civil War Timeline			

ADVANCE PREPARATION

Application

- Display the Map of the Union and the Confederacy, which can be found in the Digital Components for this domain. This Map of the Union and the Confederacy will remain on display throughout the domain.
- Create a Civil War Timeline that begins with the year 1860 and goes through 1865. The Timeline should be large enough to accommodate six image cards.

CORE VOCABULARY

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 to serve in a certain position

Example: Eugenia was elected by her 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: Catalina’s grandmother encouraged her to be proud of her Native American heritage.

Variation(s): heritages

seceded, v. withdrew or stopped being a member of a particular group

Example: People have seceded from groups throughout history, usually to form a new group.

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 states together.

Variation(s): none

Vocabulary Chart for “The Division of the United States”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Confederacy Union seceded	elected (<i>eligió</i>) heritage	
Multiple Meaning			
Sayings and Phrases	being on the ballot stay put opened fire		

Lesson 5: The Division of the United States

Introducing the Read-Aloud



Speaking and Listening: Students will review the differences between the North and South and the issue of slavery in the years leading up to the Civil War.

TEKS 2.1.C; TEKS 2.6.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that two regions, or areas, of the United States disagreed about the issue of slavery in the years leading up to the Civil War.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did Abraham Lincoln support the spread of slavery to new states?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Abraham Lincoln’s views on slavery were . . .”).

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 2.G; ELPS 3.F



Check for Understanding

Recall: [Use the following questions to review what students have learned about the North and South and the issue of slavery:]

- What important issue did Lincoln talk about in his debate with Douglas? (*slavery*)
- How did Lincoln feel about slavery? (*He thought the issue was tearing the country apart and wanted to keep it from spreading to new states as they were added to the country.*)
- In what part of the country was slavery illegal, or not allowed? (*the North*)
- In what part of the country was slavery legal, or allowed? (*the South*)
- What were some other ways that the North and the South were different? (*Answers may vary, but may include that the South’s economy was based on growing crops such as cotton, sugar, and tobacco; the North’s economy was based on manufacturing; people in the South were worried about Lincoln’s views; abolitionists were growing in number in the North and wanted to end slavery.*)

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

MAKING PREDICTIONS ABOUT THE READ-ALoud (5 MIN.)

- 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 students predict what is going to happen to the country because of people’s differing views on slavery.

Lesson 5: The Division of the United States

Read-Aloud



Reading: Students will explain why the South seceded from the Union and how President Lincoln felt about the secession.

✦ **TEKS 2.6.C; TEKS 2.6.G**

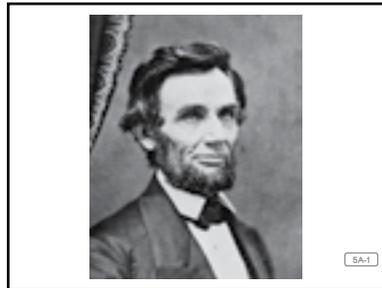
Language: Students will demonstrate an understanding of the Tier 3 words *Confederacy* and *Union*.

✦ **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out why several states broke away to form a new country, and how President Lincoln felt about this.

“THE DIVISION OF THE UNITED STATES” (15 MIN.)



Show Image 5A-1: President Lincoln

Abraham Lincoln won the presidential election in 1860 to become the sixteenth president of the United States. Unfortunately, the election only proved 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. *Why would people in the North vote for Lincoln?* 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.

Support

Explain that the phrase *not being on the ballot* means that his name wasn't listed on the paper people used to vote, so no one could vote for him in the South, even if they wanted to.

✦ **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



Show Image 5A-2: Map of states that seceded

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. *[Point to South Carolina on the map, and then point to each of the states named in the next sentence.]* The states of Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas soon followed. *Does this mean that the United States at this time was united or divided as a country?*

All seven states 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 America, or the **Confederacy** for short. *A confederacy is a group of states.* The Confederacy elected its own president, a man named Jefferson Davis. *[Show Image Card 6 (Jefferson Davis).]*



Show Image 5A-3: Charleston in 1861

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.

Support

Review the meaning of the word *abolish*.

Challenge

Have students explain why some people thought it would be impossible to avoid a war between the North and the South.

Support

Remind students they learned the word *port* in the *War of 1812* domain. Review the definition of the word *port*. (a place on the coast that has a harbor in which ships can dock)

Challenge

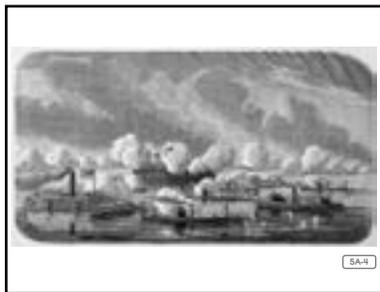
Have students identify the fort they heard about in the *War of 1812* domain. (*Fort McHenry*)

Support

Have students review President Lincoln's three choices.

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. [Show South Carolina on a U.S. map.] Charleston was a beautiful, charming, and wealthy city in the South. *If Charleston was a wealthy, or rich, city, did Charleston, South Carolina, have a good economy or a bad economy?* Its residents were proud—proud of their beautiful city and proud of their southern **heritage**. *Heritage is the set of traditions that are 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.* 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. *When people in Europe bought cotton, sugar, and tobacco from southern plantations, it was good for the southern economy.*



Show Image 5A-4: Fort Sumter

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. [Point to the fort in the image.] 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! *The phrase stay put means to stay where you are.* 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

[Explain that you will now read a short story about Fort Sumter.]

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. *What do you think the sound is?*

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

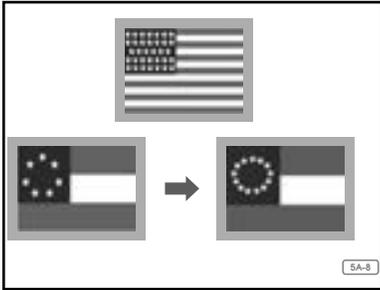
After the Battle of Fort Sumter, more southern states joined the Confederacy: Virginia, Arkansas, Tennessee, and North Carolina, as well as portions of Kentucky and Missouri.

Remember, in some parts of both Kentucky and Missouri, people wanted to keep enslaved people, while others wanted slavery to end. In all, there were thirteen Confederate States, all from the South. *[Point to the thirteen states on the map.]* 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. *What were the names of the two sides fighting in the war?*

Support

Review the meaning of the word *secede*.



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.

COMPREHENSION QUESTIONS (10 MIN.)

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*)

Show Image Card 8 (Union Flag)

3. **Inferential.** 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.*)
 - **Literal.** What was the word *Union* a name for? (*the states that did not secede*)



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G



Check for Understanding

Evaluate: Why did South Carolina and then additional southern states decide to secede from the United States after President Lincoln was elected? (*They thought the government would try to stop the spread of slavery to new states and make slavery illegal where it already existed. Those states wanted to decide for themselves whether or not they could make slavery legal or illegal.*)

How did President 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.*)

- 4. Literal.** What name did the states that seceded give their new country? (*the Confederate States of America*)

Show Image Card 7 (Confederate flag)

- 5. Inferential.** 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. Literal.** 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*)
- 7. Evaluative.** *Think-Pair-Share:* What did Mary Chesnut see and hear during the bombardment of Fort Sumter? (*cannons, fire, smoke, etc.*) Why do you think she 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.*) How do you think she felt? (*worried, nervous, excited for the South, etc.*)

WORD WORK: CONFEDERACY AND UNION (5 MIN.)

1. In the Read-Aloud you heard, “[The southern states] called their new country the Confederate States of America, or the Confederacy for short,” and “The remaining states, those that had not seceded, were in the North, and they became known as the Union.”
2. Say the words *Confederacy* and *Union* with me.
3. The states of the South that seceded from the United States were called the Confederacy, and the states of the North that did not secede were called the Union.
4. All of the battles between the Confederacy and the Union were part of the U.S. Civil War.
5. What do you remember about the Confederacy and the Union from the read-aloud? Try to use the words *Confederacy* and *Union* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The Confederacy was . . .”; “The Union was . . .”]
6. What are the words we’ve been talking about?

Use a Making Choices activity for follow-up. You have heard the words *Confederacy* and *Union* in today’s Read-Aloud. I am going to read several sentences. If I describe something about the Confederacy, say, “That was the Confederacy.” If I describe something about the Union, say, “That was the Union.”

- We fought to take Fort Sumter away from the United States and keep it for ourselves. (*That was the Confederacy.*)
- We made our own flag with thirteen stars, one for each state that had seceded. (*That was the Confederacy.*)
- We fought to keep all of the states together as one. (*That was the Union.*)
- We fought to protect the heritage of the South. (*That was the Confederacy.*)
- We supported Abraham Lincoln and had a flag with thirty-four stars, one for each original state. (*That was the Union.*)
- We were led by President Lincoln. (*That was the Union.*)

Lesson 5: The Division of the United States

Application



Writing: Students will write an entry in a Civil War journal about the differences between the Confederacy and the Union.

TEKS 2.7.B; TEKS 2.7.E

MAP OF THE UNION AND THE CONFEDERACY (5 MIN.)

Activity Page 5.1



Support

Point out that Oregon and California were part of the Union, even though they were much farther west than the rest of the states. Have students color California and Oregon blue.

- Explain that students are going to use the map key on Activity Page 5.1 to color the states of the Union and the Confederacy.
- Have students look at the symbol for the Union, and ask them to name the states that were part of the Union.
- Have students look at the symbol for the Confederacy, and ask them to name the 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.
- Have students color the Union states blue and the Confederate states gray.
- Have students color Kentucky, Missouri, West Virginia, Kansas, Delaware, and Maryland green.

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

CIVIL WAR JOURNAL (10 MIN.)

- Tell students they will write another entry for the Civil War journal they began in Lesson 1, using Activity Page 5.2 to explain the differences between the Union and the Confederacy.



Check for Understanding

Take a Side: I am going to read several statements. If the statement describes the Union, walk quietly to the front of the room. If the statement describes the Confederacy, walk quietly to the back of the room.

- Abraham Lincoln's name did not appear on the ballot in the election for the presidency in our region, so we could not vote for him. (*Confederacy*)
- There was a growing number of abolitionists in our region. (*Union*)
- Our economy was based on manufacturing. (*Union*)
- We had many large plantations in our region and grew cotton, sugar, and tobacco. (*Confederacy*)
- Fort Sumter was located in our region, so we wanted to claim it for ourselves. (*Confederacy*)

- Have students use the information heard in the Read-Aloud to write three sentences describing the differences between the Confederacy and the Union.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or the class.

Activity Page 5.2



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

CIVIL WAR TIMELINE (5 MIN.)

- Tell students they will create a timeline to help them remember the sequence of some important events connected to the Civil War.
- Remind students that Abraham Lincoln was elected president in 1860. Place Image Card 9 (Abraham Lincoln) on the Civil War Timeline you prepared earlier.
- Ask students if they think Harriet Tubman gained her freedom before or after Abraham Lincoln was elected president. (*before Lincoln became president*) Have students place Image Card 10 (Harriet Tubman) to the left of Image Card 9 to show that she gained her freedom before Abraham Lincoln became president.
- Show students Image Card 11 (The Confederacy). Ask students if these states seceded and formed the Confederacy before or after Abraham Lincoln was elected president. (*after Lincoln was elected president*) Ask a student to place the Image Card in the correct location on the timeline to show that the Confederacy formed after Abraham Lincoln was elected president.
- Save the Civil War Timeline for future lessons.

~~~~~  
End Lesson  
~~~~~

Pausing Point

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught so far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of Harriet Tubman, the Underground Railroad, and events that led to the U.S. Civil War. The other activities may be done in any order. 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.



Writing Studio

If you are using Writing Studio, you may begin Unit 5 Lesson 1 during this Pausing Point. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Describe the adult life and contributions of Abraham Lincoln
- Differentiate between the Union and the Confederacy
- Describe why the southern states seceded from the United States

**Civil War Match Up**

- Use Activity Page PP.1 to assess students' knowledge of the content covered so 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.
 - I took care of my mistress's baby when I was young and escaped from slavery on the Underground Railroad when I was older. Who am I? (*Harriet Tubman/Minty*)
 - I am a very large farm where large amounts of crops are grown. What am I called? (*plantation*)
 - I am the secret way enslaved Africans escaped to freedom in the North. What am I called? (*Underground Railroad*)
 - My job was to help lead enslaved Africans, called passengers, to freedom on the Underground Railroad. What am I called? (*conductor*)
 - I am an imaginary boundary between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called? (*Mason-Dixon Line*)
 - I was the group of northern states that thought it was wrong for the South to secede from the United States. What am I? (*Union*)
 - I was the group of southern states that seceded from the United States. What am I? (*Confederacy*)
 - I am one of the main issues that caused the U.S. Civil War. What am I? (*slavery*)
 - I was elected president because people in the North believed I would not allow slavery to expand. Who am I? (*Abraham Lincoln*)
 - I am a group of stars that helped guide enslaved Africans to freedom. What am I? (*The Drinking Gourd/The Big Dipper*)

ACTIVITIES

Image Review

- 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

Materials: Trade book

- Read a trade book to review a particular person, event, or concept; refer to the books listed in the Digital Components. 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

- 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 under 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.

Key Vocabulary Brainstorming

Materials: Chart paper

- Give students a key domain concept or vocabulary word such as *slavery*. Have them brainstorm everything that comes to mind when they hear the word, such as the South, plantations, etc. Record their responses on chart paper for reference.

Class Book: The U.S. Civil War

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 so 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 them 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

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

Civil War Journals

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

Writing Prompts

- 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 what 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* means 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.

Cotton

Materials: Image Card 2; various objects made from cotton

Show Image Card 2 (Cotton)

- Ask students 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 what they think life would be like without cotton. Tell them that many people all over the world depended on cotton at the time of the Civil War and still do today. Reiterate that this was why cotton was so important to the South. Ask students to think of other things that are made from cotton.

Challenge

Have students go through a full writing process, modeling the different stages of writing: plan, draft, and edit.

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, thus causing the Civil War.
- Review the images of the Union and Confederate flags from Lesson 5. Review the states that are a part of the Union.
- Likewise, review the states that seceded from the Union at different points and how that corresponds 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 U.S. CIVIL WAR

The War Begins

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will explain the significance of Fort Sumter in the Civil War.

✦ **TEKS 2.1.C**

Reading

Students will create mental images to deepen understanding.

✦ **TEKS 2.6.D**

Students will use text evidence to identify the reasons the author gives for the Civil War being longer and more deadly than the North thought it would be.

✦ **TEKS 2.7.C; TEKS 2.8.A**

Language

Students will demonstrate an understanding of the Tier 3 word *civilians*.

✦ **TEKS 2.3.B**

Students will distinguish between different speech registers, based on the audience.

✦ **TEKS 2.1.E**

FORMATIVE ASSESSMENT

Exit Pass

List the Reasons Students will identify at least two reasons the author gives for the Civil War being longer and more deadly than the North thought it would be.

✦ **TEKS 2.7.C**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.D** Create mental images to deepen understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 5A-4
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> paper and writing utensils <input type="checkbox"/> Flip Book: 6A-1–6A-8
“The War Begins”			
Comprehension Questions			
Word Work: <i>Civilians</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Whole Group	20 min.	
Sayings and Phrases: “Easier Said Than Done”			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 6.1

CORE VOCABULARY

civilians, n. People who are members of society and are not part of the military or police force

Example: Joshua’s mother is in the army, but his grandparents are civilians.

Variation(s): civilian

clash, v. To collide in intense disagreement

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

Variation(s): clashes, clashed, clashing

devastated, v. Destroyed

Example: The forest was devastated by the tornado.

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 coastal homes.

Variation(s): flees, fled, fleeing

Rebels, n. The nickname given to the Confederate soldiers

Example: The Rebels became known for their loud battle cry.

Variation(s): Rebel

Vocabulary Chart for “The War Begins”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	civilians (<i>civiles</i>) Rebels	clash devastated (<i>devastado/a</i>) flee	
Multiple Meaning			
Sayings and Phrases	true test commander in chief battle unfold		

Lesson 6: The War Begins

Introducing the Read-Aloud



Speaking and Listening: Students will explain the significance of Fort Sumter in the Civil War.

 **TEKS 2.1.C**

WHAT HAVE WE ALREADY LEARNED?

Show Image 5A-4: Fort Sumter

- Have students identify and describe what they see in the image.
- Prompt further discussion with the following questions:
 - What was Fort Sumter? (*a military fort off the coast of South Carolina that belonged to the Union*)
 - What two sides were fighting against each other at this time? (*the North, or the Union; and the South, or the Confederacy*)
 - Who was president of the United States at this time? (*Abraham Lincoln*)
 - Why did several states leave the Union and form the Confederacy? (*They were afraid President Lincoln would not only stop the spread of slavery to the new states, but that he would try to take away slavery in their states.*)



Check for Understanding

What's the Connection? Why was there a battle at Fort Sumter, and what was the connection between this battle and the Civil War? (*There was a battle at Fort Sumter because it was owned by the Union but was in territory controlled by the Confederacy. After this battle, it became clear that a war could not be avoided.*)

 **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 6: The War Begins

Read-Aloud



Reading: Students will create mental images to deepen understanding.

✦ **TEKS 2.6.D**

Reading: Students will use text evidence to identify the reasons the author gives for the Civil War being longer and more deadly than the North thought it would be.

✦ **TEKS 2.7.C; TEKS 2.8.A**

Language: Students will demonstrate an understanding of the Tier 3 word *civilians*.

✦ **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn the reasons the author gives for the Civil War being longer and more deadly than the North thought it would be. Be sure to approach the topic of the war's horrors with sensitivity.

“THE WAR BEGINS” (15 MIN.)



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 time in American history. *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. *What part of the country made up the Union? The Confederacy?* Throughout the North, people wanted

Support

Review the names of the two sides involved in the U.S. Civil War.

✦ **TEKS 2.6.D** Create mental images to deepen understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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. *[Point to Virginia on a U.S. map.]* Virginia is home to the city of Richmond, the capital of the Confederacy at the time of the Civil War. *Today, Richmond is the capital of Virginia.* Virginia also touches Washington, D.C., the capital of the United States. *[Point to Washington, D.C., on the map.]* 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. *Were the Union soldiers fighting for the North or the South? What about the Confederate soldiers?*

As president, Abraham Lincoln was commander in chief of the U.S. Army, also called the Union Army. *The president of the United States is always the commander in chief, or top commander, of the army and other armed forces.* 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.

Challenge

Have students explain why the capture of Richmond would be an end to the war.



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. *Remember, Richmond was the capital of the Confederacy.* The Union Army had 35,000 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. *Why do you think the Confederates were called Rebels? What does rebellious mean?*

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. *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.*

By July 21, it was clear that the armies were going to **clash** or have a big conflict or disagreement. The only question was, “Who is going to fire the first shot?” *Who do you think fired the first shot in this battle?* 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.

Challenge

Have students define the word *rousing* based on the way it is used in this paragraph.



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. *Would you have wanted to be there to watch the battle?* Civilians would watch from behind a line of Union artillery, or cannons. As the Confederates marched across the field, the Union guns opened fire. *Were your predictions about who would fire the first shot correct?* **TEKS 2.6.D**

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. *What do you think they heard?*

TEKS 2.6.D Create mental images to deepen understanding.



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 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 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 *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. *Who else have you learned about that had a nickname?* Stonewall Jackson went on to earn a reputation as one of the most brilliant generals in the Confederate Army, although he was killed halfway through the war. This painting shows him on his horse at the Battle of Manassas.



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 Union Army. Retreating *means running away*. 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. *Flee means to run quickly from danger.*



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** or *destroyed*

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 deadlier 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 importantly, 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. *Do you think the Union or the Confederacy will win the war?*

COMPREHENSION QUESTIONS (10 MIN.)

TEKS 2.8.A

- 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.*)
 - Literal.** Who were the two groups? (*the Union, or the North; and the Confederacy, or the South*)
- 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.*)
- Evaluative.** Who do you think came up with the name *Rebels* for the Confederate soldiers? (*Answers may vary.*)
 - Literal.** Who were the Rebels? (Confederate soldiers)
- Inferential.** Why did President Lincoln and many people in the North think that the war would end quickly? (*The North had more people and factories; they thought the South had a smaller army; and the South had older weapons.*)

Support

Remind students that in a previous lesson they learned that the word *rebellious* describes someone who likes to do things their own way and not be controlled by someone else's rules. Explain that a rebel is someone who is rebellious.



Check for Understanding

Turn and Talk: With your partner, discuss the reasons the author of the Read-Aloud gave for the Civil War being longer and deadlier than the North thought it would be.

[Have several students share their responses with the class. (*The Confederate soldiers were more skilled at fighting; they used the Rebel Yell to frighten the North during battle; the Confederacy had skilled commanders; and the Confederacy had many more soldiers than the North thought they would.*)]

- 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.*)

TEKS 2.8.A Discuss topics and determine theme using text evidence with adult assistance.



Exit Pass

List the Reasons: Write at least two reasons the author gives in the Read-Aloud for the Civil War being longer and deadlier than the North thought it would be. Make sure to support the reasons with evidence from the text. **TEKS 2.7.C**



ENGLISH LANGUAGE LEARNERS

Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

WORD WORK: CIVILIANS (5 MIN.)

1. In the Read-Aloud you heard, "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."
2. Say the word *civilians* with me.
3. Civilians are citizens who are not in the military or on a police force.
4. Police officers and firefighters protect the civilians in the areas where they work.
5. Have you ever heard anyone use the word *civilians*? Try to use the word *civilians* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I heard the word *civilians* once when . . ."]
6. What is the word we've been talking about? What part of speech is the word *civilians*?

Use a Word Parts activity for follow-up. The ending *-ian* is often added to a noun or an adjective to form the name of the person who performs an activity connected with that word. For example, civilians are people who are civil members of society, or who are regular citizens. A comedian is someone who performs comedy. I will name a person. Think about the word that you hear before the *-ian* ending to help you describe what the person does. Remember to answer in complete sentences.

- musician (*music*; *A musician is someone who plays music.*)
- magician (*magic*; *A magician is someone who is skilled in magic.*)
- politician (*politics*; *A politician is someone who works in politics.*)
- mathematician (*mathematics*; *A mathematician is someone who is skilled in mathematics.*)

TEKS 2.7.C Use text evidence to support an appropriate response.

Lesson 6: The War Begins

Application



Language: Students will distinguish between different speech registers, based on the audience.



TEKS 2.1.E

SYNTACTIC AWARENESS ACTIVITY (15 MIN.)

Speech Registers

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.

- Explain that we change the way we are speaking depending on the audience we are speaking to and the situation we are in. When we are talking to teachers and other adults, we speak one way, and when we are talking to our friends, we speak another way.
- Explain that, for example, when students say hello to the principal in the morning, they might say, “Good morning, Ms./Mr. _____. How are you today?” When they say hello to a friend in the morning, they might say, “Hey! What’s up?”
- Remind students that they heard in the Read-Aloud, “As president, Abraham Lincoln was commander in chief of the U.S. Army, also called the Union Army.”
- Given that Abraham Lincoln was the president of the United States and commander in chief of the U.S. Army, ask students if they would speak to Abraham Lincoln as they would greet the principal, or as they would greet their friend? (*principal*)

Support

There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatically correct.



TEKS 2.1.E Develop social communication such as distinguishing between asking and telling.



Check for Understanding

Turn and Talk: I am going to give you five different situations. Work with your partner to show how you would say “hi” in each situation. (*Answers may vary depending on each student’s experience.*)

- saying hello to your teacher
- saying hello to your baby brother
- saying hello to your great-grandmother
- saying hello to your friend’s parents
- saying hello to your friend’s brother or sister

SAYINGS AND PHRASES: “EASIER SAID THAN DONE” (5 MIN.)

- Explain to students that 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.
- 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 originally thought. Give students the opportunity to share their experiences and encourage them to use the saying.
- Try to find opportunities to use this saying in various situations in the classroom.



Speaking and Listening

Adapting Language Choices

Beginning

Provide substantial support to students so they recognize that language choices vary according to social setting.

Intermediate

Provide moderate support to students so they recognize that language choices vary according to social setting.

Advanced/Advanced High

Provide light support to students so they recognize that language choices vary according to social setting.

ELPS 1.G; ELPS 3.I

Support

Be sure students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Support

Have students draw a picture of their experience 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.

Lesson 6: The War Begins

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.1.

Activity Page 6.1



THE U.S. CIVIL WAR

Robert E. Lee

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will explain the significance of the First Battle of Manassas in the Civil War.

✦ **TEKS 2.1.D**

Reading

Students will distinguish between the Union and the Confederacy at the Battle of Gettysburg.

✦ **TEKS 2.6.F**

Language

Students will demonstrate an understanding of the Tier 2 word *advisors*.

✦ **TEKS 2.3.B**

Writing

Students will write an entry in a Civil War journal describing Robert E. Lee and his connection to the Civil War.

✦ **TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 7.2

Civil War Journal Students will write an entry in a Civil War journal describing Robert E. Lee and his connection to the Civil War.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 6A-1
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 7A-1–7A-8
“Robert E. Lee”			
Comprehension Questions			
Word Work: <i>Advisors</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Somebody Wanted But So Then	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Somebody Wanted But So Then Chart <input type="checkbox"/> Activity Pages 7.1, 7.2
Civil War Journal			

ADVANCE PREPARATION

Application

- Prepare and display a Somebody Wanted But So Then chart, similar to the following one. Alternatively, you may access a digital version in the digital components for this domain.

Somebody	
Wanted	
But	
So	
Then	

CORE VOCABULARY

advisors, n. people who give suggestions or advice

Example: I asked my parents to be my advisors when I couldn't decide whether or not to play on the soccer team.

Variation(s): advisor

frail, adj. weak and fragile

Example: Daniel helps his frail grandfather take care of his garden.

Variation(s): none

general, n. a military officer of high rank or position

Example: The army general had many awards decorating her uniform.

Variation(s): generals

oath, n. a promise made before witnesses

Example: Before you testify in court, you must 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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		advisors frail (<i>frágil</i>) oath wasteland	
Multiple Meaning		general (<i>general</i>)	
Sayings and Phrases	blown to bits issue orders darkness approached refusing to budge strike at the heart of the . . . line		

Lesson 7: Robert E. Lee

Introducing the Read-Aloud



Speaking and Listening: Students will explain the significance of the First Battle of Manassas in the Civil War.

TEKS 2.1.D

WHAT HAVE WE ALREADY LEARNED?

Show Image 6A-1: Battle scene

- Have students summarize what they have learned so far in this domain, using the image and the following questions:
 - Who was fighting in the U.S. Civil War? (*the North, or the Union; and the South, or the Confederacy*)
 - Why was the fight over Fort Sumter important? (*The fort was owned by the Union but was in Confederate territory. Both sides wanted to control it, and in the end the Confederacy gained control.*)
 - Who was president of the United States during the U.S. Civil War? (*Abraham Lincoln*)
 - Describe what happened at the First Battle of Manassas. (*Answers may vary, but may include that it was held near Washington, D.C., so many civilians from Washington came to watch the battle; the Confederate soldiers used the Rebel Yell as they attacked; many cannons were fired and much of the area was devastated; there were many injuries and deaths among soldiers on both sides.*)



Check for Understanding

What's the Connection? What was the connection between the First Battle of Manassas and the Civil War? (*It was the first battle of the war, and it showed the North that it would not have a quick, easy victory over the Confederacy.*)

Support

Have students define the term *civil war*.

Support

Remind students that the First Battle of Manassas is also known as the First Battle of Bull Run.

Challenge

Why might President Lincoln have said “easier said than done” after the first battle of the Civil War?

Lesson 7: Robert E. Lee

Read-Aloud



Reading: Students will distinguish between the Union and the Confederacy at the Battle of Gettysburg.

✦ **TEKS 2.6.F**

Language: Students will demonstrate an understanding of the Tier 2 word *advisors*.

✦ **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out more about the Union and the Confederacy and what they each did at the Battle of Gettysburg.

“ROBERT E. LEE” (15 MIN.)



Show Image 7A-1: Gettysburg wasteland

What do you see in this picture?

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. [Show Gettysburg on a U.S. map.] 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. A *wasteland* is an area that is devastated, or destroyed. How does this image help you understand this part of the Read-Aloud?

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



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** or **weak** 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. *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 make America free from Great Britain.

Robert E. Lee joined the army at age seventeen and graduated second in his class from the

United States Military Academy. *He had the second-highest scores in his class, which means he did very well in school.* 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. *What does secede mean?*

Support

Remind students that Abraham Lincoln was elected president in 1860, and the firing on Fort Sumter was in April, 1861, so this was more than two years later.

Challenge

Have students identify George Washington and explain what the Revolutionary War was.

Like many other people, he wanted to find a peaceful way to end the disagreement, and he swore he would never break the **oath** or *promise* he had taken to uphold the U.S. Constitution. *As a soldier, he made an oath, or promise, to do what was best for the United States.*



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. *Remember, Jefferson Davis was elected president of the Confederacy. He is the man in the image who is seated with a paper in his hand.* 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. *Why do you think General Lee refused both offers?* 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. *[Point out Jefferson Davis and Robert E. Lee.] Advisors are people who give suggestions or guidance to someone.* 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.

Support

Have students review the meaning of the word *secede*.

“General Ewell 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. The Union Army was on higher ground than the Confederate Army, so they had a better position and ability to see. “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.”



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. *How did the soldiers feel about Lee if they cheered and waved their hats?*

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. *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. *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. Half of Pickett's men were 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.

Support

Have students identify who was referred to as “The Old Man.”



Show Image 7A-8: Woman mourning

The day after the battle was the Fourth of July, a day when Americans normally celebrate their independence. *From what country did Americans gain independence? (Great Britain)*

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 deadliest in all of the Civil War.

With all that bloodshed, few people on either side found reason to celebrate.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Take a Side: I am going to read several statements about the Battle of Gettysburg. If the statement refers to the Union at the Battle of Gettysburg, walk quietly to the front of the room. If the statement refers to the Confederacy at the Battle of Gettysburg, walk quietly to the back of the room.

- This side was led by General Robert E. Lee at the Battle of Gettysburg. (*the Confederacy*)
- This side won the Battle of Gettysburg. (*the Union*)
- The soldiers on this side affectionately called their leader "The Old Man." (*the Confederacy*)
- This side ordered its soldiers to make a daring charge, known as Pickett's Charge, which turned out to be a catastrophe for them. (*the Confederacy*)

1. **Inferential.** How did Robert E. Lee become the commander of the Confederate Army? *(At first, he refused to join the Confederate Army, but he also refused President Lincoln’s offer to take command of the Union Army. Because he was from Virginia, he agreed to take command of the Confederate Army only after that state seceded from the Union.)*
 - **Literal.** How did Confederate soldiers feel about General Lee? *(They loved and respected him.)*
2. **Literal.** 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.)*
3. **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.)*



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

ELPS 3.G

WORD WORK: ADVISORS (5 MIN.)

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 suggestions or advice.
4. Teachers, parents, coaches, and friends can all be advisors.
5. Who do you think of as your advisors? Have you ever been an advisor to another person? 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: “_____ were advisors to me when . . .” or “I was an advisor once when . . .”]
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. 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).”

- General Lee helped Confederate President Jefferson Davis to make a battle plan. (*General Lee was an advisor.*)
- All of the students sat at their desks in silence. (*The students were not advisors.*)
- Meredith and Gabby spoke with each other to see what the other thought about something. (*Meredith and Gabby were advisors.*)
- My teacher told me I should try out for the spelling bee. (*My teacher was an advisor.*)
- The new class president didn't let students give her suggestions. (*The new class president was not an advisor.*)

Lesson 7: Robert E. Lee

Application



Writing: Students will write an entry in a Civil War journal describing Robert E. Lee and his connection to the Civil War.

✦ TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E

SOMEBODY WANTED BUT SO THEN (10 MIN.)

- Display the blank Somebody Wanted But So Then chart you prepared earlier:

Somebody	
Wanted	
But	
So	
Then	

- Explain that students are going to retell—first in pairs, and then together as a class—how Robert E. Lee came to be the commander of the Confederate Army.
- Explain that they are going to retell Lee’s story using Activity Page 7.1, a Somebody Wanted But So Then chart.
- After students complete their work with a partner, complete the class Somebody Wanted But So Then chart as a whole group so that it looks like the following:

Somebody	General Robert E. Lee
Wanted	to find a peaceful way to end the disagreement between the North and the South, and wanted to keep his oath to the Constitution
But	his own state of Virginia seceded from the United States
So	he decided, rather than fight against Virginia, to command the Confederate Army
Then	he used his skill to lead the Confederate Army to several victories

Activity Page 7.1



Support

Students who participated in the 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. Pair those students with students unfamiliar with this chart.

CIVIL WAR JOURNAL (10 MIN.)

Activity Page 7.2



ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

Show Image 7A-6: Lee greeting his soldiers

- Tell students they will write another entry for the Civil War journal they began in Lesson 1, using Activity Page 7.2 to describe Robert E. Lee and his connection to the Civil War.



Check for Understanding

Turn and Talk: Talk to your partner about Robert E. Lee, using these questions to guide your discussion:

- What important job did General Robert E. Lee have in the U.S. Civil War?
- What kind of a person do you think General Robert E. Lee was?
- Do you think he was a good general? Why or why not?
- What was General Lee's role at the Battle of Gettysburg?

- Using information from the Read-Aloud, Image 7A-6, and discussions with their partner, have students write two or three sentences on Activity Page 7.2 about General Robert E. Lee and the role he played in the U.S. Civil War.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.

End Lesson

TEKS 2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.7E** Interact with sources in meaningful ways such as illustrating or writing.

THE U.S. CIVIL WAR

Clara Barton

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Robert E. Lee and the role he played in the Civil War.

✦ **TEKS 2.1.C**

Reading

Students will explain why Clara Barton became known as “the Angel of the Battlefield.”

✦ **TEKS 2.6.F; TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *wounded*.

✦ **TEKS 2.3.B**

Writing

Students will write a Civil War journal entry in which they identify Clara Barton and describe her accomplishments.

✦ **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.10.D**

FORMATIVE ASSESSMENT

Activity Page 8.1

Civil War Journal Students will write a Civil War journal entry in which they identify Clara Barton and describe her accomplishments.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Somebody Wanted But So Then Chart <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Image Card 12
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 8A-1–8A-9
“Clara Barton”			
Comprehension Questions			
Word Work: <i>Wounded</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civil War Timeline	Whole Group/ Independent	20 min.	<input type="checkbox"/> Civil War Timeline <input type="checkbox"/> Image Cards 13, 14 <input type="checkbox"/> Activity Page 8.1
Civil War Journal			

CORE VOCABULARY

compassionate, adj. caring; having or showing sympathy or pity

Example: Kimani should be a veterinarian because she is so compassionate toward animals.

Variation(s): none

countless, adj. too many to count

Example: The stars in the sky are countless.

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, v. injured or hurt

Example: After the fire, the people who were wounded were transported quickly to the hospital.

Variation(s): wound, wounds, wounding

Vocabulary Chart for “Clara Barton”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		compassionate (<i>compasivo/a</i>) countless disasters (<i>desastre</i>) wounded	
Multiple Meaning			
Sayings and Phrases	the heart of the battle		

Lesson 8: Clara Barton

Introducing the Read-Aloud



Speaking and Listening: Students will review information about Robert E. Lee and the role he played in the Civil War.

TEKS 2.1.C

WHAT HAVE WE ALREADY LEARNED?

Show Image Card 12 (Robert E. Lee)

- Ask students to identify the man in this Image Card.
- Have students review the information included in the Somebody Wanted But So Then chart and Activity Page 7.1.

Activity Page 7.1



Check for Understanding

Thumbs-Up/Thumbs-Down: I am going to read several statements. If the statement correctly states a fact about Robert E. Lee, give a thumbs-up signal. If the statement does not state a fact about Robert E. Lee, give a thumbs-down signal. If you give a thumbs-down signal, tell me what information would make the statement correct.

- Robert E. Lee was asked by President Lincoln to lead the Union Army. (*thumbs-up*)
- Robert E. Lee was asked by Jefferson Davis, president of the Confederacy, to lead the Confederate Army. (*thumbs-up*)
- Robert E. Lee was from the state of New York. (*thumbs-down; Robert E. Lee was from the state of Virginia.*)
- Robert E. Lee was affectionately called “the Old General” by his troops. (*thumbs-down; Robert E. Lee was affectionately called “the Old Man.”*)
- Robert E. Lee was the commander of the losing side in the Battle of Gettysburg. (*thumbs-up*)

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 8: Clara Barton

Read-Aloud



Reading: Students will explain why Clara Barton became known as “the Angel of the Battlefield.”

✚ **TEKS 2.6.F; TEKS 2.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word *wounded*.

✚ **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what nickname Clara Barton earned and why she got that nickname.

“CLARA BARTON” (15 MIN.)



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 600,000 Union and Confederate soldiers were dead. Compare that to 25,000 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 very small compared to 600,000. In addition to those killed, well over a million men were *wounded or injured*, in the Civil War. *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.*

Americans were no strangers to the horrors and death brought on by war, but the Civil War proved to be far deadlier than any war before it. The Battle of Antietam, fought in Maryland, provides a strong example of how the Civil War was a war like no other. *[Have a student point to Maryland on a U.S. map.]* On September 17, 1862, there were more than 21,000 casualties in a single day, including nearly 4,000 killed on both sides. That means that about one of

✚ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

every six soldiers who took the field that day at Antietam was either killed or wounded within a few hours.



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 [Point to Massachusetts on a U.S. map.] and had always been known as

a loving, **compassionate** person, meaning that she cared for other people and wanted to make their lives better. *What does compassionate mean?* 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.

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. [Have a student point to Washington, D.C., on a map.] The hospitals in the city were quickly overcrowded. There were not enough beds or medical supplies to take care of all the wounded. Clara Barton immediately went around the city knocking on doors and collecting bandages and medicine from people's homes.



Show Image 8A-3: Clara Barton advocating for better medical care

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. *Do you think this was fair to the soldiers?* So, Clara Barton decided she would do something about it herself.

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 *or give* 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. *What do you think Clara Barton is going to do?*



Show Image 8A-4: Injured soldiers

Those who were wounded in battle experienced terrible suffering. *Look at this picture. Who in this image were wounded?*

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., although its ultimate goal was to attack Richmond, the Confederate capital, and win the war. *In which state is Richmond located?*

Wherever the Union Army fought, Clara Barton followed with her wagon loads 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

Challenge

Have students explain why capturing an army's capital would help that side win a war.

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.

Why do you think women were not allowed on the battlefields? 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 12,000 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 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. *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. *[Point to the continent of Europe on a world map or globe, and point to the following countries as they are mentioned.]* 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 *or started* the American Red Cross to provide medical supplies, food, and other aid during natural **disasters**, such as floods and earthquakes.



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.

Support

Have students determine the meaning of the word *disasters*, based on the way it is used in this paragraph.

Support

Review the meaning of the word *countless*.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Recall: What was the nickname Clara Barton earned during the Civil War? (*the Angel of the Battlefield*)

How did she earn this nickname? (*She worked hard to obtain medical supplies needed to treat the soldiers' wounds, and then she delivered the supplies and helped care for the soldiers on the battlefields, risking her own safety.*)

ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G

- 1. Inferential.** 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.*)
- 2. 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.*)
- 3. Inferential.** Which happened first: the start of the Civil War, or the start of the American Red Cross? (*the start of the Civil War*)
- 4. Evaluative.** *Think-Pair-Share:* Do you think “the Angel of the Battlefield” was an appropriate nickname for Clara Barton? Be sure to provide evidence from the Read-Aloud to support your answer. (*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.*)

WORD WORK: WOUNDED (5 MIN.)

1. In the Read-Aloud you heard, “Well over a million men were wounded in the Civil War.”
2. Say the word *wounded* with me.
3. *Wounded* means to be injured or hurt.
4. The Red Cross helped care for the people who were wounded by the tornado.
5. Who else might help people who are wounded? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “. . . also help people who are wounded.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. You have heard that if someone is wounded it means that they have been hurt or injured. I am going to read several sentences. If the person or animal has been hurt or injured, say, “_____ was/were wounded.” If the person or animal is fine, say, “_____ was/were not wounded.”

- Many soldiers were injured during the war. (*Many soldiers were wounded.*)
- Molly tripped, but did not get hurt. (*Molly was not wounded.*)
- The puppy jumped off the bed and hurt its paw. (*The puppy was wounded.*)
- Katya fell off the swing and needed a bandage. (*Katya was wounded.*)
- Amos felt wonderful when he ate his birthday cupcake. (*Amos was not wounded.*)

Lesson 8: Clara Barton

Application



Writing: Students will write a Civil War journal entry in which they identify Clara Barton and describe her accomplishments.

 **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.10.D**

CIVIL WAR TIMELINE (5 MIN.)

- Tell students they will add to the Civil War Timeline they started in an earlier lesson.
- Review the events that have already been depicted on the timeline.

Show Image Card 13 (Clara Barton)

- Have students describe the important work Clara Barton did during the Civil War.
- Have a student place the image card on the timeline to show when Clara Barton helped soldiers on the battlefield. (*to the right of the formation of the Confederacy*)

Show Image Card 14 (Symbol for Red Cross)

- Ask students if Clara Barton founded the American Red Cross before or after she helped soldiers during the Civil War. (*after*)
- Have a student place the image card on the timeline to show that Clara Barton founded the American Red Cross after the Civil War.
- Save the timeline for future lessons.

 **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

CIVIL WAR JOURNAL (15 MIN.)

- Tell students they will write another entry for the Civil War journal they began in Lesson 1, using Activity Page 8.1.
- Explain that students will identify Clara Barton and describe her accomplishments both during and after the Civil War.



Check for Understanding

Adjective Action: What are some adjectives the author of the Read-Aloud uses to describe Clara Barton? (*compassionate, determined, calm, brave*) What adjectives would you add to describe Clara Barton? (*Answers may vary.*)

- Have students use the information heard in the Read-Aloud, and the adjectives they discussed, to write two or three sentences identifying Clara Barton and describing her accomplishments.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.

End Lesson

Activity Page 8.1



Support

Reread relevant parts of the Read-Aloud.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Selecting Language Resources

Beginning

Have students use one or two academic words to describe Clara Barton and her accomplishments.

Intermediate

Have students use three or four academic words to describe Clara Barton and her accomplishments.

Advanced/Advanced High

Have students use five or more academic words to describe Clara Barton and her accomplishments.

ELPS 5.B

9

THE U.S. CIVIL WAR

The Emancipation Proclamation

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Clara Barton and her accomplishments.

✦ **TEKS 2.1.C**

Reading

Students will explain one of the reasons why President Lincoln is remembered as a courageous president.

✦ **TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *abolished*.

✦ **TEKS 2.3.B**

Writing

Students will write a Civil War journal entry in which they explain the significance of the Emancipation Proclamation.

✦ **TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 9.1

Civil War Journal Students will write a Civil War journal entry in which they explain the significance of the Emancipation Proclamation.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 8A-6
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> paper and writing utensils <input type="checkbox"/> Image Card 11 <input type="checkbox"/> Flip Book: 9A-1–9A-8
“The Emancipation Proclamation”			
Comprehension Questions			
Word Work: <i>Abolished</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civil War Timeline	Whole Group/ Independent	20 min.	<input type="checkbox"/> Civil War Timeline <input type="checkbox"/> Image Card 15 <input type="checkbox"/> Activity Page 9.1
Civil War Journal			

CORE VOCABULARY

abolished, v. did away with; ended

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; advisors

Example: President Lincoln’s Cabinet helped him make decisions.

Variation(s): Cabinets

emancipation, n. the act of releasing, or setting free

Example: Abolitionists wanted emancipation for the enslaved Africans in the South.

Variation(s): emancipations

proclamation, n. an official announcement

Example: The president signed the proclamation declaring the day a national holiday.

Variation(s): proclamations

scroll, n. A rolled piece of parchment or paper

Example: Nadia rolled the note into a tiny scroll and hid it behind her bookshelf.

Variation(s): scrolls

Vocabulary Chart for “The Emancipation Proclamation”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	emancipation (<i>emancipación</i>)	abolished (<i>se abolió</i>) proclamation (<i>proclamación</i>)	
Multiple Meaning	Cabinet	scroll	
Sayings and Phrases	wormed his way no end in sight		

Lesson 9: The Emancipation Proclamation

Introducing the Read-Aloud



Speaking and Listening: Students will review information about Clara Barton and her accomplishments.

TEKS 2.1.C

WHAT HAVE WE ALREADY LEARNED?

Show Image 8A-6: Clara Barton caring for wounded on battlefield

- Have students identify the woman in the image.



Check for Understanding

Recall: [Prompt discussion about Clara Barton with the following questions:]

- How did Clara Barton help the wounded during the Civil War? *(She obtained medical supplies to help the wounded soldiers, and she treated the wounded on the battlefields.)*
- What name was Clara Barton given and why? *(the Angel of the Battlefield; because she helped the wounded soldiers)*
- How would you describe Clara Barton? *(Answers may vary, but should be supported by the text.)*
- What important thing did Clara Barton do after the Civil War that we still see the effects of today? *(She founded the American Red Cross.)*



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did Clara Barton help the soldiers who were wounded in the Civil War?”).

Intermediate

Provide students with a specific sentence frame (e.g., “During the Civil War, Clara Barton helped . . .”)

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 2.G; ELPS 3.F

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 9: The Emancipation Proclamation

Read-Aloud



Reading: Students will explain one of the reasons why President Lincoln is remembered as a courageous president.

✦ **TEKS 2.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word

✦ *abolished.* **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out one of President Lincoln is remembered a courageous president.

“THE EMANCIPATION PROCLAMATION” (15 MIN.)



Show Image 9A-1: Samuel and Violet gathering with others around a soldier

What is happening in this picture?

“Gather in closer! Closer everyone!” the soldier cried out. The people gathered beneath a massive *or very large* 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.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



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.” *What do you think the scroll will say?*



Show Image 9A-3: Soldier reading from the scroll

The tree where the people were gathering was in a place called Hampton, Virginia. *[Point to Virginia on a U.S. map.] Was Virginia a Union or a Confederate state?*

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 enslaved people had come to Fort Monroe, hoping to be safe from 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. *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.

Challenge

Have students explain what *wormed his way* means. Ask a volunteer to act it out.

Support

Have students use Activity Page 5.1 to determine whether Virginia was a Union or a Confederate state.

“Quiet!” the soldier called. “Quiet, please!”

When everyone was settled, the soldier read the first words: “By the President of the United States of America: A **Proclamation.**” *So, this is an official announcement from President Lincoln.*

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. *The date was September 22, 1862.* Now just hush and listen!”

The soldier read some more: “That on the first day of January . . . all persons held as enslaved people 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 enslaved at one time, so they were very happy to hear that President 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 catchers anymore?” she asked Samuel.

“I think so,” Samuel answered, rubbing his chin. “I think President Lincoln said all the enslaved people 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**. *Emancipation is an act of setting something or someone free.* *What is a proclamation?* 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, President Lincoln's Emancipation Proclamation did not automatically free all the enslaved people. In fact, it did not even say that all enslaved people should be free—only that the enslaved people in states that were still fighting against the Union should be free. *What was the group of states fighting against the Union called?* Some states, including Maryland and Delaware, still had slavery, but they had not seceded from the Union.

So, were Maryland and Delaware still a part of the Union? Lincoln allowed people in states that had not seceded to keep those they had enslaved as long as they continued to fight on the side of the Union. Eventually, slavery was **abolished** or ended by law in all these states, but not just because of the Emancipation Proclamation. *[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 holding states in the Union because slavery was legal, and they 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 President 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.

Support

Review the definition of the word *seceded*.

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 in sight to the war. *So what did the Emancipation Proclamation do and not do? (It changed the war, but it didn't end the war.)*

Many people, including his closest advisors, told President 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 President Lincoln did what he knew was the right thing to do. The Emancipation Proclamation let everyone know that President 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 President Lincoln and the war. *Who were abolitionists?*



Show Image 9A-7: The Spirit of Freedom sculpture

The Emancipation Proclamation also allowed free African Americans and escaped enslaved people to fight for the Union. The famous abolitionist Frederick Douglass helped recruit African Americans. *This means that 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 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 enslaved people in the South. *This statue, the Spirit of Freedom, stands today at the African American Civil War Memorial in Washington, D.C., to honor the more than 200,000 African American soldiers who served the United States during the Civil War.*



Show Image 9A-8: Emancipation Oak

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 enslaved people 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.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

With a Partner: With your partner, write at least one reason President Lincoln is considered a courageous president.

[Have several students share their responses with the class. (Answers may vary, but may include that issuing the Emancipation Proclamation was courageous because, at the time, some of his advisors were suggesting he just end the war and let the Confederacy have its way. President Lincoln instead chose to issue the Emancipation Proclamation and try to keep the Union together.)]

1. **Literal.** What important event did Samuel and Violet observe? (*the reading of the Emancipation Proclamation*)
2. **Literal.** What did the Emancipation Proclamation do? (*It changed the focus of the war and eventually led to enslaved people being freed; it allowed African American soldiers to fight in the Union Army.*) Who wrote the Emancipation Proclamation? (*President Lincoln*)
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 the enslaved people.*)



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

ELPS 3.G

Support

Review Harriet Tubman and her accomplishments. (*She was formerly enslaved but was able to win her freedom through the Underground Railroad. She then risked her own life and freedom to help other enslaved Africans win their freedom through the Underground Railroad.*)

- Inferential.** Which happened first: Lincoln wrote the Emancipation Proclamation or he became president? (*He became president first.*)

Show Image 9A-8: Emancipation Oak

- Evaluative.** Do you think Emancipation Oak is a good name for this tree? Why or why not? (*Answers may vary.*)
- Evaluative.** *Think-Pair-Share:* What do you think Harriet Tubman might have said when she heard about the Emancipation Proclamation? (*Answers may vary.*)

WORD WORK: ABOLISHED (5 MIN.)

- In the Read-Aloud, you heard, “Eventually, slavery was abolished by law in all these states.”
- Say the word *abolished* with me.
- Abolished* means ended or stopped.
- The abolitionists must have felt proud of their hard work when slavery was finally abolished.
- 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.”]
- 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. 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.”

- 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.*)
- The president promised to do away with several taxes. (*Those taxes were abolished.*)
- Sandy told her brother that he was no longer allowed to use the basketball in the house. (*Basketball in the house was abolished.*)
- The volleyball team raised enough money to play another season. (*Volleyball was not abolished.*)

Lesson 9: The Emancipation Proclamation

Application



Writing: Students will write a Civil War journal entry in which they explain the significance of the Emancipation Proclamation.

TEKS 2.7.B; TEKS 2.7.E

CIVIL WAR TIMELINE (5 MIN.)

- Tell students they will add to the Civil War Timeline they started in an earlier lesson.
- Review the events that have already been depicted on the timeline.

Show Image Card 15 (Emancipation Proclamation)



Check for Understanding

Evaluate: Why was the Emancipation Proclamation so important when it was issued by President Lincoln?

[Have several students share their responses with the class. *(Answers may vary, but may include that it changed the focus and purpose of the war; it said that all enslaved people in the states fighting against the Union would be freed; and it allowed African Americans to join the war and fight on the side of the Union.)*]

- Have a student place the Image Card on the timeline. Help them to understand that the Emancipation Proclamation was written before the American Red Cross was founded, so it should be placed to the left of the Image Card representing the American Red Cross.
- Save the timeline for future lessons.

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

CIVIL WAR JOURNAL (15 MIN.)

Activity Page 9.1



ENGLISH
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Writing

End Lesson

- Tell students they will write another entry for the Civil War journal, using Activity Page 9.1.
- Tell students they will write two or three sentences identifying who wrote the Emancipation Proclamation and explaining why it was so important.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

THE U.S. CIVIL WAR

Ulysses S. Grant

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review Robert E. Lee and his accomplishments during the Civil War.

✦ **TEKS 2.1.C**

Reading

Students will compare and contrast the Union and Confederate Armies.

✦ **TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *defeat*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

Writing

Students will write a Civil War journal entry in which they compare and contrast Ulysses S. Grant and Robert E. Lee.

✦ **TEKS 2.3.D; TEKS 2.7.B; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 10.1

Civil War Journal Students will write a Civil War journal entry in which they compare and contrast Ulysses S. Grant and Robert E. Lee.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 7A-6
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Card 16 <input type="checkbox"/> paper and writing utensils <input type="checkbox"/> Flip Book: 10A-1–10A-7
“Ulysses S. Grant”			
Comprehension Questions			
Word Work: <i>Defeat</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civil War Journal	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Flip Book: 10A-5 <input type="checkbox"/> Poster 4M: Post (Flip Book)
Multiple Meaning Word Activity: <i>Post</i>			

CORE VOCABULARY

ammunition, n. material fired from weapons such as guns and cannon

Example: The soldier carefully loaded the ammunition in the cannon.

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. gave something up or agreed to stop fighting and let the other side win

Example: Anthony 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: During the Civil War, the Yankees were fighting against the Rebels.

Variation(s): Yankee

Vocabulary Chart for "Ulysses S. Grant"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Yankees	defeat rations (<i>raciones</i>) surrendered	
Multiple Meaning		ammunition	
Sayings and Phrases	no stranger to battle in those days		

Lesson 10: Ulysses S. Grant

Introducing the Read-Aloud



Speaking and Listening: Students will review Robert E. Lee and his accomplishments during the Civil War.

TEKS 2.1.C

WHAT HAVE WE ALREADY LEARNED?

Show Image 7A-6: Lee greeting his soldiers

- Have students identify the man in the image. (*General Robert E. Lee*)

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did Confederate soldiers dislike General Lee?”).

Intermediate

Provide students with a specific sentence frame (e.g., “During the Civil War, Confederate soldiers . . . General Lee.”).

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 2.G; ELPS 3.F



Check for Understanding

Recall: [Prompt discussion about Robert E. Lee with the following questions:]

- What important job did Robert E. Lee have in the Civil War? (*commander of the Confederate Army*)
- What was General Lee’s home state? (*Virginia*)
- Why did General Lee 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.*)

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 10: Ulysses S. Grant

Read-Aloud



Reading: Students will compare and contrast the Union and Confederate Armies.

✦ **TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.C**

Language: Students will demonstrate an understanding of the Tier 2 word *defeat*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

PURPOSE FOR LISTENING

- Explain that this Read-Aloud is about a commander of the Union Army named Ulysses S. Grant. Tell students to listen carefully to learn more about Ulysses S. Grant and to hear how he was like General Lee and how he was different from General Lee.

“ULYSSES S. GRANT” (15 MIN.)



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.

[Show this area on a U.S. map.] 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 60,000 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. [Point to Grant in the image.] 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. This was just like Robert E. Lee. 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. The word post in this sentence means a piece of wood or metal that is set into the ground in an upright position.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Challenge

Have students calculate how many soldiers were in the Union Army, based on the fact that there were 60,000 men in the Confederate Army and the Read-Aloud said that was half as many as the Union Army.

Support

The word *post* can also mean to send something by mail, or to put up a sign.

He wearily watched as a long line of supply wagons carrying **ammunition**, food, and medical supplies rumbled past. *The word ammunition refers to the bullets, cannonballs, etc. that are shot out of weapons.* 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. *Who was the enemy of the Union Army?*

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. *What title does the president have as the highest ranking commander? (commander in chief)*



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. *Why do you think General Grant had so many worries?*

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. *[Point to Mississippi on a U.S. map. Point to the Mississippi River as you mention it.]*

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.

Challenge

Have students describe the importance of the Mississippi River during the War of 1812. *(The river was one of the targets of the British, who hoped to control the waterways and the Americans' resupply routes.)*



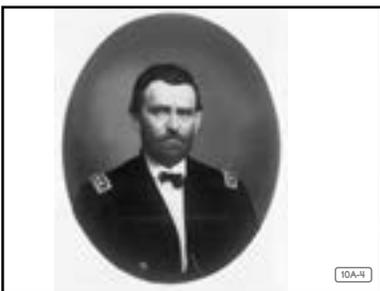
Show Image 10A-3: Well-supplied northern army/ragged southern army

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. *What color was the Union Army uniform?* 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. *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.*

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. *Rations are amounts of food and other materials set aside for each person. Was all this production from factories good for the northern economy?* The **Yankees**, as the Union soldiers were nicknamed, had everything they needed to fight and win the war. *What was the nickname for the Union soldiers? What was the nickname for Confederate soldiers? (Rebels) Why do you think the North expected to win easily?*

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. *What is ammunition?* Yet, even though they were exhausted and starved, the Confederates somehow held on and managed to keep fighting.



Show Image 10A-4: General Grant

Grant was not the general in chief of the Union Army *or commander of all of the U.S. armies* at the beginning of the Civil War. Throughout the war, President 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, President Lincoln felt the Union generals were never aggressive, or forceful, enough.

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** or gave up. President 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. *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

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 or necessary 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:

Support

The wording of the historic letter was modified for ease of understanding.

Lieutenant-General Grant—

Not expecting to see you again before you march into Virginia, I wish to tell you that I am entirely satisfied or I am entirely happy 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.

And now with a brave Army, and a just cause, a worthy cause may God sustain you, or keep you strong.

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.

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

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. *Who was Clara Barton?*

What was her nickname? 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**. *The word defeat means a failure to win. Does this last sentence give you a clue about who will win the war?*

Support

Review the definition of the word *clash*, which students learned in an earlier lesson.

Support

Have students define the word *chaotic* based on the way it is used in this paragraph.

COMPREHENSION QUESTIONS (10 MIN.)

Show Image Card 16 (Ulysses S. Grant)

1. **Literal.** 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.** Why did President Lincoln ask him to take over the command of the Union Army? (*He had a reputation of doing whatever it took to win, and the earlier commanders were not winning the war.*)
 - **Literal.** Was Grant the commander at the beginning of the Civil War? (*no*)
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*)



Check for Understanding

With a Partner: On a piece of paper, take turns with your partner writing the ways the Confederate Army (or the Rebels) was similar to the Union Army (or the Yankees). Then, take turns writing the ways the Confederate Army was different from the Union Army.

[Have several students share their responses with the class. (*Answers may vary, but may include for similarities that they were both intent on winning; and that they were both led by strong leaders. Answers for differences may include that 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.*)]

6. **Evaluative.** *Think-Pair-Share:* Do you think these differences eventually led to the defeat of the Confederate Army? How do you know? (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.)

WORD WORK: DEFEAT (5 MIN.)

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. 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.

- Will beat his opponent at checkers. (*That is a win.*)
- Lilly missed making the goal for her soccer team. (*That is a defeat.*)
- Janet made a basket at the very last minute, leading her team to victory. (*That is a win.*)
- Robert made the lowest score in the video game against his sister. (*That is a defeat.*)
- Patrick ranked highest at the spelling bee. (*That is a win.*)
- Danny lost the bike race against his friend. (*That is a defeat.*)



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G

Lesson 10: Ulysses S. Grant

Application



Writing: Students will write a Civil War journal entry in which they compare and contrast Ulysses S. Grant and Robert E. Lee.

TEKS 2.3.D; TEKS 2.7.B; TEKS 2.7.E

Activity Page 10.1



Support

You may choose to use a Venn Diagram to record information comparing and contrasting General Lee and General Grant.

CIVIL WAR JOURNAL (15 MIN.)

Show Image 10A-5: Grant reading letter from Lincoln

- Tell students they will write another entry for the Civil War journal, using Activity Page 10.1.
- Prompt further discussion about General Grant with the following questions:
 - What kind of a person was General Grant?
 - What traits did General Grant have that made him a good general?
- Explain that students will write one sentence describing Ulysses S. Grant and then two or three sentences comparing and contrasting General Grant with General Lee.



Check for Understanding

Take a Side: I am going to read several statements. If the statement describes General Grant, walk quietly to the front of the room. If the statement describes General Lee, walk quietly to the back of the room. If the statement describes both General Lee and General Grant, stay in the middle of the room.

- I commanded the Union Army. (*General Grant*)
- I commanded the Confederate Army. (*General Lee*)
- President Lincoln asked me to lead the Union Army. (*both General Lee and General Grant*)
- The Civil War was not the first war I fought in. (*both General Lee and General Grant*)

Support

Remind students that President Lincoln asked General Lee to lead the Union Army at the beginning of the war, but, as a native of Virginia, he did not want to fight against his home state.

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7E** Interact with sources in meaningful ways such as illustrating or writing.

- I spent the first few years of the Civil War fighting in the West, away from the battles in Virginia. (*General Grant*)
- I earned the nickname “Unconditional Surrender” during the Civil War. (*General Grant*)



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer one-on-one feedback.

ELPS 5.F

Support

Provide students the following example: “You could say, ‘Because it was dark, I accidentally ran into the fence post. Which post am I?’ And your neighbor should respond. ‘That’s ‘one.’”

- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.

MULTIPLE MEANING WORD ACTIVITY: POST (5 MIN.)

Multiple Choice

Show Poster 4M (Post)

- Tell students they will hold up one, two, or three fingers to indicate which image shows the meaning of the word being discussed.
- Remind them that they heard in the Read-Aloud, “General Ulysses S. Grant leaned against a post outside his tent.” Ask which picture matches this description of *post*. (*one*)
- Explain that *post* can also mean other things, like to send something by mail, as in to post a letter. Ask which picture matches this description of *post*. (*two*)
- Explain that *post* can also mean to put up a sign so that it can be seen by many people, such as when landowners post “No Trespassing” signs. Ask which picture matches this description of *post*. (*three*)
- Have students work with a partner to quiz each other on the different meanings of the word *post*. Remind them to be as descriptive as possible and use complete sentences.

End Lesson

11

THE U.S. CIVIL WAR

The End of the War

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will summarize key facts about the Civil War.

✦ **TEKS 2.1.C; TEKS 2.7.B**

Reading

Students will contrast the North and the South at the end of the war.

✦ **TEKS 2.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *united*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

Writing

Students will write an entry in a Civil War journal, describing the end of the Civil War.

✦ **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.11.E**

FORMATIVE ASSESSMENT

Activity Page 11.2

Civil War Journal Students will write an entry in a Civil War journal, describing the end of the Civil War.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.11.E** Publish and share writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Brainstorming Links	Whole Group/ Partner	10 min.	<input type="checkbox"/> Brainstorming Web <input type="checkbox"/> Sticky Notes (several per student) <input type="checkbox"/> Civil War Timeline <input type="checkbox"/> Map of the Union and the Confederacy <input type="checkbox"/> Civil War Journals
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> penny, five-dollar bill <input type="checkbox"/> Flip Book: 11A-1–11A-11
“The End of the War”			
Comprehension Questions			
Word Work: <i>United</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Map of the Civil War	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Map of the Civil War <input type="checkbox"/> Activity Pages 11.1, 11.2 <input type="checkbox"/> Civil War Timeline <input type="checkbox"/> Image Card 17
Civil War Timeline			
Civil War Journal			

ADVANCE PREPARATION

Introducing the Read-Aloud

- On a board/chart paper, prepare a Brainstorming Web by drawing a large circle with the words *The U.S. Civil War* in the center.

Application

- Display the Map of the Civil War, which can be found in the digital components for this domain.

CORE VOCABULARY

equality, n. the state of being the same; fairness

Example: A good teacher knows it is important to have equality in the classroom.

Variation(s): equalities

prosperity, n. financial success or good fortune

Example: Lana’s family experienced greater prosperity with the opening of her parents’ new store.

Variation(s): none

ransacked, v. searched through something 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 thing or position as another

Example: Linda was Keiko’s rival in the tennis match.

Variation(s): rivals

united, adj. joined together as one

Example: Although they had disagreements off the field, the soccer players were united on the field and were able to beat their opponents.

Variation(s): none

Vocabulary Chart for “The End of the War”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		equality (<i>igualdad</i>) prosperity (<i>prosperidad</i>) ransacked rival (<i>rival</i>) united (<i>unido/a</i>)	
Multiple Meaning			
Sayings and Phrases			

Activity Pages
1.2, 2.2, 3.2, 4.1, 5.2,
7.2, 8.1, 9.1, 10.1



Support

Pair students who are stronger readers and writers with those whose reading and writing skills are not as strong.

**ENGLISH
LANGUAGE
LEARNERS**



Speaking and Listening

Selecting Precise Vocabulary

Beginning

Have students use one or two domain-specific words to summarize aspects of the Civil War.

Intermediate

Have students use three or four domain-specific words to summarize aspects of the Civil War.

Advanced/Advanced High

Have students use five or more domain-specific words to summarize aspects of the Civil War.

ELPS 1.E; ELPS 3.D

Lesson 11: The End of the War

Introducing the Read-Aloud



Speaking and Listening: Students will summarize key facts about the Civil War.

TEKS 2.1.C; TEKS 2.7.B

BRAINSTORMING LINKS

- Place students in pairs or groups of three, and display the Brainstorming Web you prepared earlier. Distribute several sticky notes to each pair/group of students.
- Direct students' attention to the Civil War Timeline and the Map of the Union and the Confederacy.

Check for Understanding



Map It: With your partner, write a fact you learned about the Civil War on each of the sticky notes you received. Use the information from the Civil War Timeline, the Map of the Union and the Confederacy, and your Civil War journal entries to write one fact about the Civil War on the sticky notes.

[Have students take turns reading their sticky note facts and placing them around the Brainstorm Web. Periodically review the facts that have already been placed on the Brainstorm Web.]

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Lesson 11: The End of the War

Read-Aloud



Reading: Students will contrast the North and the South at the end of the war.

✦ **TEKS 2.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word *united*.

✦ **TEKS 2.3.B; TEKS 2.3.D**

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.

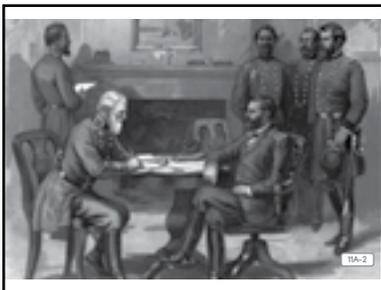
“THE END OF THE WAR” (15 MIN.)



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 surrendered the remainder of his Confederate Army.

[Have students locate Virginia on a U.S. map.]

Challenge

Have students identify the form of communication that was put out of business in eighteen months because of the invention of the telegraph. (*the Pony Express*) Remind them that they learned about the Pony Express and the telegraph in the *Westward Expansion* domain.

Support

Have students review which armies General Grant and General Lee led. (*General Grant led the Union Army; General Lee led the Confederate Army*)

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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. *What are oaths? On what side were the Rebel soldiers?* The Union soldiers were relieved; at last, the long Civil War was ended, and the North had won. *What was the North called during the Civil War? (the Union)* 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. *United means together as one. Were your predictions correct about who would win in the end?*



Show Image 11A-3: Western expansion

For the most part, the cities of the North had not been damaged. *Why was the North hardly damaged?* With the end of the war, Northerners started to think about how to make the country bigger. *[Show areas on a U.S. map as you discuss them.]* 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. *Why did people want to spread out to the West?*

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

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** or searched *through* by armies in search of food. Farmlands, roads, railroad tracks, and bridges had been destroyed as well.

Challenge

Have students review what they learned from the *Westward Expansion* domain about the different forms of transportation during this time of westward travel.

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.

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. *How do you think the enslaved people felt about being free?*

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 abolition of slavery. *[Point to Texas on a U.S. map.]* 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

Many African Americans freed from slavery wanted to get as far away from the South as possible. *Why do you think they wanted to get away from the South?* Some moved north, to cities like Philadelphia, Chicago, Detroit, New York, and Washington, D.C. *[Point to these cities on a U.S. map.]* 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.

Support

Review the meaning of the word *united*.

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

The Civil War produced many heroes, including one of the most famous Americans of all: Abraham Lincoln. His face appears today on the penny and the five-dollar bill.

[Show students the currency mentioned.]

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. *A monument is a structure built in memory of someone or something.*

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.



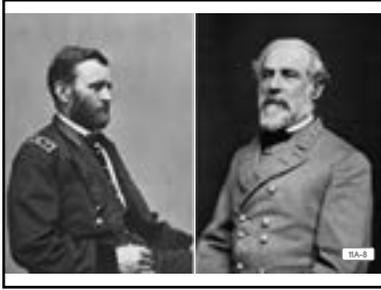
Show Image 11A-7: Harriet Tubman

Throughout the Civil War, Harriet Tubman continued risking her life to free enslaved people 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 in 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.

Can women vote today? You will hear about women gaining the right to vote later in the Fighting for a Cause domain. That was one of the many important changes America still had to make in order for all of its citizens to be truly free.



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. *A rival is a person you compete against. Who was Grant's rival?*

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.



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 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. *[Show span on a U.S. map.]*

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.



Show Image 11A-10: Northern innovation

In northern factories and schools, the Civil War had encouraged a new generation of inventors and scientists. *What is an inventor?* 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.

Support

Have students define the word *regretful*, based on the way it is used in this paragraph.

Challenge

Have students name the railroad that spanned the distance from the East Coast to California. (*transcontinental railroad*) Remind them that they learned this in the *Westward Expansion* domain.

Support

Review the meaning of the word *wounded*.

ENGLISH
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Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G

The Civil War changed the United States in many ways. Hundreds of thousands of men were dead, millions were badly wounded.

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.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who won the U.S. Civil War? (*the Union*) Who surrendered to whom at Appomattox Court House? (*General Lee surrendered to General Grant.*)
2. **Inferential.** What did the end of the war mean? (*The country was united again; slavery ended.*)
 - **Literal.** How long did the Civil War last? (*four years*)
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. **Literal.** What kinds of changes took place after the war ended? (*more railroads; better communication; many African Americans moving north; new inventions; etc.*)
5. **Literal.** 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.*)
7. **Evaluative.** *Think-Pair-Share:* How do you think President Lincoln felt when the war was finally over? (*Answers may vary.*)



Check for Understanding

Stand Up/Sit Down: I am going to read you several statements about either the North or the South after the Civil War. If the statement describes the North, stand up. If the statement describes the South, sit down.

- This area of the United States suffered much less damage during the war because very few battles were fought in this region.
(the North)
 - The factories in this region started focusing on building railroads, telegraphs, and other things after the war. *(the North)*
 - Towns and cities in this region were damaged during the war, so the people in this region had a difficult time rebuilding.
(the South)
 - Many African Americans wanted to get away from the area in which they were enslaved, so they moved to cities in this region.
(the North)
-

WORD WORK: UNITED (5 MIN.)

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 joined together as one unit or thing.
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. 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.”

- a room full of people arguing (*They are divided.*)
- all of the states in the United States today (*They are united.*)
- students arguing about how to decorate the cafeteria for a party (*They are divided.*)
- parents discussing how they can help raise money for the school (*They are united.*)
- basketball teammates passing the ball to each other and scoring a basket (*They are united.*)

Lesson 11: The End of the War

Application



Writing: Students will write an entry in a Civil War journal, describing the end of the Civil War.

TEKS 2.7.B; TEKS 2.7.E; TEKS 2.11.E

MAP OF THE CIVIL WAR (5 MIN.)

- Remind students that there were many battles over the course of the four years before Lee's surrender at Appomattox Court House.
- Direct their attention to the Map of the Civil War and Activity Page 11.1. Explain that this map and activity page show the location of major Civil War battles and Lee's surrender.
- Help students work in pairs and 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*)
- Review answers as a class.

CIVIL WAR TIMELINE (5 MIN.)

- Review the events that have already been depicted on the Civil War Timeline.

Show Image Card 17 (Lee's surrender to Grant)

- Have students describe this event.
- Ask where this card should be placed on the timeline. Help students to understand that Lee's surrender took place before the founding of the American Red Cross but after the Emancipation Proclamation.
- Have a student place the Image Card on the timeline to show when this event occurred.

Activity Page 11.1



Support

You may also do this as a teacher-guided activity with the whole group.

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.11.E** Publish and share writing.

CIVIL WAR JOURNAL (10 MIN.)

Activity Page 11.2



- Tell students they will write another entry for the Civil War journal, using Activity Page 11.2.



Check for Understanding

Turn and Talk: Discuss with your partner the following questions:

- Who won the war?
- Who surrendered to whom?
- What changes took place as a result of the war's end?

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Informational Text

Beginning

Allow students to dictate their information to an adult.

Intermediate

Allow students to collaborate with a peer to write their information.

Advanced/Advanced High

Have students work independently to write their information, and offer them one-on-one feedback.

ELPS 5.F

- Have students use the information from the Read-Aloud, and what they discussed with their partner, to write at least three sentences about the end of the Civil War.
- If time allows, students may also illustrate what they have written.
- Give students the opportunity to share their writing and drawings with a partner or with the class.
- Now that students have completed all of the journal entries, compile all pages of the journal for each student. Have students add a cover to the journal and write a title, include their name as the author/illustrator, and draw an illustration on the cover.

End Lesson

Domain Review

NOTE TO TEACHER

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

Students will:

- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Describe the adult life and contributions of Abraham Lincoln
- Differentiate between the Union and the Confederacy
- 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”
- 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
- Identify Clara Barton as the “Angel of the Battlefield” and the founder 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

REVIEW ACTIVITIES

Riddles for Core Content

- 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*)
 - They called me Stonewall because of the way that my troops and I stood against the Union Army. Who am I? (*General 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*)

Image Review

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

Image Card Review

- 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 their image. Ask any other students who think their card is connected to join the person standing and then 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

- 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

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

- 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

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.

Sequencing Events

Materials: Activity Page DR.1

- Have students use Activity Page DR.1 to sequence events related to the Civil War.

Domain Assessment

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*.

PART I

TEKS 2.7.F

Directions: I am going to ask a question about a word you have heard in the Read-Alouds. First I will say the word and then I will ask the question. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will ask each question twice.

1. **Plantations:** Are plantations large farms where crops are raised? (*thumbs-up*)
2. **Slavery:** In slavery, is the enslaved person paid for their work? (*thumbs-down*)
3. **Abolitionists:** Did abolitionists want to keep slavery? (*thumbs-down*)
4. **Economy:** Did the northern economy depend more on factories, and the southern economy depend more on growing crops? (*thumbs-up*)
5. **Confederacy:** Was the Confederacy the collection of northern states that did not secede from the United States? (*thumbs-down*)
6. **Union:** Was the Union made up of the northern states that did not secede from the United States? (*thumbs-up*)
7. **Civil war:** Is a civil war a war between different groups of people or regions within one country? (*thumbs-up*)
8. **Rebels:** Were the Rebels the Union soldiers? (*thumbs-down*)
9. **Emancipation Proclamation:** Did the Emancipation Proclamation say that slavery would be abolished in the Confederate states? (*thumbs-up*)
10. **Yankees:** Did the Yankees fight for the Union? (*thumbs-up*)

Activity Page DA.1



Directions: I am going to ask more questions about words you have heard in the Read-Alouds. First I will say the word and then I will ask the question. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will ask each question twice.

11. **Value:** Does a broken pencil have great value when you are trying to take a test? (*thumbs-down*)
12. **Expand:** Will a balloon pop if it continues to expand too far? (*thumbs-up*)
13. **Issue:** Was the issue of slavery one of the main causes of the U.S. Civil War? (*thumbs-up*)
14. **Advisors:** Did President Lincoln use many advisors to help him make decisions during his presidency? (*thumbs-up*)
15. **Defeat:** When a team loses a game, can we say they experienced a defeat? (*thumbs-up*)



PART II

TEKS 2.6.G

Activity Page DA.2



Directions: Let's read the names in each row together. I will read a sentence about one of the people you learned about related to the U.S. Civil War. You will circle the name of the person I am describing.

1. I was president during the U.S. Civil War. (Barton, Lincoln, Grant)
2. I commanded the Confederate Army. (Lee, Grant, Tubman)
3. I was a conductor on the Underground Railroad. (Barton, Tubman, Lincoln)
4. I commanded the Union Army. (Lincoln, Grant, Lee)
5. I helped wounded soldiers get the medical supplies and care they needed. (Lincoln, Tubman, Barton)
6. I wrote the Emancipation Proclamation. (Lincoln, Grant, Lee)
7. I was an enslaved African who escaped to Pennsylvania to gain my freedom. (Barton, Tubman, Grant)
8. I surrendered to General Grant at Appomattox. (Lincoln, Tubman, Lee)
9. I founded the American Red Cross. (Barton, Tubman, Lincoln)
10. I was a spy for the Union Army because I knew the roads and the secret trails around Maryland and Pennsylvania. (Lincoln, Barton, Tubman)

Directions: Write a complete sentence to answer each question or statement.

1. How was the song “Follow the Drinking Gourd” important during the time of the U.S. Civil War?
2. What was the Underground Railroad?
3. What caused the U.S. Civil War?
4. List two ways that the North and the South were different.
5. Why did some southern states secede, or break away from, the United States?
6. What did the end of the U.S. Civil War mean for the North and the South and for enslaved Africans?
7. What was the most interesting thing you learned about the U.S. Civil War?



Support

Some students may need to respond orally. For the first question you will need to play the song, or read the lyrics for, “Follow the Drinking Gourd.”

Culminating Activities

NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio

ENRICHMENT

Key Vocabulary Brainstorming

Materials: Board or chart paper

- Give students a key domain concept or vocabulary word such as *Yankees*. Have them brainstorm everything that comes to mind when they hear the word, such as North, Union, etc. Record their responses on the board or chart paper for reference.

Class Book: The U.S. Civil War

Materials: Drawing paper, drawing tools

- Tell the class or a group of students 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

- 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

Domain-Related Trade Book

- Choose a domain-related trade book to read aloud to the class. As you read, use the same strategies you have been using when reading the Read-Aloud selections in this Teacher Guide—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 selected text. Feel free to pause at different places in the Read-Aloud this time and talk about vocabulary and information 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

- 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

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

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 up 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

- Invite a volunteer from the local Red Cross to come in and talk with your class about the work that they do with the Red Cross. You may help your students formulate questions to ask the guest speaker.

Research Activity

- 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.

Teacher Resources

Grade 2	Knowledge 8
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **1.1 Activity Page**

Slavery	Freedom
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Answers may vary.

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ DATE: _____ **3.1 Activity Page**

the North	the South
<ul style="list-style-type: none"> smaller farms grew corn and wheat and other things to feed people and animals did not have slavery economy based on factories and manufacturing things, such as steel had access to railroads and shipping ports workers in northern factories often had hard work, harsh bosses, and pitiful pay had a growing number of abolitionists 	<ul style="list-style-type: none"> had slavery economy based on agriculture, or farming grew cotton, sugar, and tobacco sold crops to people in the North and to Great Britain

Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ DATE: _____ **PP.1 Assessment**

Confederacy	Union	slavery
plantation	conductor	Abraham Lincoln
Underground Railroad		Mason-Dixon Line
The Drinking Gourd		Harriet Tubman/Minty

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.

- I took care of my mistress's baby when I was young and escaped from slavery on the Underground Railroad when I was older. Who am I?
Harriet Tubman/Minty
- I am a very large farm where large amounts of crops are grown. What am I called?
plantation
- I am the secret way enslaved Africans escaped to freedom in the North. What am I called?
Underground Railroad
- My job was to help lead enslaved Africans, called passengers, to freedom on the Underground Railroad. What am I called?
conductor

Knowledge 8

Knowledge 8 The U.S. Civil War

- I am an imaginary line between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called?
Mason-Dixon Line
- I was the group of northern states that thought it was wrong for the South to secede from the United States. What am I?
Union
- I was the group of southern states that seceded from the United States. What am I?
Confederacy

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ PP.1 **Assessment**
 DATE: _____

8. I am one of the main issues that caused the U.S. Civil War. What am I?
slavery

9. I was elected president because people in the North believed I would not allow slavery to expand. Who am I?
Abraham Lincoln

10. I am a group of stars that helped guide enslaved Africans to freedom. What am I?
The Drinking Gourd

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ 7.1 **Activity Page**
 DATE: _____

Somebody	General Robert E. Lee
Wanted	to find a peaceful way to end the disagreement between the North and the South and wanted to keep his oath to the Constitution
But	his own state of Virginia seceded from the United States
So	he decided, rather than fight against Virginia, to command the Confederate Army
Then	he used his skill to lead the Confederate Army to several victories

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ 11.1 **Activity Page**
 DATE: _____

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?
Pennsylvania, Maryland, Virginia, Kentucky, Tennessee,
Georgia, Alabama, and Mississippi

2. Which state had the most major battles?
Virginia

Knowledge 8

Knowledge 8 The U.S. Civil War

3. Where and when did General Lee surrender to General Grant?
Appomattox Court House, April 9, 1865

Knowledge 8

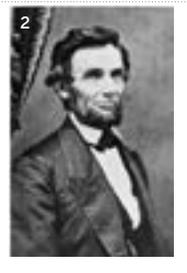
Knowledge 8 The U.S. Civil War

NAME: _____ DR.1 **Activity Page**

DATE: _____

Directions: These pictures show some important people, symbols, and events from the Civil War. Think about the ideas which have shaped the nation's history. Write a short paragraph about each item in the correct order, glue or tape the pictures onto a separate piece of paper.

1 

2 

3 

4 

Knowledge 8

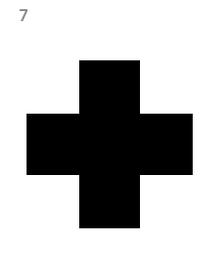
Knowledge 8 The U.S. Civil War

NAME: _____ DR.1 **Activity Page**

DATE: _____

5 

6 

7 

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ DA.1 **Assessment**

DATE: _____

Directions: Listen to your teacher's instructions.

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

9.  

10.  

Knowledge 8

Knowledge 8 The U.S. Civil War

11.  

12.  

13.  

14.  

15.  

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ DA.2 **Assessment**
 DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1.	Barton	Lincoln	Grant
2.	Lee	Grant	Tubman
3.	Barton	Tubman	Lincoln
4.	Lincoln	Grant	Lee
5.	Lincoln	Tubman	Barton
6.	Lincoln	Grant	Lee
7.	Barton	Tubman	Grant
8.	Lincoln	Tubman	Lee
9.	Barton	Tubman	Lincoln
10.	Lincoln	Barton	Tubman

Knowledge 8

Knowledge 8 The U.S. Civil War

NAME: _____ DA.3 **Assessment**
 DATE: _____

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

- How was the song "Follow the Drinking Gourd" important during the time of the U.S. Civil War?
It was a secret message enslaved people used to follow the Underground Railroad to freedom in the North.
- What was the Underground Railroad?
It was a system used by enslaved people to gain their freedom by going north.
- What caused the U.S. Civil War?
As the United States was expanding west, states in the South wanted slavery to be allowed in the new states, whereas states in the North wanted to outlaw slavery in the new states.
- List two ways that the North and the South were different.
Answers may vary.

Knowledge 8

Knowledge 8 The U.S. Civil War

- Why did some southern states secede, or break away from, the United States?
They were afraid that President Lincoln and states in the North would not only keep slavery from spreading west, but they would also try to make it illegal in the South.
- What did the end of the U.S. Civil War mean for the North and the South and for enslaved Africans?
It meant that the country was reunited and enslaved Africans gained their freedom.
- What was the most interesting thing you learned about the U.S. Civil War?
Answers may vary.

Knowledge 8

Knowledge 8 The U.S. Civil War

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 8

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D8: p. 55, D8: p. 58
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D8: p. 7, D8: p. 21, D8: p. 39, D8: p. 45, D8: p. 69, D8: p. 72, D8: p. 91, D8: p. 94, D8: p. 119, D8: p. 122, D8: p. 132, D8: p. 135, D8: p. 145, D8: p. 148, D8: p. 158, D8: p. 162
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	D8: p. 7, D8: p. 11, D8: p. 24, D8: p. 27, D8: p. 28, D8: p. 39, D8: p. 45, D8: p. 51, D8: p. 105, D8: p. 109
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	D8: p. 91, D8: p. 102
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends	
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	
TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	

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(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	D8: p. 7, D8: p. 13, D8: p. 24, D8: p. 29, D8: p. 39, D8: p. 45, D8: p. 55, D8: p. 60, D8: p. 67, D8: p. 69, D8: p. 74, D8: p. 91, D8: p. 95, D8: p. 105, D8: p. 110, D8: p. 119, D8: p. 123, D8: p. 132, D8: p. 136, D8: p. 145, D8: p. 149, D8: p. 158, D8: p. 163
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D8: p. 55, D8: p. 60, D8: p. 145, D8: p. 149, D8: p. 156, D8: p. 158, D8: p. 163
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 2.5	self-select text and read independently for a sustained period of time.	

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(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	D8: p. 24, D8: p. 27, D8: p. 28, D8: p. 29, D8: p. 34, D8: p. 69, D8: p. 72, D8: p. 74
TEKS 2.6.D	create mental images to deepen understanding	D8: p. 91, D8: p. 95, D8: p. 97
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	D8: p. 24, D8: p. 29
TEKS 2.6.F	make inferences and use evidence to support understanding	D8: p. 7, D8: p. 13, D8: p. 18, D8: p. 55, D8: p. 60, D8: p. 105, D8: p. 110, D8: p. 119, D8: p. 123
TEKS 2.6.G	evaluate details read to determine key ideas	D8: p. 7, D8: p. 13, D8: p. 24, D8: p. 29, D8: p. 39, D8: p. 45, D8: p. 69, D8: p. 74, D8: p. 119, D8: p. 123, D8: p. 132, D8: p. 136, D8: p. 145, D8: p. 149, D8: p. 158, D8: p. 163
TEKS 2.6.H	synthesize information to create new understanding	D8: p. 24, D8: p. 37
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D8: p. 7, D8: p. 21, D8: p. 39, D8: p. 53, D8: p. 55, D8: p. 67, D8: p. 69, D8: p. 82, D8: p. 105, D8: p. 117, D8: p. 118, D8: p. 119, D8: p. 130, D8: p. 132, D8: p. 143, D8: p. 145, D8: p. 149, D8: p. 156, D8: p. 158, D8: p. 162, D8: p. 171
TEKS 2.7.C	use text evidence to support an appropriate response	D8: p. 91, D8: p. 95, D8: p. 101, D8: p. 145, D8: p. 149
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D8: p. 24, D8: p. 37, D8: p. 39, D8: p. 43, D8: p. 105, D8: p. 117, D8: p. 118
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	D8: p. 7, D8: p. 21, D8: p. 39, D8: p. 53, D8: p. 55, D8: p. 67, D8: p. 69, D8: p. 82, D8: p. 105, D8: p. 117, D8: p. 118, D8: p. 119, D8: p. 130, D8: p. 132, D8: p. 143, D8: p. 145, D8: p. 156, D8: p. 158, D8: p. 171
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	D8: p. 55, D8: p. 60, D8: p. 65, D8: p. 91, D8: p. 95, D8: p. 100
TEKS 2.8.B	describe the main character’s (characters’) internal and external traits	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	
TEKS 2.8.D	describe the importance of the setting	

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	
<p>(D) recognize characteristics and structures of informational text, including:</p>		
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.D.ii	features and graphics to locate and gain information	
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	
<p>(E) recognize characteristics of persuasive text, including:</p>		
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		
TEKS 2.10.A	discuss the author's purpose for writing text	
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	D8: p. 119, D8: p. 130
TEKS 2.10.E	identify the use of first or third person in a text	
TEKS 2.10.F	identify and explain the use of repetition	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>		
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	
<p>(B) develop drafts into a focused piece of writing by:</p>		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	

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(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions	
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	
TEKS 2.11.D.ii	past, present, and future verb tense	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	
TEKS 2.11.D.iv	adjectives, including articles	
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	
TEKS 2.11.E	publish and share writing	D8: p. 158, D8: p. 171
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D8: p. 52, D8: p. 162
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	D8: p. 103
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D8: p. 72, D8: p. 135, D8: p. 148
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	D8: p. 18, D8: p. 27
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D8: p. 52, D8: p. 162
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D8: p. 18, D8: p. 27, D8: p. 72, D8: p. 135, D8: p. 148
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D8: p. 35, D8: p. 65, D8: p. 80, D8: p. 115, D8: p. 128, D8: p. 142, D8: p. 155, D8: p. 168

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ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	D8: p. 103
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D8: p. 131
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D8: p. 22, D8: p. 38, D8: p. 54, D8: p. 68, D8: p. 83, D8: p. 101, D8: p. 118, D8: p. 144, D8: p. 157, D8: p. 172
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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Grade 2 | Knowledge 8 | Teacher Guide
The U.S. Civil War

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Grade 2

Knowledge 8 | Activity Book

The U.S. Civil War

Grade 2

Knowledge 8

The U.S. Civil War

Activity Book

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NAME: _____

DATE: _____

1.1

Slavery

Freedom

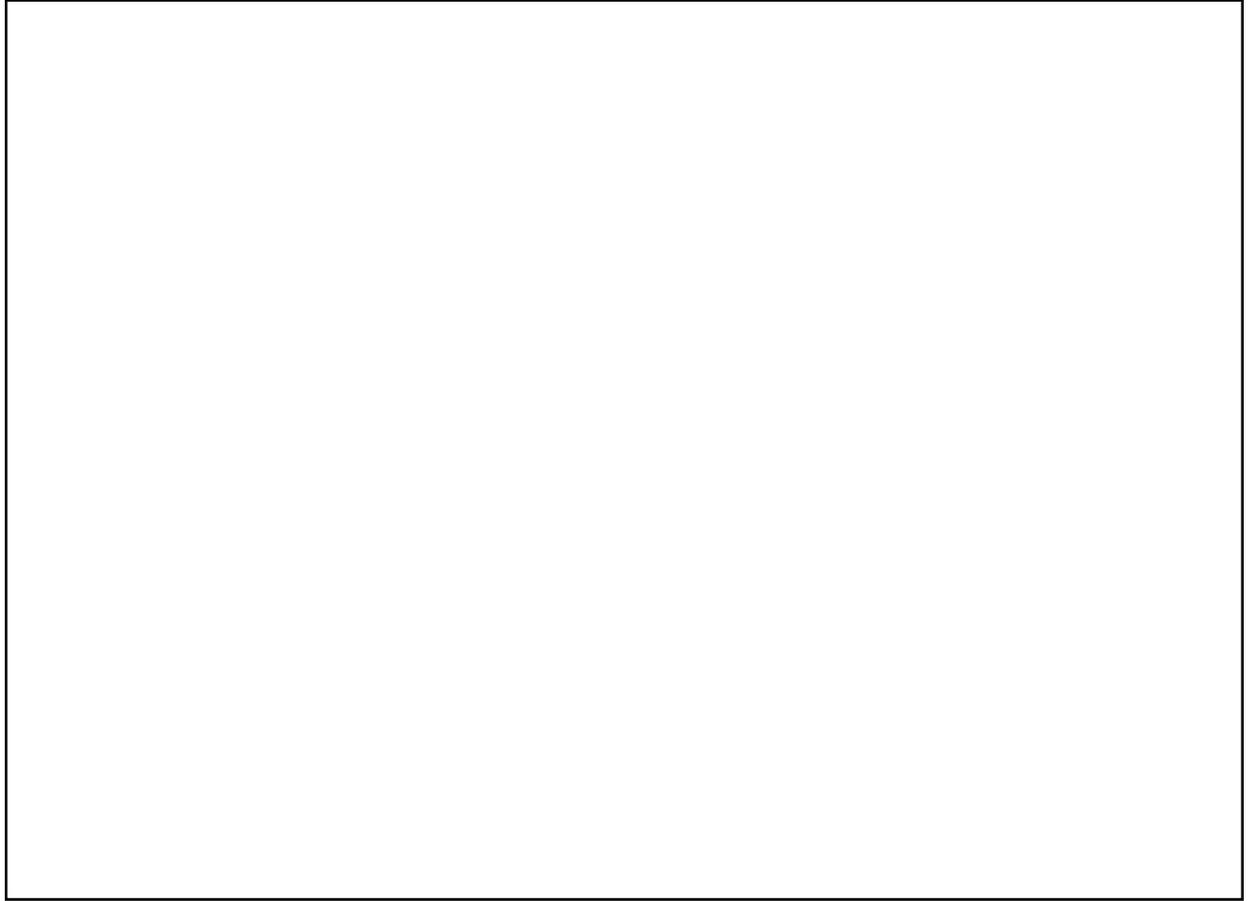
NAME: _____

DATE: _____

1.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



Knowledge 8

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about what life was like in the North and the South shortly before the U.S. Civil War. They will learn about slavery and its controversy, the differences between the North and the South, and how the U.S. Civil War began. They will also learn about some geographic locations, as well as some important people involved in the Civil War, including Harriet Tubman and Abraham Lincoln. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this time leading up to the U.S. Civil War.

1. Song: “Follow the Drinking Gourd”

Acquire a recording of the song “Follow the Drinking Gourd” and listen to it with your student. Discuss why this song was associated with the South. Point out the Big Dipper (also known as the Drinking Gourd) in the sky, and help your student find the North Star. Discuss why this star was so important to enslaved people.

2. Using a Map

Help your student locate the areas of the North and the South on a map of the United States. Have your student tell you some of the differences between the two at the time of the U.S. Civil War.

3. Harriet Tubman

Your student will learn about the harsh conditions of enslaved people’s lives by hearing about Harriet Tubman’s childhood. Ask your student why they think Harriet Tubman chose to escape as an adult and why she returned to the South many times after her escape. Ask your student to tell you about the Underground Railroad.

4. Abraham Lincoln

Talk with your student about this important historical figure. Point out his image on a penny or five-dollar bill. Discuss the contributions that he made. Ask your student what role Abraham Lincoln had in the U.S. Civil War and what monument was built in his honor.

5. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *plantations*—The South was home to many cotton plantations during the time of the U.S. Civil War.
- *slavery*—Slavery in the United States finally ended after the U.S. Civil War.
- *Underground Railroad*—The Underground Railroad was a secret route used by enslaved people to escape to the North.
- *rebellious*—Because enslaved people wanted their freedom, they were considered rebellious.
- *economy*—The economy of the North was largely dependent on factories, whereas the economy of the South was largely dependent on plantations.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

Activity Page

“Follow the Drinking Gourd”

Chorus:

*Follow the drinking gourd
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

Verses:

*When the sun comes up
And the first Quail calls
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

*The riverbank will make a mighty good road
The dead trees show you the way
Left foot, peg foot travelin’ on
Following the drinking gourd*

*The river ends between two hills
Follow the drinking gourd
There’s another river on the other side
Follow the drinking gourd*

NAME: _____

DATE: _____

2.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

3.1

Activity Page

the North

the South

Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.

Knowledge 8

NAME: _____

DATE: _____

3.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 8

NAME: _____

DATE: _____

4.1

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

5.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



Knowledge 8

NAME: _____

DATE: _____

Confederacy	Union	slavery
plantation	conductor	Abraham Lincoln
Underground Railroad		Mason-Dixon Line
The Drinking Gourd		Harriet Tubman/Minty

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.

1. I took care of my mistress's baby when I was young and escaped from slavery on the Underground Railroad when I was older. Who am I?

2. I am a very large farm where large amounts of 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. My job was to help lead enslaved Africans, called passengers, to freedom on the Underground Railroad. What am I called?

5. I am an imaginary boundary between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called?

6. I was the group of northern states that thought it was wrong for the South to secede from the United States. What am I?

7. I was the group of southern states that seceded from the United States. What am I?

NAME: _____

DATE: _____

8. I am one of the main issues that caused the U.S. Civil War. What am I?

9. I was elected president because people in the North believed I would not allow slavery to expand. Who am I?

10. I am a group of stars that helped guide enslaved Africans to freedom. What am I?

NAME: _____

DATE: _____

Dear Family Member,

I hope your student has enjoyed learning about what life was like in the North and the South before the U.S. Civil War. Over the next several days, they will learn about the armies of the Union and the Confederacy as the battles began, as well as the generals who led those armies. They will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, and the conclusion of the Civil War, which began an important annual holiday—Juneteenth. Below are some suggestions for activities you may do at home to reinforce what your student is learning about the U.S. Civil War.

1. Ulysses S. Grant and Robert E. Lee

Have your student talk about the important jobs of these two generals. Talk about how Grant and Lee were similar and how they were different.

2. Clara Barton

Ask your student to tell you about the important work of Clara Barton and how she helped care for soldiers during the Civil War. Discuss with your student what it means to be compassionate. Talk about ways for your student to be helpful to those around them, even when it isn't easy. Whenever there is mention in the news of the work of the Red Cross, ask your student who founded the American Red Cross.

3. Sayings and Phrases: “Easier Said Than Done”

Your student has learned the saying “easier said than done.” Talk with your student about its meaning. Share something that you have accomplished that was much harder to do than you had originally thought. Find opportunities to use this saying again and again.

4. Words to Use

Below is a list of some of the words your student has been or will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *civilians*—We are so thankful to have firefighters and police officers working to protect civilians.
- *general*—Robert E. Lee was a very experienced general.
- *abolished*—It took many years for slavery to finally be abolished.
- *emancipation*—The Emancipation Proclamation stated that slavery would not be allowed to expand.
- *monument*—Have you ever seen the Washington Monument?

5. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1

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: _____

DATE: _____

7.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

8.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

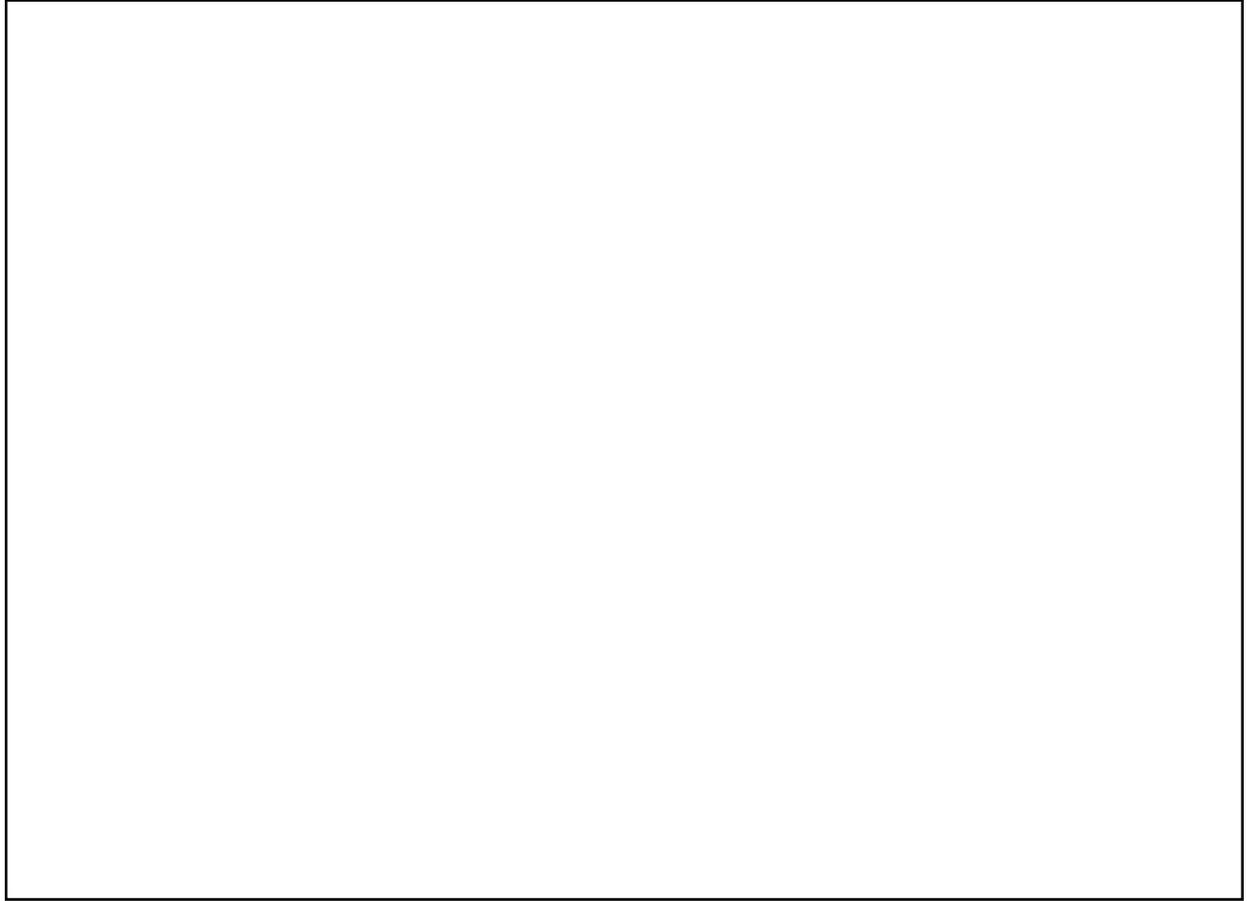
NAME: _____

DATE: _____

9.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



Knowledge 8

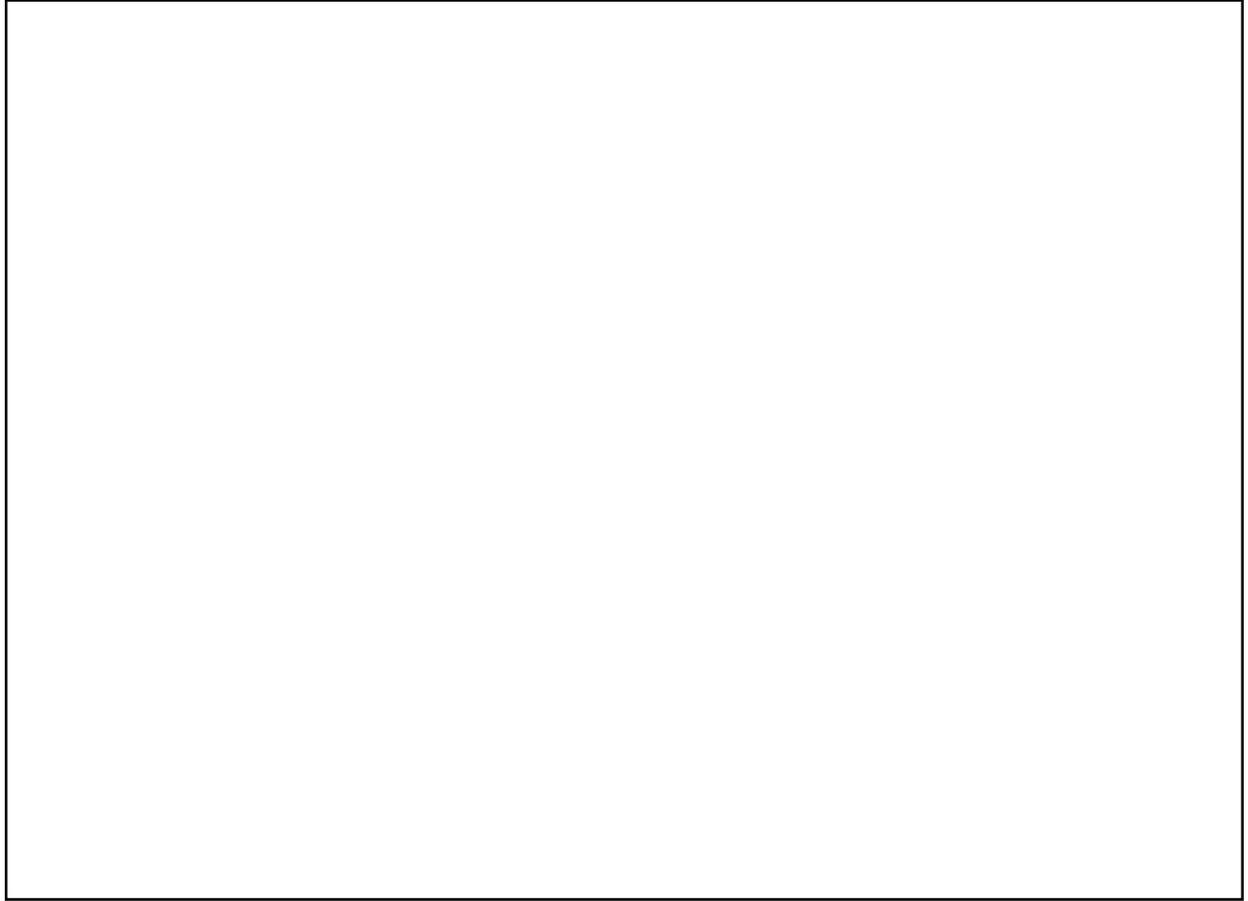
NAME: _____

DATE: _____

10.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

11.1

DATE: _____

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?

NAME: _____

DATE: _____

11.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

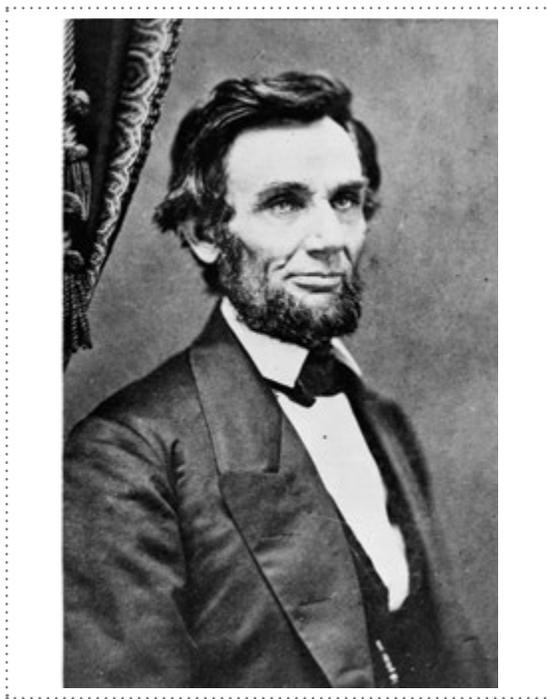
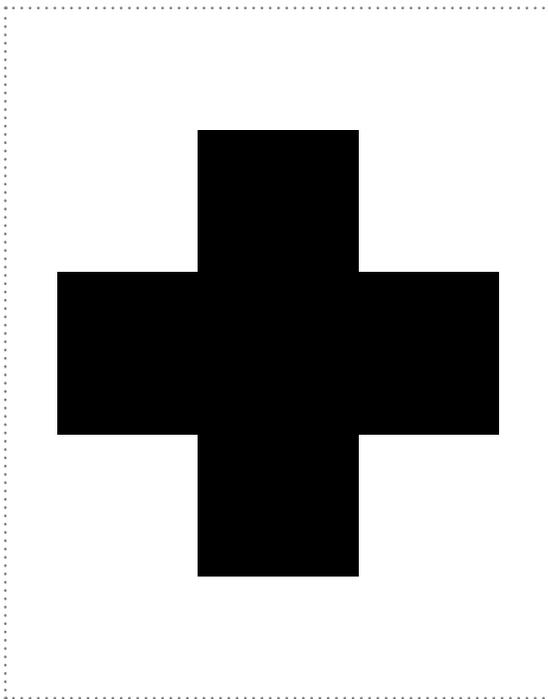
DR.1

Activity Page

DATE: _____



Directions: These pictures show some important people, symbols, and events from the Civil War. 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.



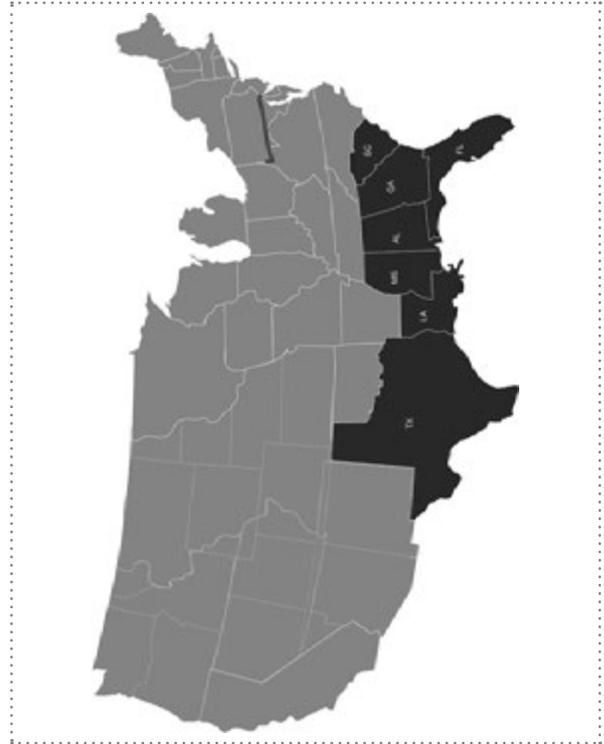
Knowledge 8

NAME: _____

DR.1

Activity Page

DATE: _____



Knowledge 8

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

- | | | | |
|-----|--|--|--|
| 11. |  | |  |
| 12. |  | |  |
| 13. |  | |  |
| 14. |  | |  |
| 15. |  | |  |

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Barton Lincoln Grant

2. Lee Grant Tubman

3. Barton Tubman Lincoln

4. Lincoln Grant Lee

5. Lincoln Tubman Barton

6. Lincoln Grant Lee

7. Barton Tubman Grant

8. Lincoln Tubman Lee

9. Barton Tubman Lincoln

10. Lincoln Barton Tubman

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. How was the song “Follow the Drinking Gourd” important during the time of the U.S. Civil War?

2. What was the Underground Railroad?

3. What caused the U.S. Civil War?

4. List two ways that the North and the South were different.

5. Why did some southern states secede, or break away from, the United States?

6. What did the end of the U.S. Civil War mean for the North and the South and for enslaved Africans?

7. What was the most interesting thing you learned about the U.S. Civil War?

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The U.S. Civil War

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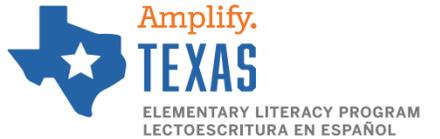
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This Flip Book contains images that accompany the Teacher Guide for *The U.S. Civil War*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

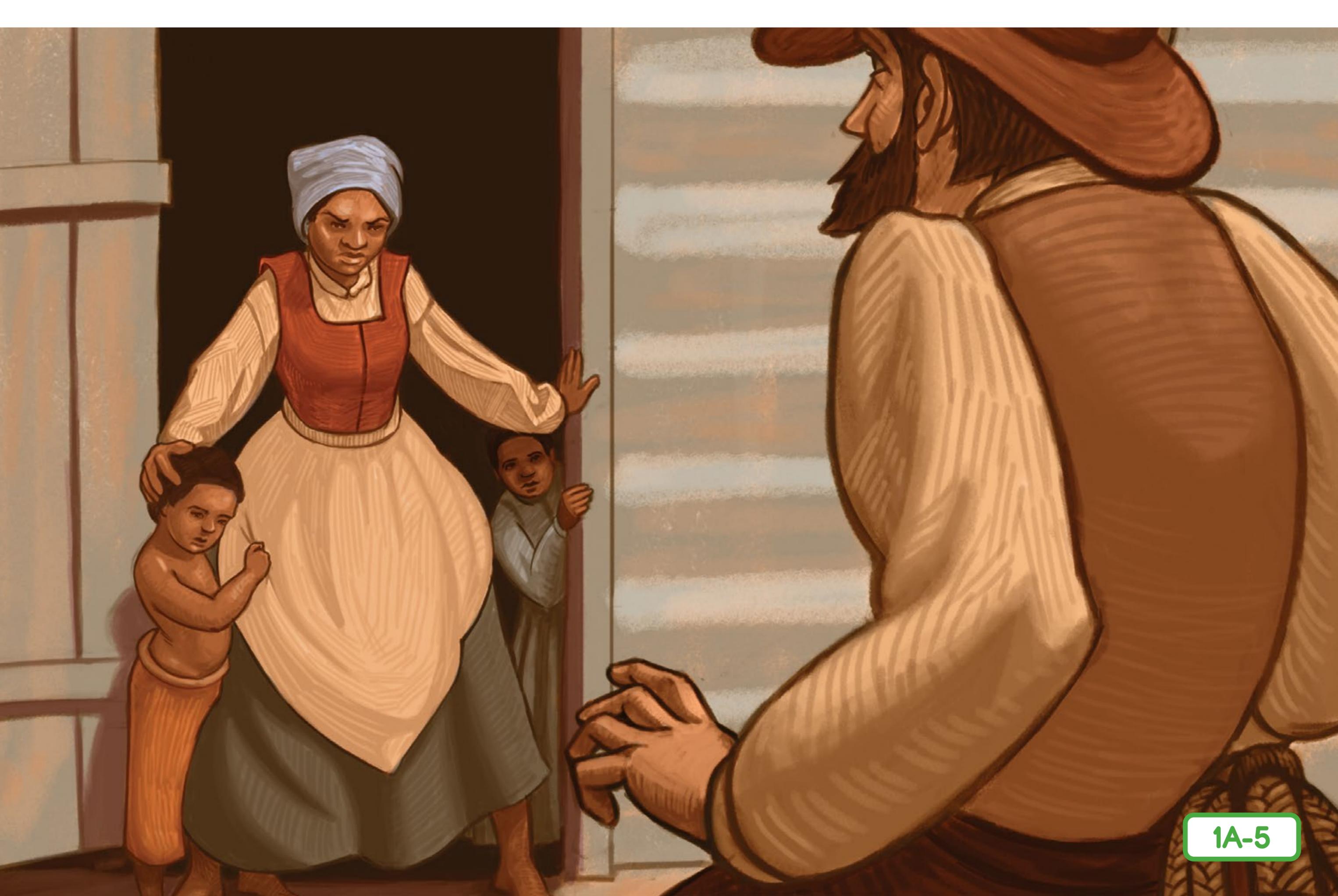
Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.















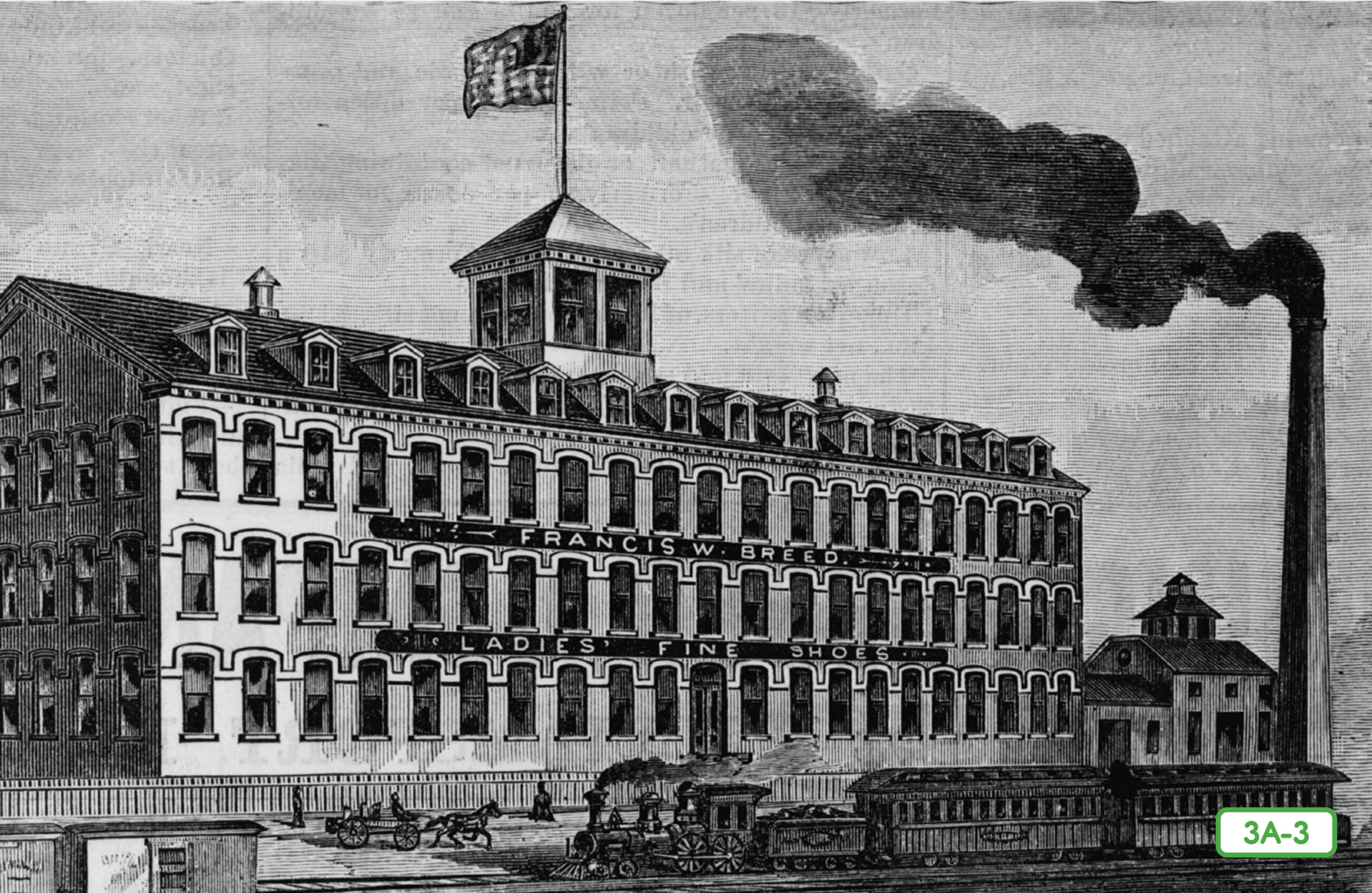


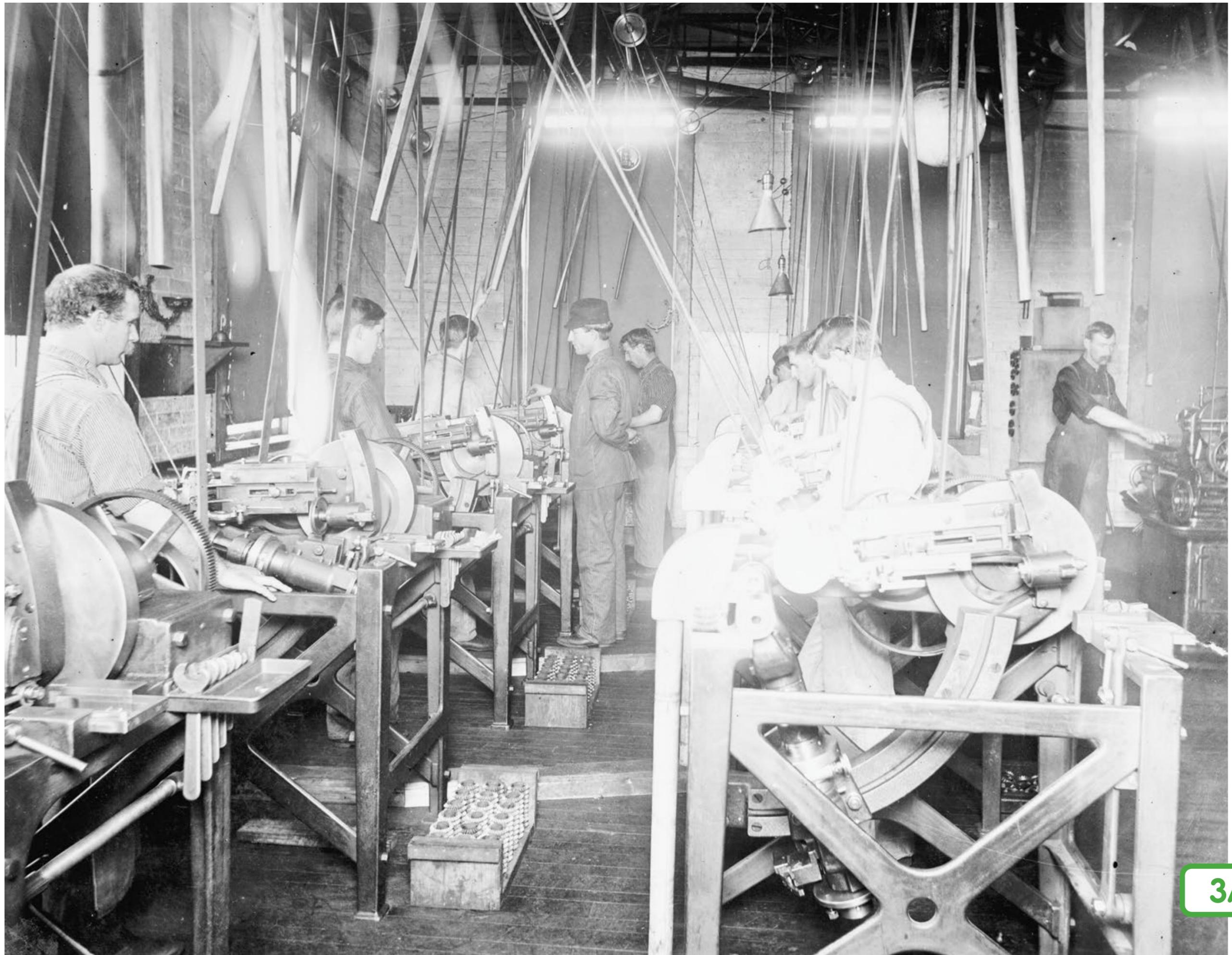


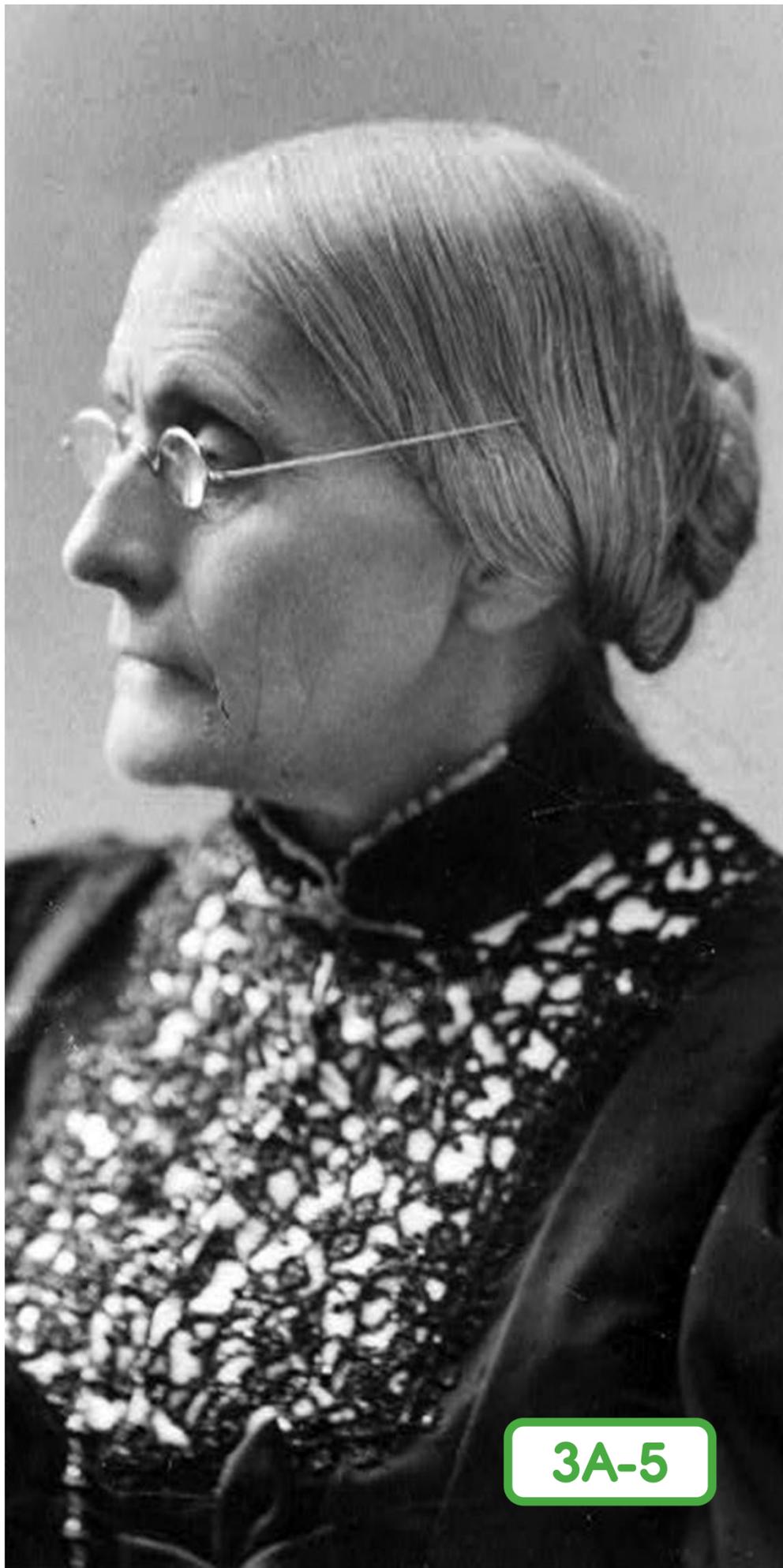
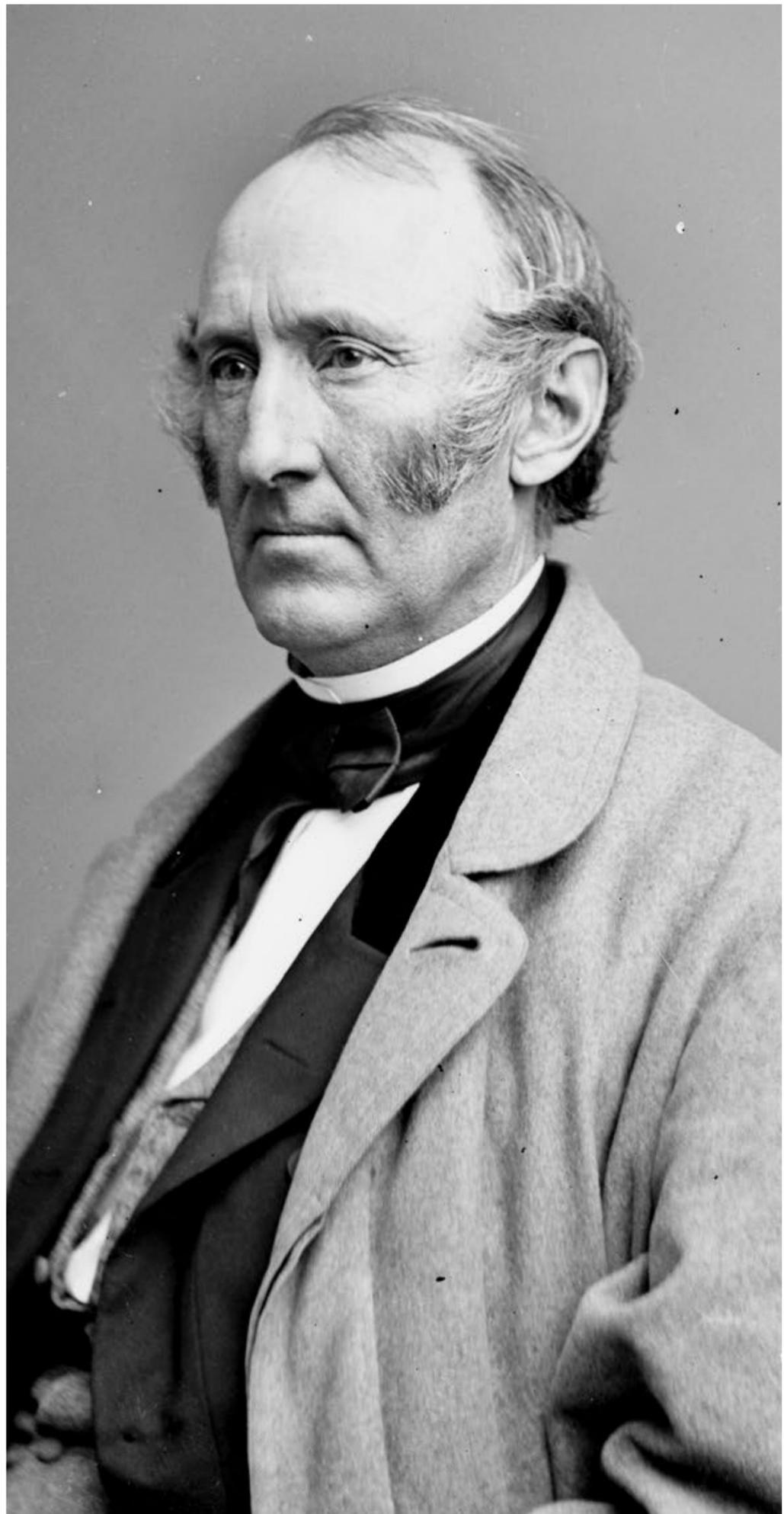
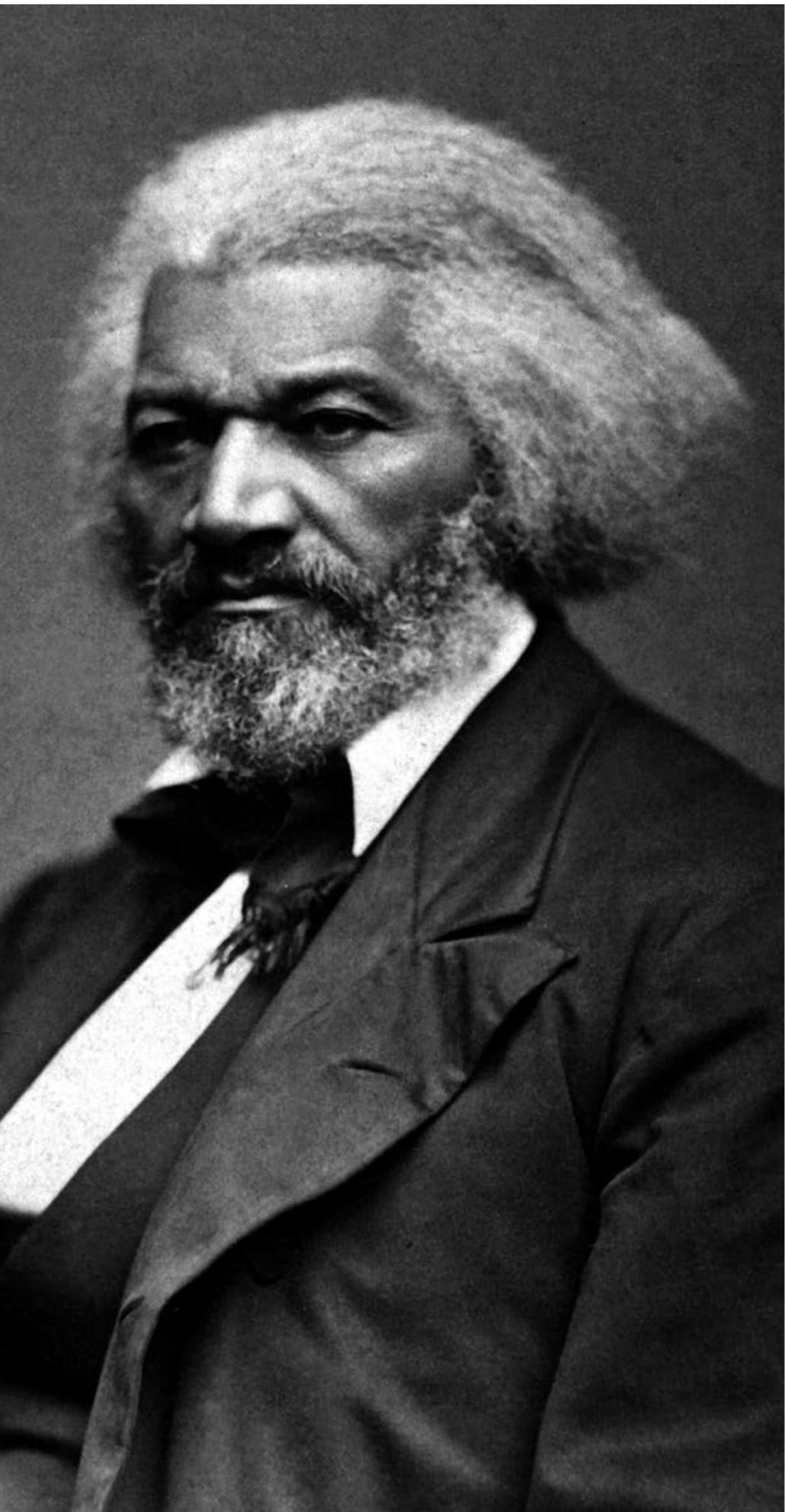












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SELECTIONS.

The Slave-Trade in Egypt.

LETTER OF DR. MADDEN TO MEHEMET ALI.

ALEXANDRIA, September 6, 1840.

MAY IT PLEASE YOUR HIGHNESS—On the 4th September last I had the honor to lay before your highness an address from the delegates of the Anti-Slavery Convention, recently held in London, expressive of the gratification it afforded that body to learn that your highness, in your late expedition into Africa, had prohibited the crime of man-stealing, and the practice of paying the Egyptian troops stationed in Dongola, Sennaar, and Corlofan, in slaves, a practice which, on the part of your authorities, had hitherto been pursued without let or hindrance.

The communication I had the honor to lay before your highness further expressed an ardent hope that the slave trade, in every place that is subject to your authority, would be entirely prohibited, and the great evil of slavery itself ultimately abolished.

These sentiments and wishes, may it please your highness, are well deserving of consideration, and, even on account of the character of those who have expressed them, are worthy of attention.

The persons who composed that convention (some 400 individuals) were men delegated by bodies of great moral weight and influence in every quarter of the globe, to represent their enlightened and benevolent opinions in that assembly.

They were not selected for the sake of their rank or wealth, but on account of their worth and intelligence, their devotion to the cause of civil, personal, and religious liberty, and the boldness of their maintenance of the interests of humanity wherever they were assailed.

The illustrious man who signed that address, the venerable Clarkson, one whose name is familiar to men's ears in Europe and America as that of an old and faithful friend of the good cause of justice and humanity, is now an aged man, full of years, whom the people of his own country revere and honor, and whose title to the best of all renown is based on the bloodless triumphs of benevolence, on the heroism of his patience and his perseverance in this cause, and the singleness of purpose and simplicity of heart with which he has labored in its service for upwards of fifty years.

The signing of this paper on the part of the venerable man, whose earthly career is now fast drawing to its close, is probably the last public act of his long and useful life; and, subscribed as it is to the expression of sentiments of respect and gratitude for your highness, it may surely be said, without disparagement to the loftiest station or the highest fame, that the greatest of living men might add new lustre to their renown by evincing in their attachment to this cause, and the service rendered to it, that they merited the distinction of receiving from a body of men so justly en-

only for a moment the crowded state of the slave-markets of Alexandria and Cairo. At the present time there are nearly 200 women and children exposed for sale in the slave-markets of Cairo, and upwards of 100 in that of Alexandria. On the 30th of August, 1840, the following were the numbers in the slave-market of Cairo:—

Abyssinian women,	17
Ditto boys,	9
Negro women,	75
Ditto boys,	90
	191

These returns were obtained from one of the principal gellabs of the slave-market of Cairo; and the following from the general book of registry, kept by the same person, of all the slaves brought from the upper country in the year ending the 31st of August, 1840:—

Abyssinian women,	1700
Ditto children,	120
Negro women,	3000
Ditto children,	270
	5990

Eunuchs, 400

Negro-men of different countries, not brought down to the markets of Cairo and Alexandria, and sold in Sennaar, Darfour, &c. 5000

10,490

So that the number of negroes captured by your people, in the different slave-hunts during the year ending the 31st of August, 1840, exceeded 10,000!

Now I have positive information, that a large portion of this number were captured by marauding parties, composed chiefly of your soldiers, and consisting of so many as a thousand persons on a single occasion, coming from Sennaar so recently even as 1839; nay, more, that your troops were paid even so lately with the slaves taken in one of these expeditions. My informant, a German naturalist, who was at that period in the service of your highness, and who accompanied your troops on these expeditions, has given me the details at large, and of their fidelity there cannot be the slightest doubt, corroborated as they are by the evidence of other Europeans still in your employment.

This state of things, may it please your highness, and the atrocious mode in which these unfortunate countries are ravaged by your Egyptian and Nubian subjects, the people of England will learn with extreme regret, and the members of the British and Foreign Anti-Slavery Society will lament to find that one solitary act of justice to the negro race, performed by your highness in your expedition to Fezaghian—namely, the liberation of the slaves who were brought to you at that place, and the verbal prohibition of the slave-trade issued to your officers on that occasion, so far as regarded the payment of your troops with the stolen men—has produced no beneficial effects, and has not been followed up by any other measures of bona fide efficacy, that are calculated or intended to put a stop to this abominable trade.

The members of the convention will hear with surprise that at Cartoon, in the vicinity of Sennaar, a French *soldat* consular agent, not regularly appointed, but for some years past permitted to retain the title and to exercise the authority he assumed, a man of infamous character—nevertheless recently decorated with the cross of the legion of honor—of the name Vessier, is not only deeply engaged in this odious traffic, but has for some years past been the proprietor of an establishment for the reception and "storage" of slaves, on the plan of "the breeding farms" of Virginia, kept up for the purpose of supplying the Egyptian market with slave children of a tender age. It will be a matter of deep regret, as well as of surprise to that body, to learn that such a miscreant should be suffered to settle in a place under your authority, and that after a formal complaint preferred by the Duke of Wurtemberg to the consul general of the French nation at Alexandria, detailing the enormities of this man in the prosecution of his odious trade, he should still be permitted not only to remain under French protection, but be considered a fit person to be recommended to the especial favor of his sovereign, for a mark of distinction that commonly is, or ought to be, the reward of merit. It

must go to Constantinople, because slavery has the sanction of the law!"

Is a custom like this, that slays its hundreds of human creatures every year, that degrades the miserable beings who survive its sufferings in the eyes of their fellow-men, that is sanguinary in its operation, and brutalizing in its influence on the perpetrators of it, to be considered not only a part, but a necessary consequence, of that slavery that has the sanction of law!

If the sanction that is accorded to slavery were to extend to such a crime as this, what a weapon would be placed in the hands of those who were hostile to that law, or whose opinions were regulated by another code!

It is not, please your highness, from the experience of others I speak of this barbarous practice and its effects.—In the year 1826, I was an eye-witness of them at the village of Zawe el Deir, in the district of Siout. The mortality of the unfortunate children who undergo the operation, by the admission of the wretches who live by the performance of it, was such as could only be credited by persons who have visited the place, and heard the detail of its horrors from the murderous operators themselves.

In the course of fourteen years I find that matters have undergone no change at this place. One of the most devoted of the servants of your highness, Clot Bey, in his recent work on Egypt, states that the practice continues as heretofore, that not much above one fourth part of the children who undergo this operation survive it, and that the number of eunuchs that are made every year is about 300. Some opinion may 'ven be formed of the waste of life that takes place, of the hundreds it is necessary to kill, to have the number that is here given of the survivors of it.

There may be some exaggeration in the account of the mortality given by Clot Bey, but it is still great enough to justify the use of the term 'murderous,' in speaking of this operation. The number of eunuchs made at this place is, however, underrated by him; in the last year the number amounted to four hundred. It is to be borne in mind, that the persons on whom this cruelty is practised are children from the age of six to twelve, and the price for which they are sold varies from one hundred to two hundred dollars.

The operation is performed under circumstances most unfavorable to the safety of those who undergo it. It is performed by ignorant, brutal, and unfeeling men. It is one of a more serious nature than it is generally understood to be. The barbarous application of heated oil, is the medication employed to prevent immediate death from hæmorrhage, and the after treatment, the cruel practice of throwing the unfortunate child on his face in the hot sand, and piling it up about his loins, and then keeping him immovably fixed in that position for 30 or 40 hours, undergoing torments that cannot be described.

Such things, may it please your highness, are done in Egypt.

They are done by Egyptians!
They are done on poor helpless children!
And you are the ruler of the land!

What civilization has reached that land where such savage crimes are committed with impunity!—where they are encouraged by the highest officers of the state, who are compelled by their station to follow the example of your highness, and to surround their doors with a retinue of mutilated men!

In conclusion, may it please your highness, I would beg leave to recall the facts to which I have endeavored to direct your attention.

1. At the expiration of nearly fifteen years I have visited Egypt for the second time, and I find slavery and the trade in slaves unchanged in their character, and unrestrained by any measures of your highness adopted for their suppression.
2. I find the slave markets glutted with negro women and children as heretofore.
3. I find the exportation of slaves from Alexandria for Turkey, on board European vessels, carried on openly at the present time.
4. I find the prices of slaves actually lowered by the increase of the numbers brought down to Alexandria and Cairo, and those slaves, children and women, selling from 600 piastres to 1,500 a-head, or from six pounds sterling to fifteen pounds each.
5. I find the slave hunts are carried on by your people, and even by your soldiers, as usual, and the only prohibition

of the law "gellabs." Whatever the treatment may be in Egypt, the savagery of the war in Africa is all the same. The natives are hunted like wild beasts; their fields are wasted, their villages destroyed, and the defenceless people continually exposed to the marauding attacks of the subjects of your highness.

But, previously to the sale of the slaves in Cairo and Alexandria, nothing that takes place on board the slave-ships of other countries, or in the route of the slave "coffee" in their march across the desert to the coast, can exceed the barbarity with which the gellabs, or slave-traders of Nubia and Egypt, treat the unfortunate captives which they carry from the great emporiums of slavery, Dongola, Darfour, Cartoon, Camomel, and Corlofan.

In their route to Egypt, the wretched slaves are huddled together in small boats on the Nile, in the same way that the wretched negroes are crowded in one dense mass of human beings, jaded and cast down on board the Spanish slave-ships. It would be idle to expatiate on the sufferings of these creatures during the voyage, or on the hardships they endured in the previous journey over land.

Suffice it to say, on the authority of persons who have very recently even accompanied your soldiers in the slave-hunting expeditions from Sennaar, and have returned disgusted from them, that nothing can exceed the barbarity of the usage which the captured negroes experience at the hands of the "gellabs."

But still, with a confident hope in the justice and generosity of your highness, I look forward to the success of this application to your highness, and I most earnestly desire that the sufferings it details may reach your heart. And in the name of humanity itself I appeal to you, on behalf of the poor natives of Africa, whose country your people have hitherto desolated and robbed of its inhabitants, not only with impunity, but even with the sanction of your highness's officers in these distant provinces.

For the grievous wrongs that have been inflicted on the people, the promptest reparation is due to Africa; and, permit me to add, the debt is one which, in justice to yourself, your highness cannot leave unpaid. When that good work which was commenced at Fezaghian, by the liberation of the slaves that were brought before you, shall be accomplished, as I pray it will be by the immediate emancipation of every captive that is brought into your country, the blessings of the poor strangers who have been so cruelly oppressed, and are at length destined to be delivered by you from their sufferings, will then plead for a benefactor, who, in the discharge of the high duties committed to him, had endeavored to do that which was "just and equal to all men."

Such, may it please your highness,
is the humble prayer of
Your highness most ob't serv't.
R. R. MADDEN.
To his highness Mehemet Ali Pacha,
Viceroy of Egypt, Alexandria.

* In the month of December last, three boats of the above description on the Nile, laden with slaves, were seen by Mr. Weir, an English traveller. This gentleman, on whose authority the fullest reliance may be placed, estimates the number on board of each at 150.

From the Dublin Freeman's Journal.

American Slavery.

Mr. John O'Connell alluded, at the last meeting of the Kepeal Association, to the fact of the greater portion of the tobacco consumed by the people of Ireland being the produce of slave labor; and we had great pleasure in hearing the honorable member—after detailing some of the horrible atrocities perpetrated by the American slave owners—call upon his fellow countrymen to renounce the use of an article obtained at the expense of blood, and which may be truly said to be 'watered by the tears and winnowed by the sighs of groaning wretches.' We trust and hope—now that the Irish people have been made aware of the cruelties to which the cultivation of this noxious weed subjects the unfortunate negroes of the southern States—that a feeling of indignation sufficiently strong to lead to its disuse will take possession of the public mind, and that the men who are seeking for the restoration of national rights at home, will be among the first to

From the Philanthropist.
The Black Code of Ohio.

This week we devote a large portion of our paper to an exposition of the Black Code of Ohio. Most of what follows we wrote in the winter of 1838-9, but it will not be out of place now, when all eyes are directed to the Assembly, in hopes of a reform in our legislation.

DEGENERACY.

This is the year eighteen hundred and forty. That religion, which breathes peace on earth and good will to man, and commands us to do unto others as we would they should do unto us, made its advent nearly nineteen centuries ago. The blessings imparted by its presence, who can tell? Despotism has been smitten by its power, and is now crumbling in decay. Civil liberty has sprung up in its footsteps. Under its influence slavery has ceased to exist in the British dependencies. France and every other nation, save our own, under the same influence, are about severing the chains on human limbs. In some of the states of this Union, the march of liberty has been steadily onward. Massachusetts, Vermont, and New York have protested against the gag-resolutions of Congress, and spread the broad wings of a jury trial over the personal liberty of all within their borders. Sixty-four years ago, our fathers, moved by the free spirit of Christianity, solemnly proclaimed the grand doctrines of human rights. Thirty-eight years ago, the free settlers of Ohio, the framers of our Constitution, affirmed the same great doctrines, and fixed the brand of their reprobation forever on the spirit and practice of slavery.

Within a few years past, in full view of these glorious effects of Christianity, the sons of those settlers, the descendants of the revolutionary fathers; men, who call themselves christians; republicans, who scoff at the servile spirit and sentiments of monarchies; with the lights of Christianity beaming upon them, the voice of mercy pleading against them, their professions of superior devotion to freedom staring them in the face; spurning every feeling dear to our common humanity, forgetful of the contempt with which posterity will regard their memories; in violation of the constitution they were sworn to maintain; in disregard of the rights of the people they were sworn to protect; in contempt of the eternal, unchangeable principles of truth and justice, and in defiance of God—have bowed down before the demon of slavery, and, in obedience to its demands and the exactions of an iron prejudice, trodden upon the weak, forged chains for the best affections of the human heart, and enacted laws to uphold and perpetuate a stupendous system of violence, robbery and licentiousness.

TIMES BEFORE THE CONSTITUTION.

Before the formation of our present constitution, under the territorial form of government, no distinction was ever recognised in Ohio, between the rights of white persons, and the rights of free colored persons, except in a single point. By a law of 1799, all but white persons were exempted, or rather excluded, from service in the militia. In all other respects, the rule of equality was universal. In the convention that framed our constitution, the question of depriving the colored people of the right of suffrage, gave rise to much discussion. At first, a majority of the members was in favor of continuing to them this right; for, on motion to insert a clause to secure this privilege to all males residing in the territory, the vote stood, yeas, 19; nays, 15—every member being present. "A motion to extend the same privilege to their descendants was lost by a vote of 17 to 16, one member being absent. On the third reading of the article, a motion was made to strike out the clause which had been previously inserted, extending this privilege to persons of color as above stated, which was carried by the casting vote of the president, on tie of all the members. On the question of striking out a clause which had been inserted, excluding them from giving testimony in courts of justice against white persons, it was carried in the affirmative, by a vote of seventeen to sixteen, one member absent."

These votes of the Convention show, how far the framers of the constitution intended to restrict the rights of colored people.

But the example of oppression had been set, and subsequent legislation gave evidence of its corrupting tendencies. The spirit of slavery demanded heavier impositions

poor of the township where such negro or mulatto may be found, to remove immediately such black or mulatto person, in the same manner as is required in the case of paupers.

Sec. 2. That it shall be the duty of the clerk before whom such bond may be given as aforesaid, to file the same in his office, and give a certificate thereof to such negro or mulatto person; and the said clerk shall be entitled to receive the sum of one dollar for the bond and certificate aforesaid, on the delivery of the certificate.

Sec. 3. That if any person, being a resident of this State, shall employ, harbor or conceal any such negro or mulatto person aforesaid, contrary to the provisions of the first section of this act; any person so offending, shall forfeit and pay for every such offence, any sum not exceeding one hundred dollars, the one half to the informer, and the other half for the use of the poor of the township in which such person may reside; to be recovered by action of debt, before any court having competent jurisdiction; and moreover be liable for the maintenance and support of such negro or mulatto, provided he she or they, shall become unable to support themselves.

Sec. 4. That no black or mulatto person or persons shall hereafter be permitted to be sworn or give evidence in any court of record, or elsewhere, in this State, in any cause pending, or matter of controversy, where either party to the same is a white person; or in any prosecution which shall be instituted in behalf of this State, against any white person.

Sec. 5. That so much of the act entitled "An act to regulate black and mulatto persons," as is contrary to this act, together with the sixth section thereof, be and the same is hereby repealed.

This act shall take effect and be in force from and after the first day of April next.

ABRAHAM SHEPHERD.

Speaker of the House of Representatives,

THOMAS KIRKER,

Speaker of the Senate

January 25th, 1807.

Without any comment at this time on the section relating to freedom certificates, we remark, that the law in regard to testimony, is founded on the assumption, that colored people do not appreciate the obligations of truth, or of an oath. It is a standing libel on their character, branding them all, in effect, as LIARS. Its tendency certainly is, to degrade them in their own estimation, take off from their conduct the powerful check of self-respect, tempt them to demoralizing tricks to secure rights which an unjust law throws open to villainous encroachment, and check their industry and keep down their spirit of enterprise, by rendering of uncertain acquisition the rewards of honest labor. While it operates thus upon the colored man, it offers occasion to unprincipled white men to gratify their avarice or resentment at the expense of the former. Need we here speak of the fraud and violence to which colored people are continually subject? It were almost a work of supererogation. The observation of perhaps every member of the Assembly can furnish facts bearing on this point. Let them call to mind the case of Scott's murderers—a wife, prohibited from giving testimony that might lead to the detection of her own husband's assassin! The persons arrested are awaiting their trial; but many a heart trembles with apprehension lest justice should yet be defrauded of its claims, by the law which the Assembly is now called on to repeal.

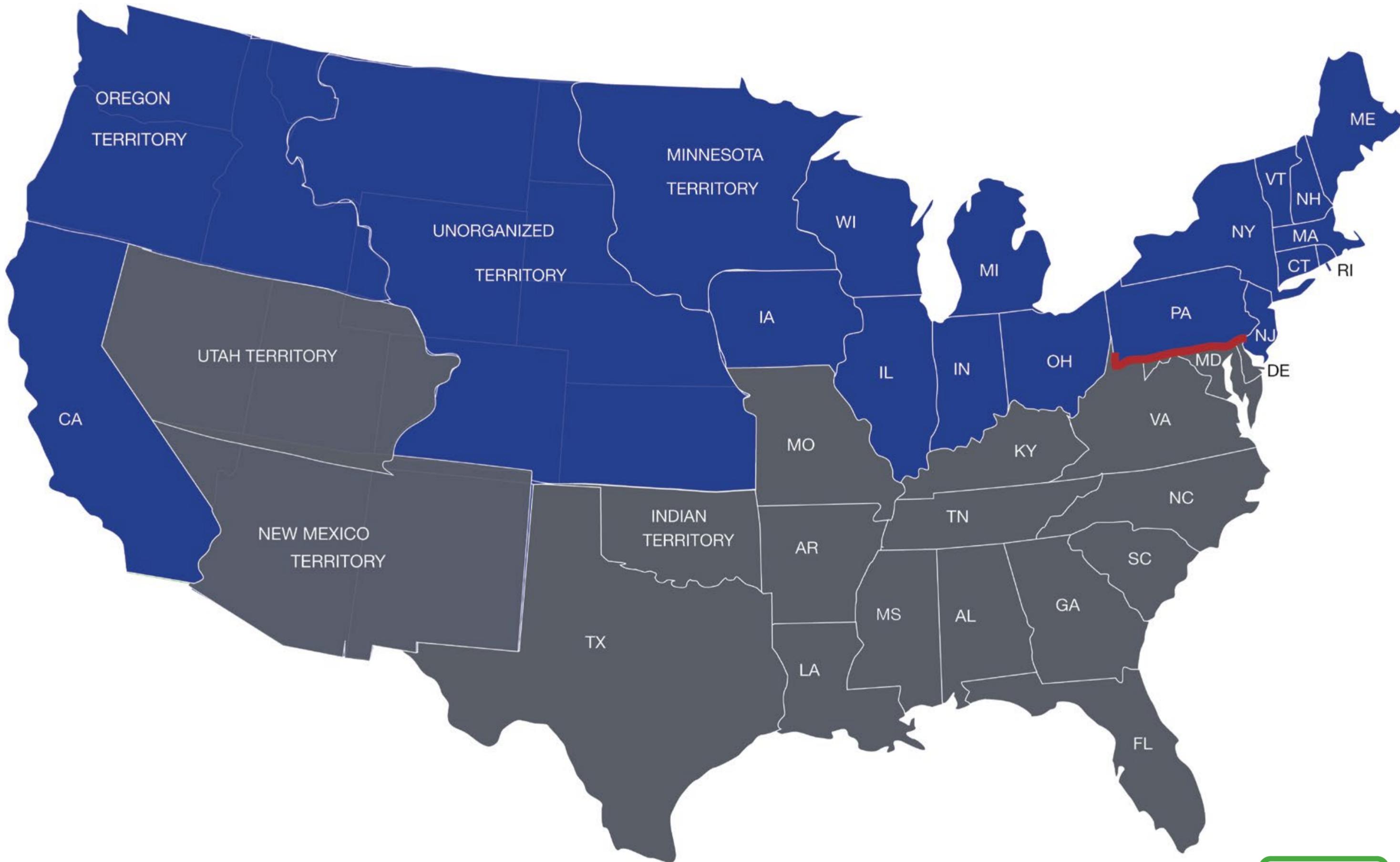
Take another case which took place not many years ago in this State, a case related to us by the lamented Charles Hammond, who often in conversation with me, expressed his hostility to this law.

A white man and a colored man quarrelled. The former became angry, drew his knife, and his antagonist sought safety in flight. The white man pursued him, followed him into his house, and cornered him. It was too dark to discern objects of a colored man was lying had retreated, when, as up in front of him. The man, blind with rage, and bare the whole cavity.

left the house and kept his own counsel; none had witnessed the deed but the family and a few colored inmates; and justice never could be had, the murderer went unpunished, for a colored man's oath was inadmissible! The

3A-7





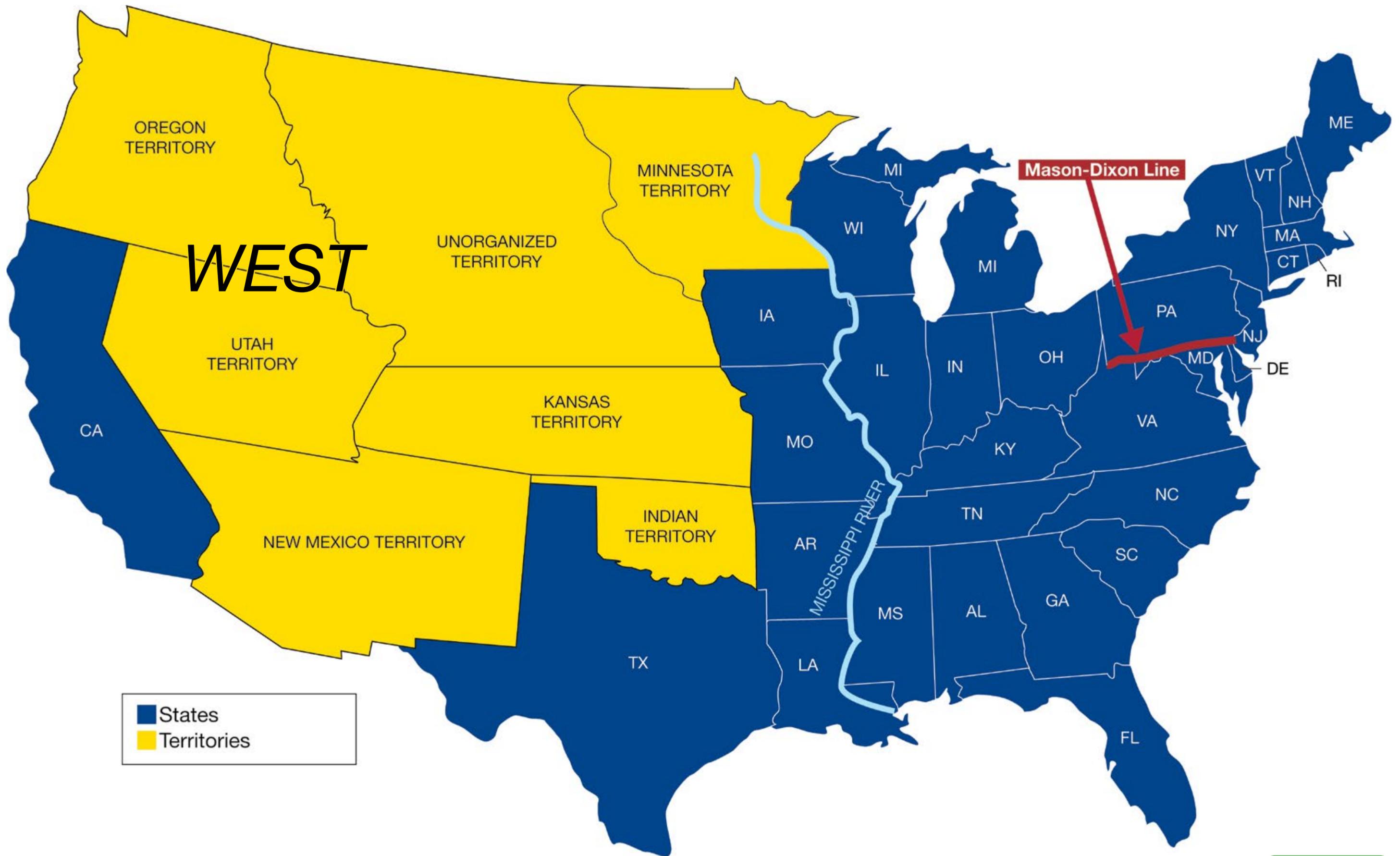
■ Free states and territories ■ Slave states and territories





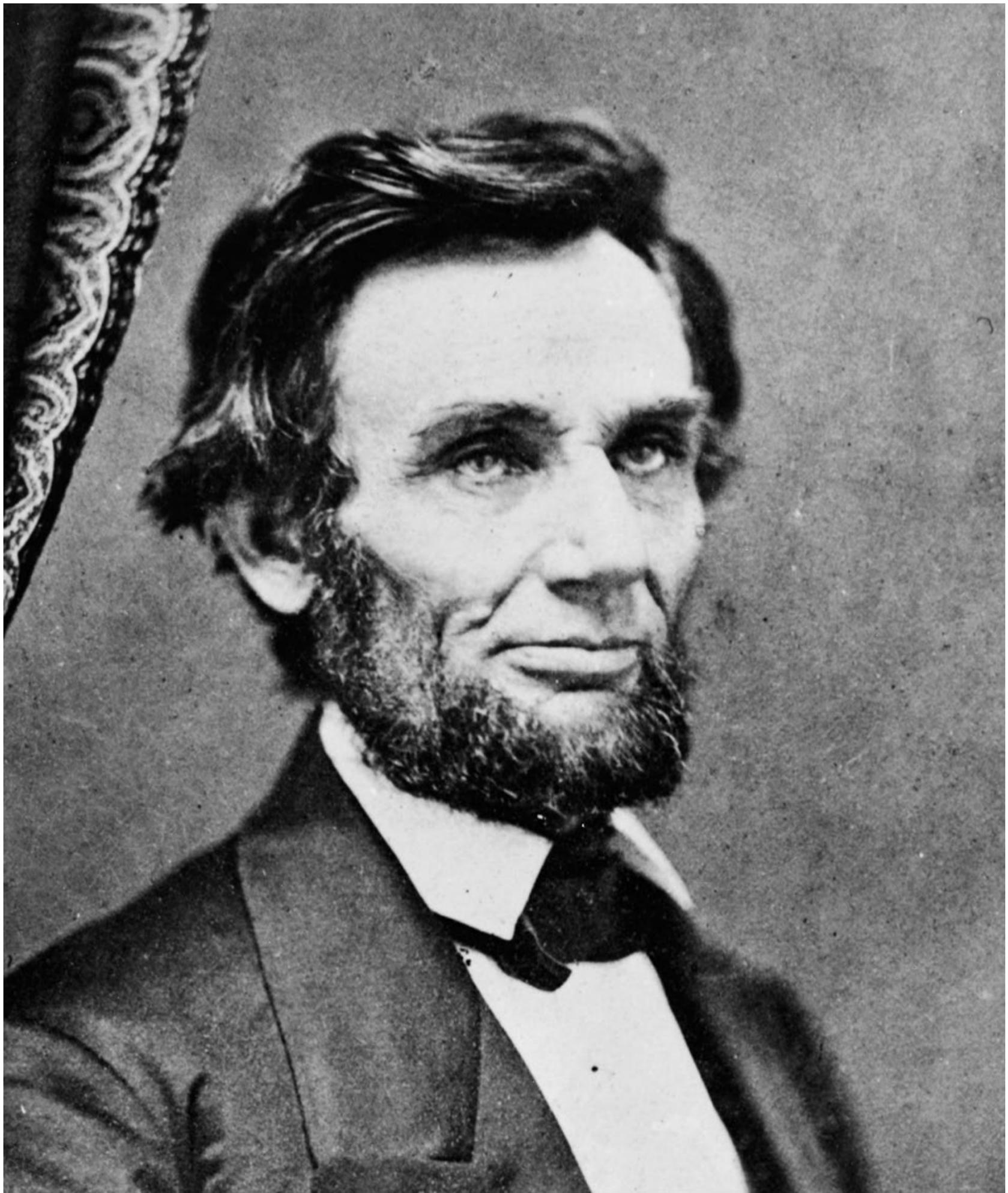




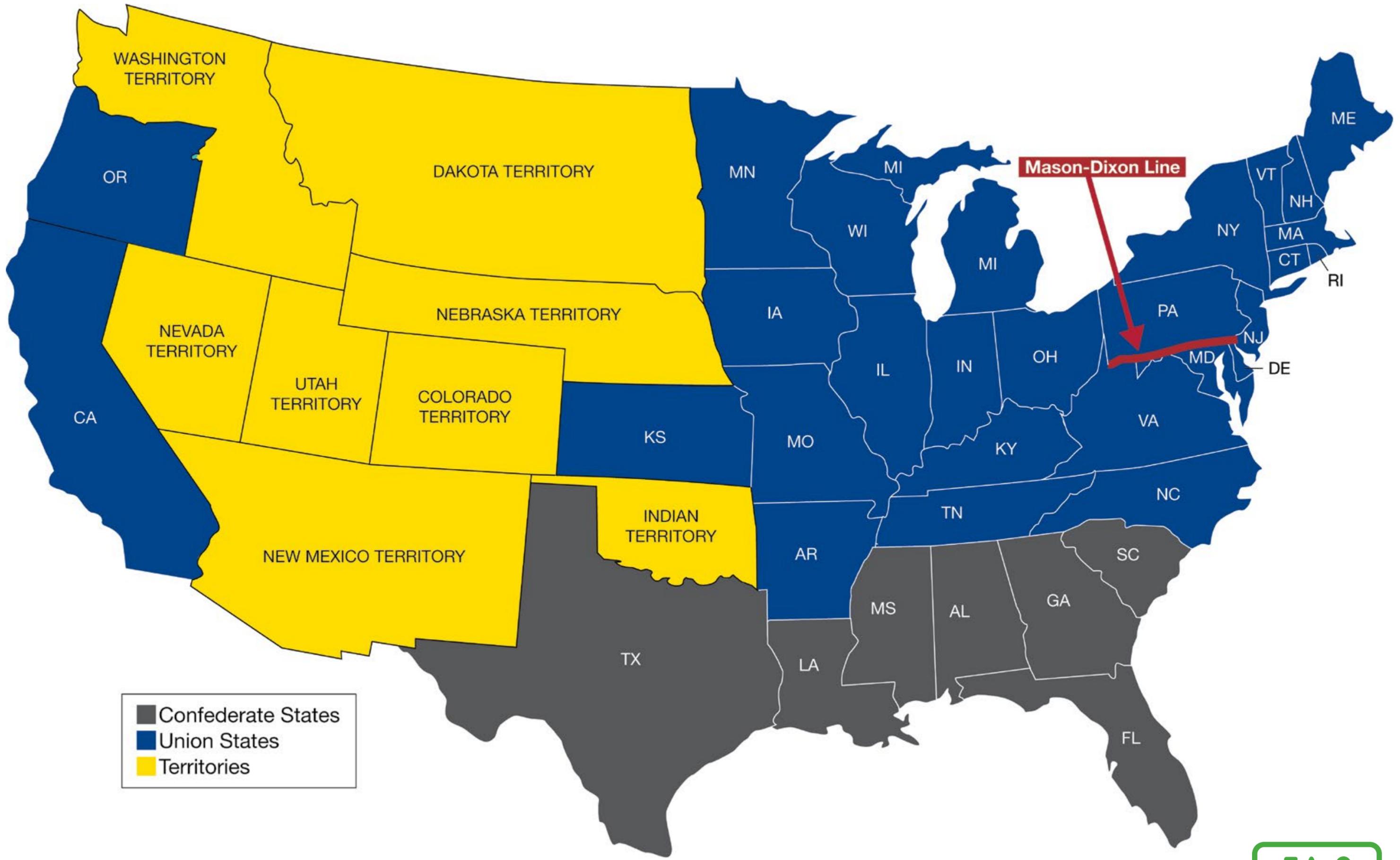






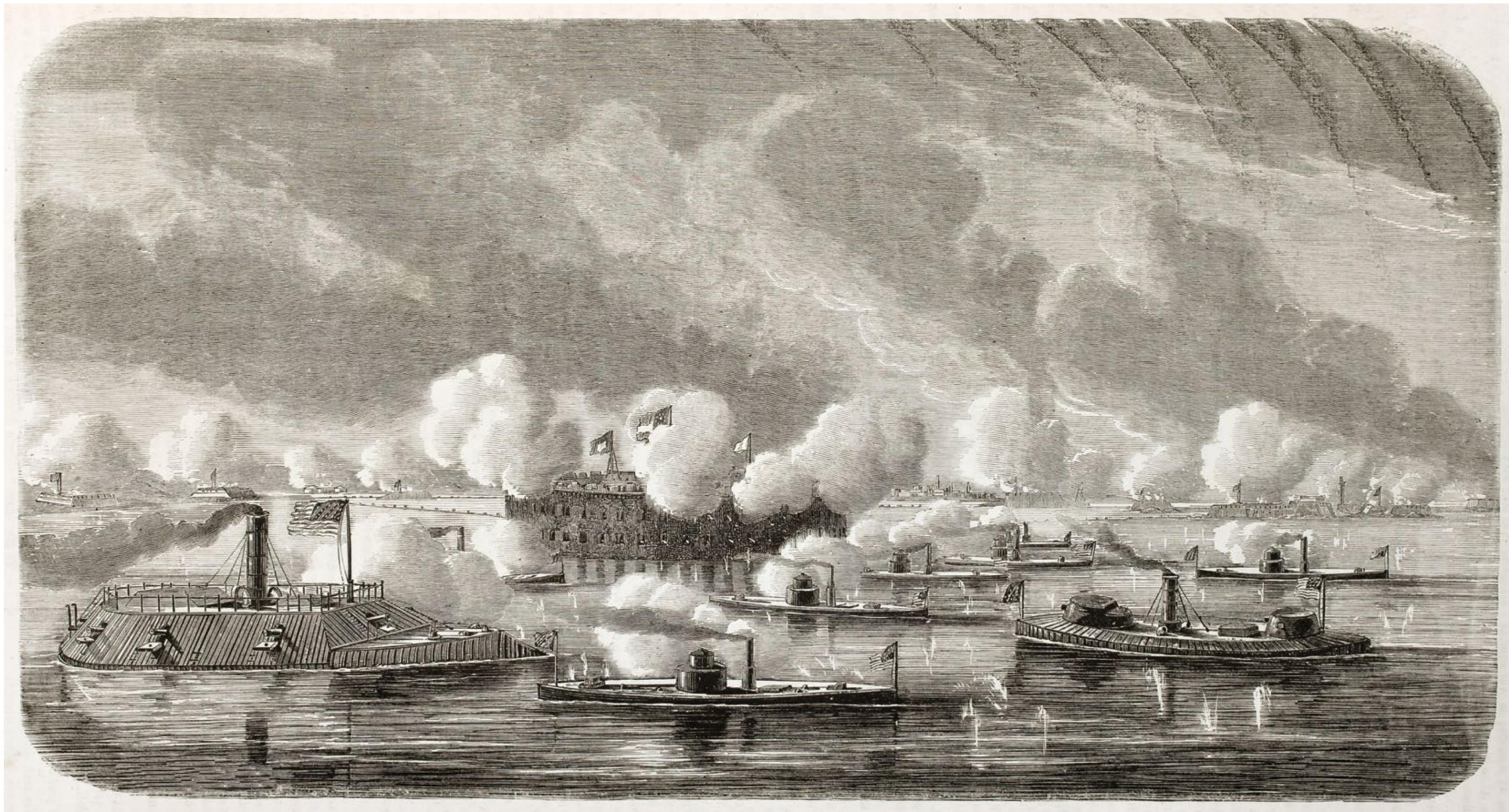


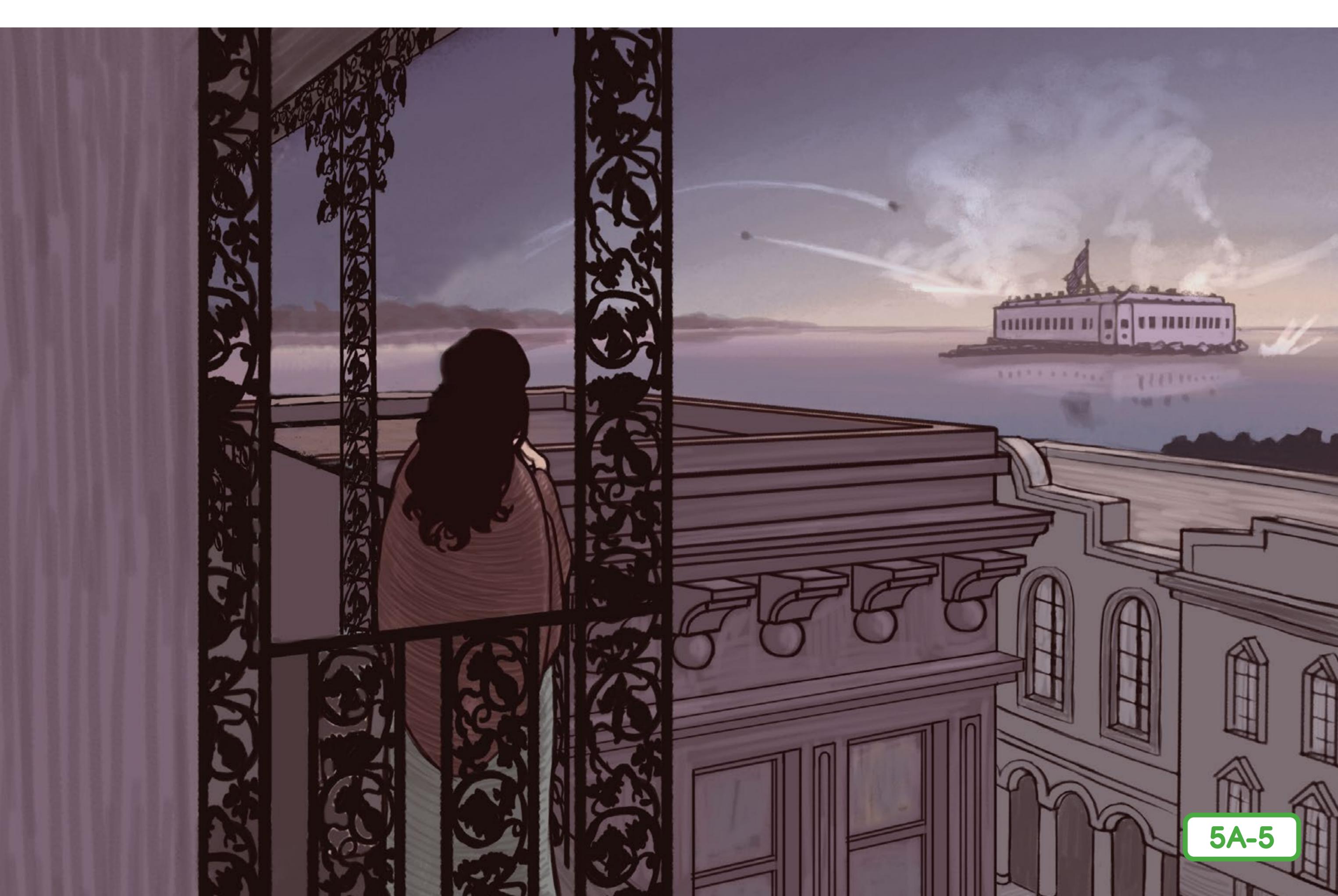
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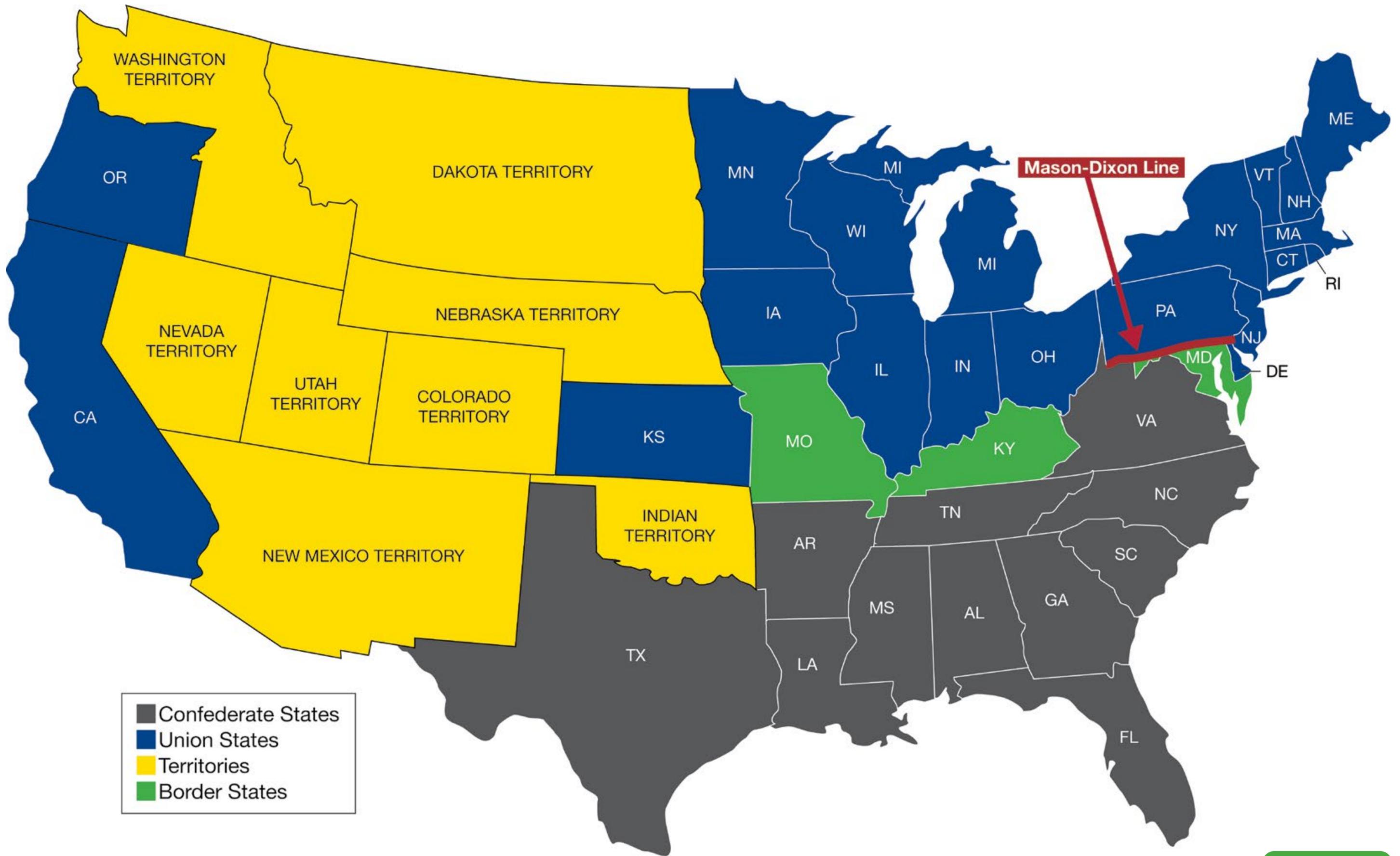
■ Confederate States
■ Union States
■ Territories



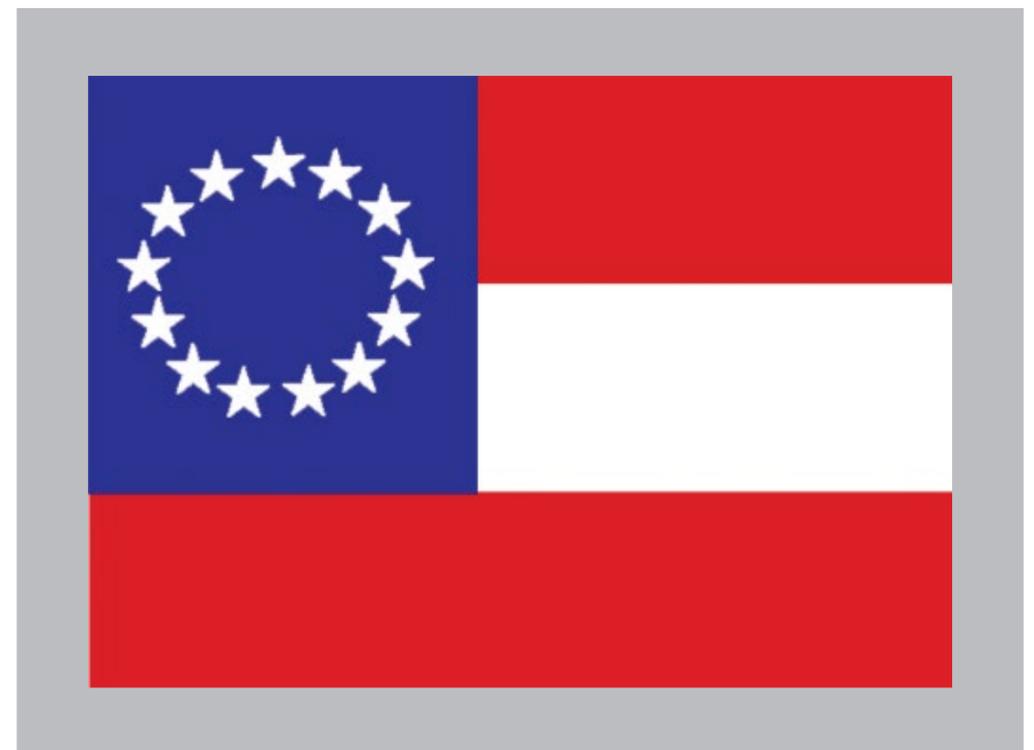
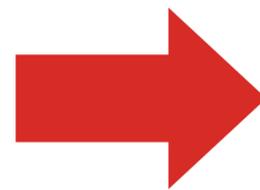
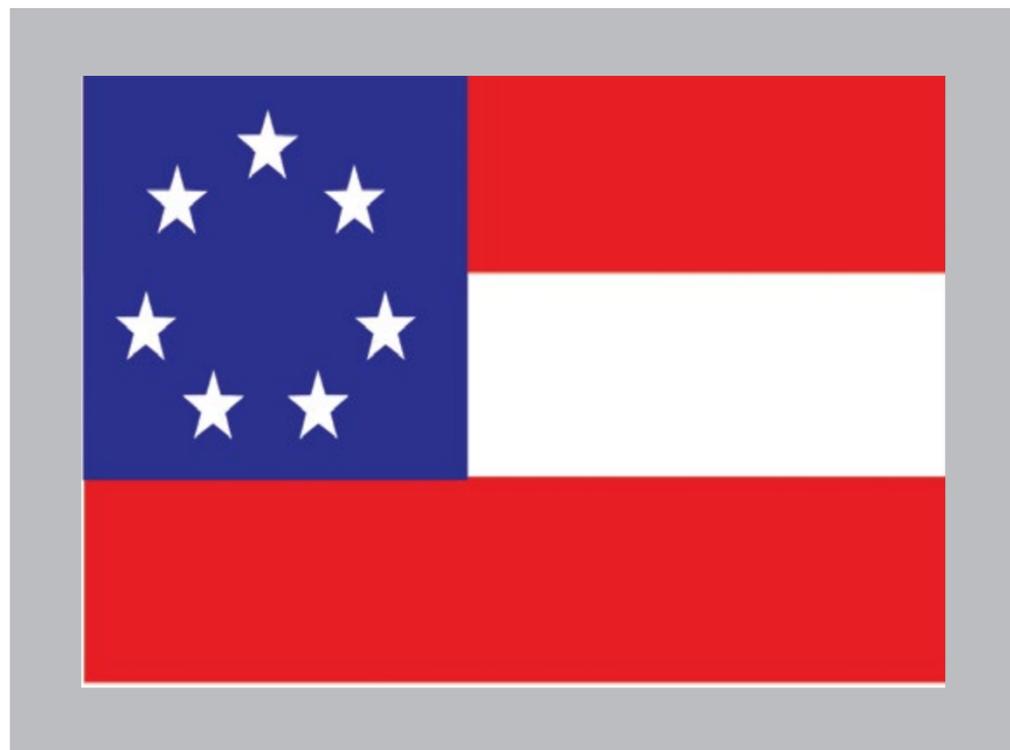
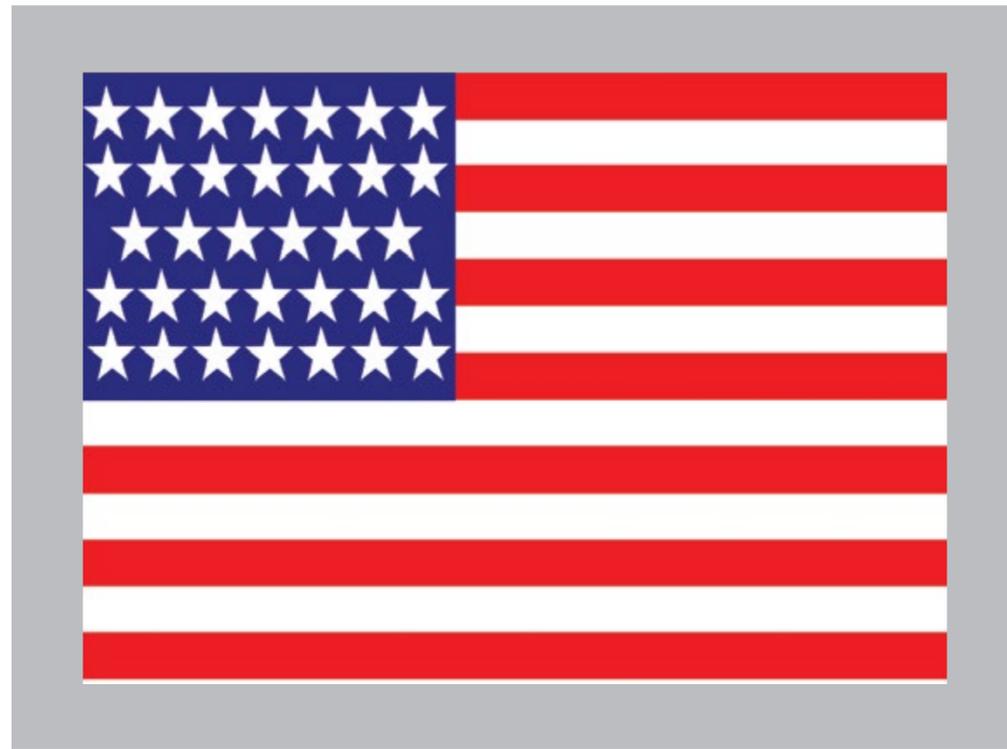








- Confederate States
- Union States
- Territories
- Border States











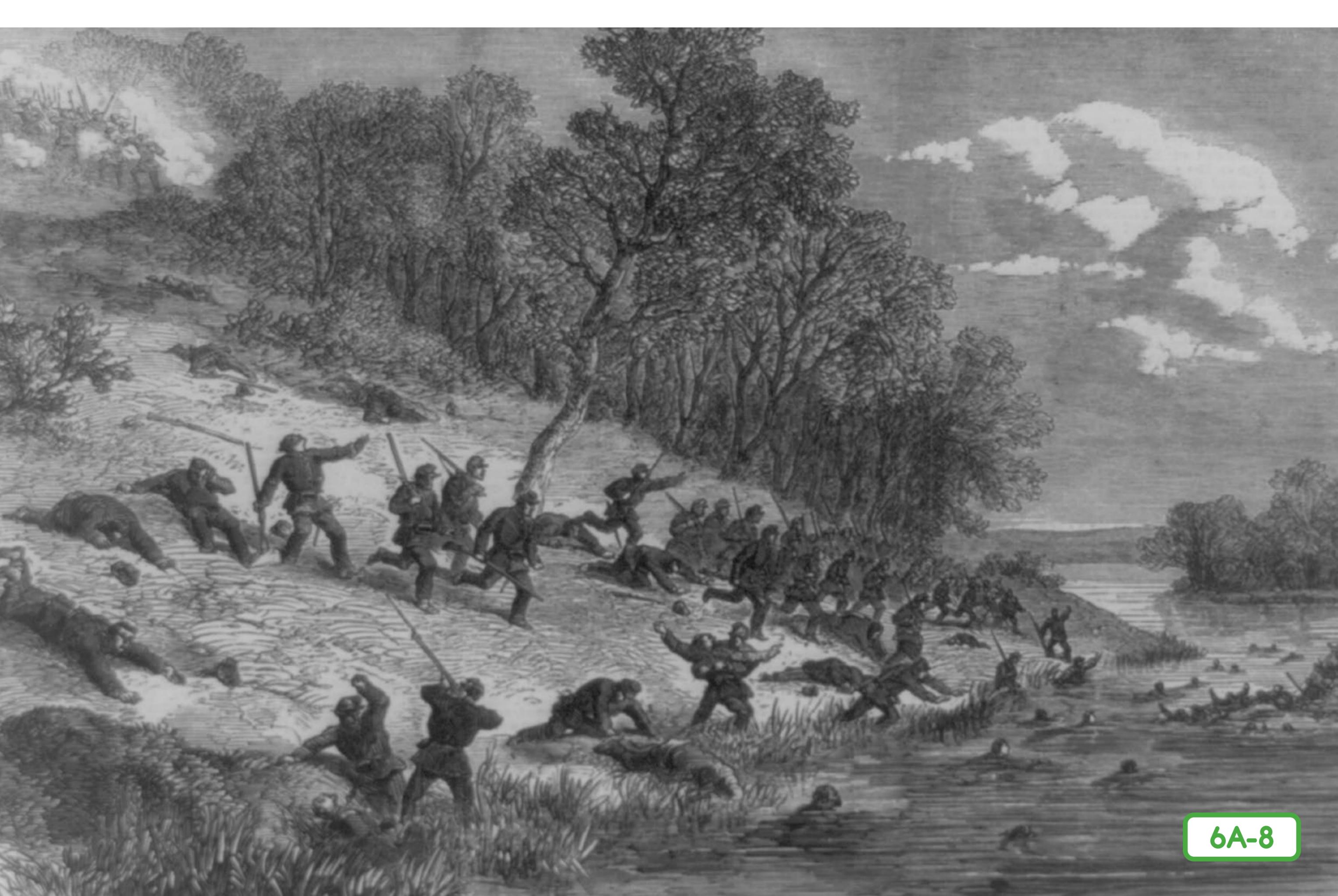




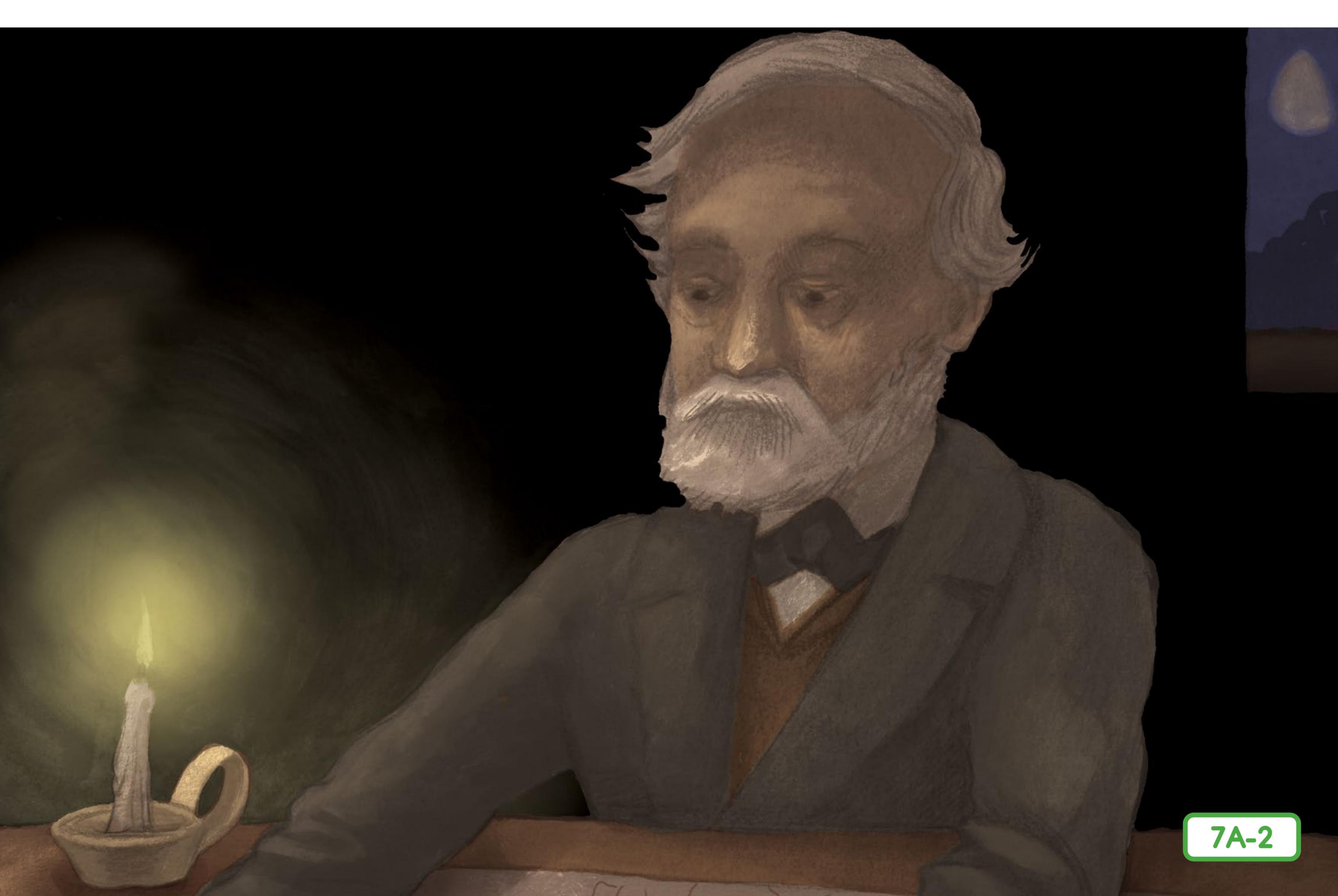


MANASSAS

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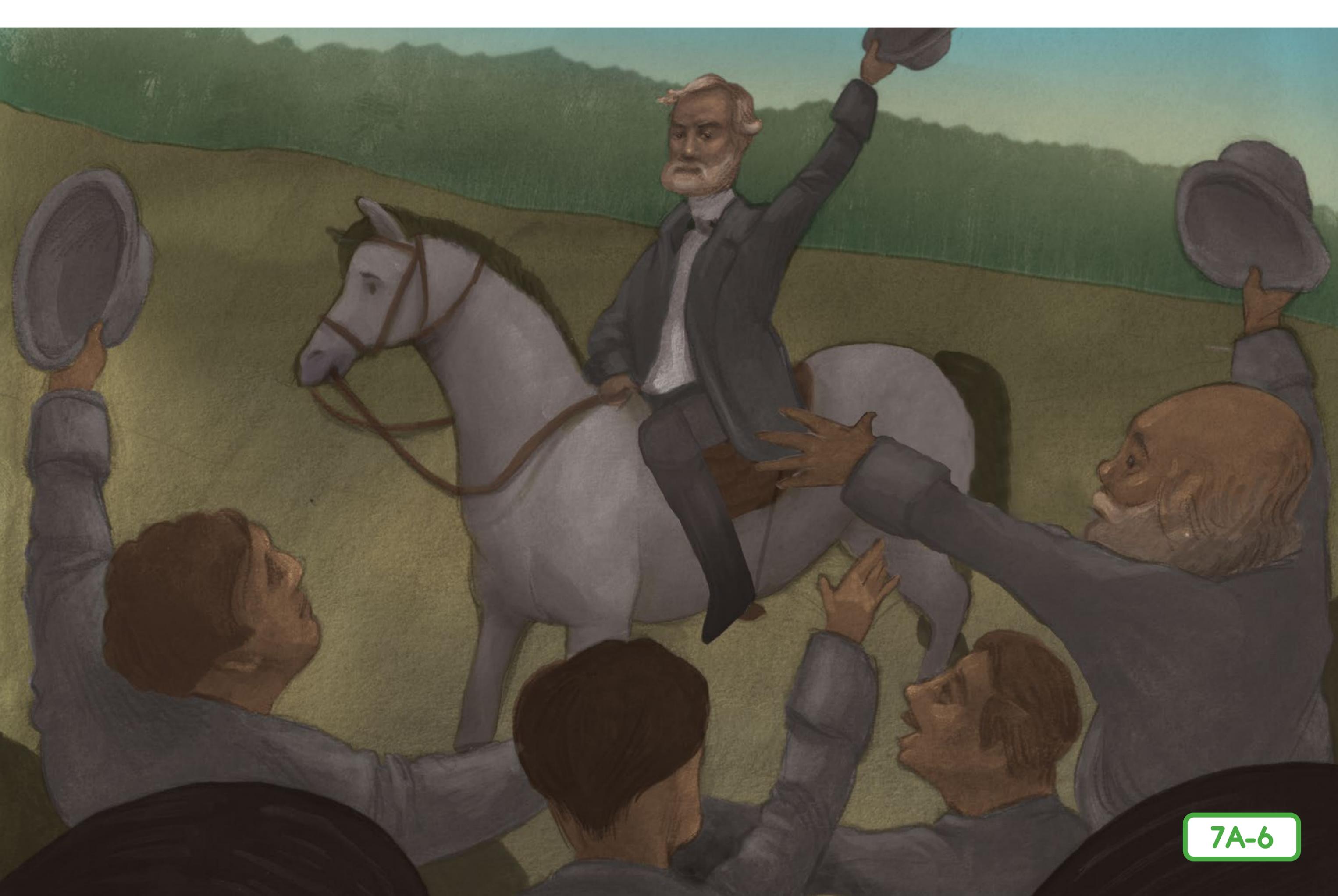
















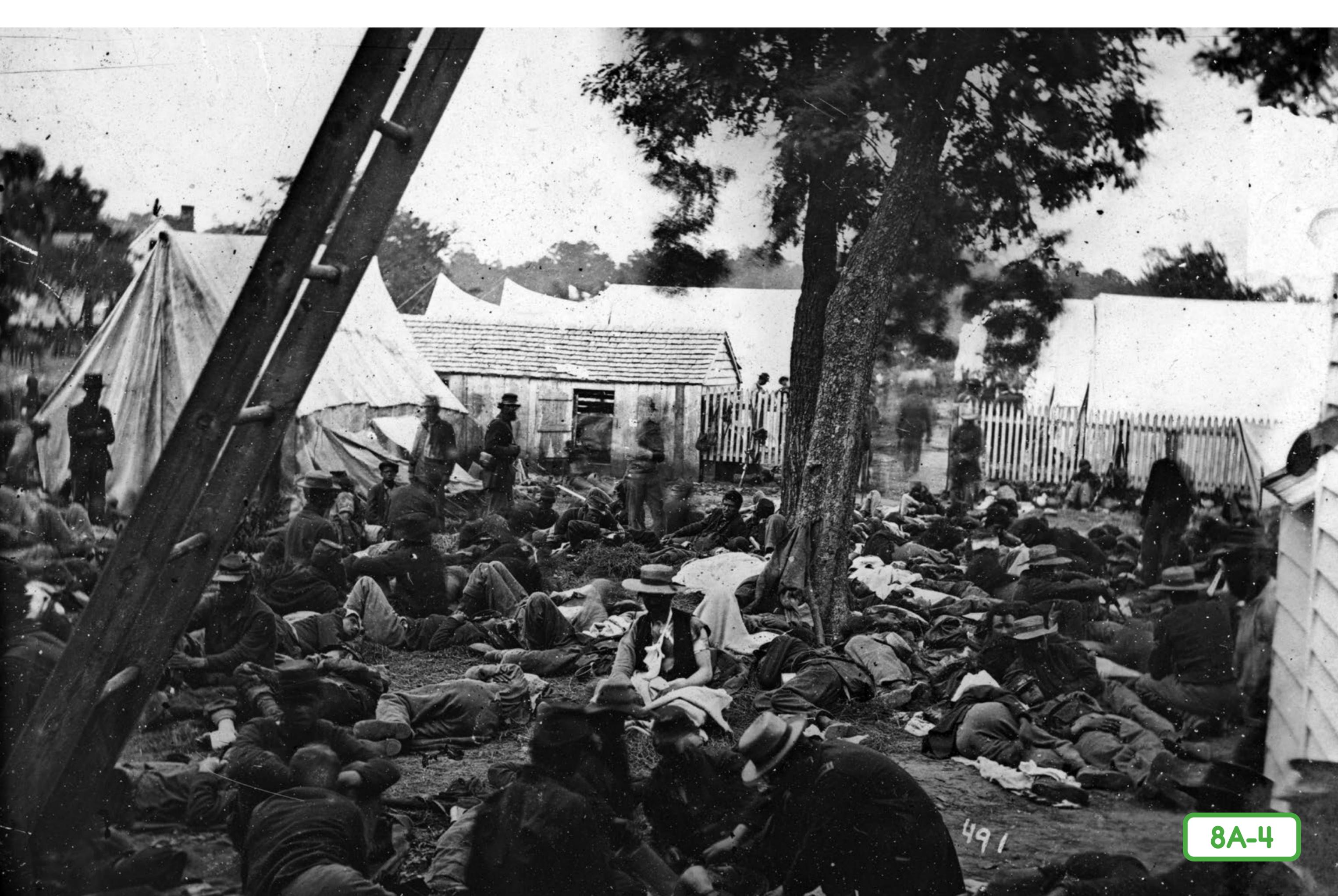
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VOL. 1.
LATEST NEWS!
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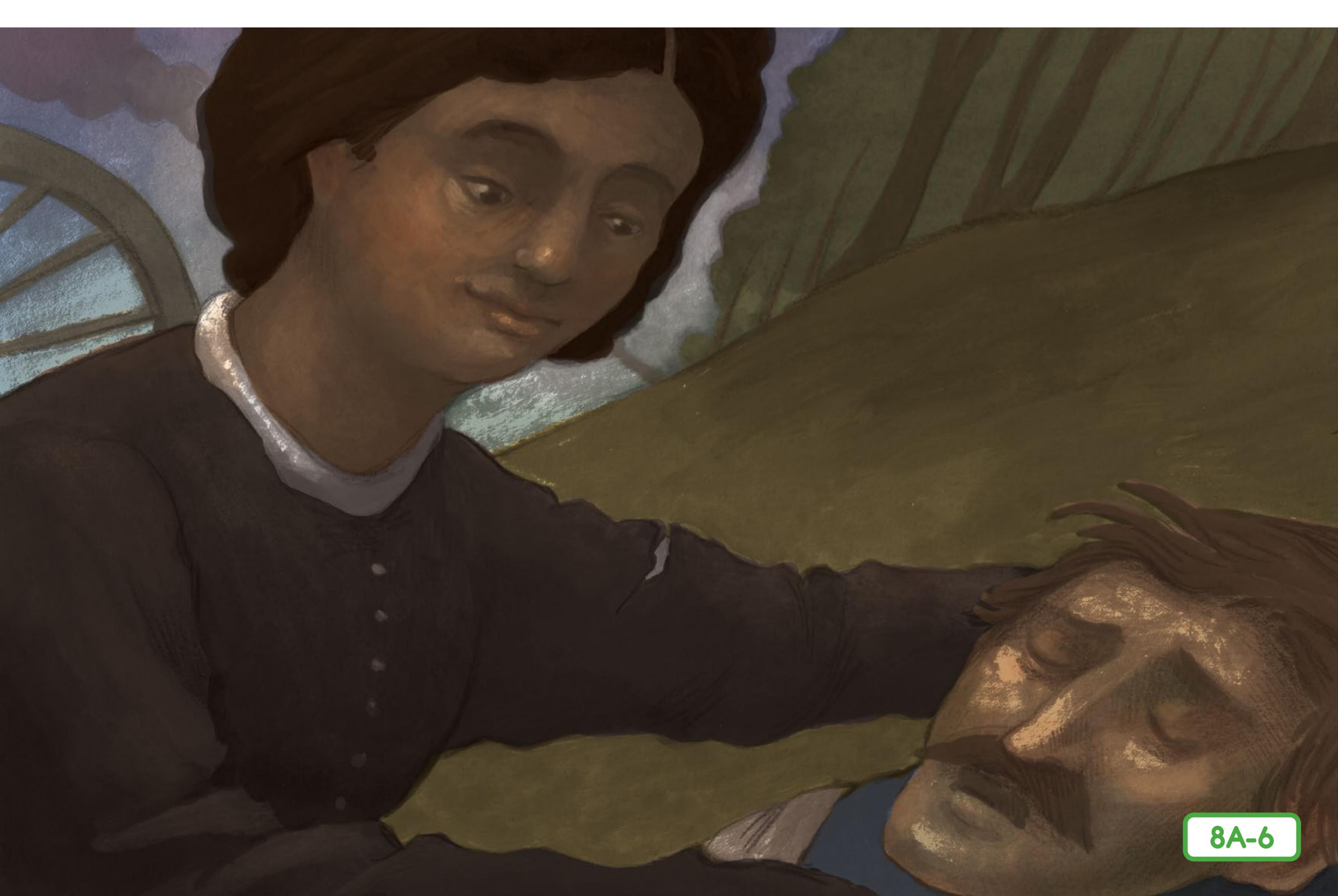
8A-2



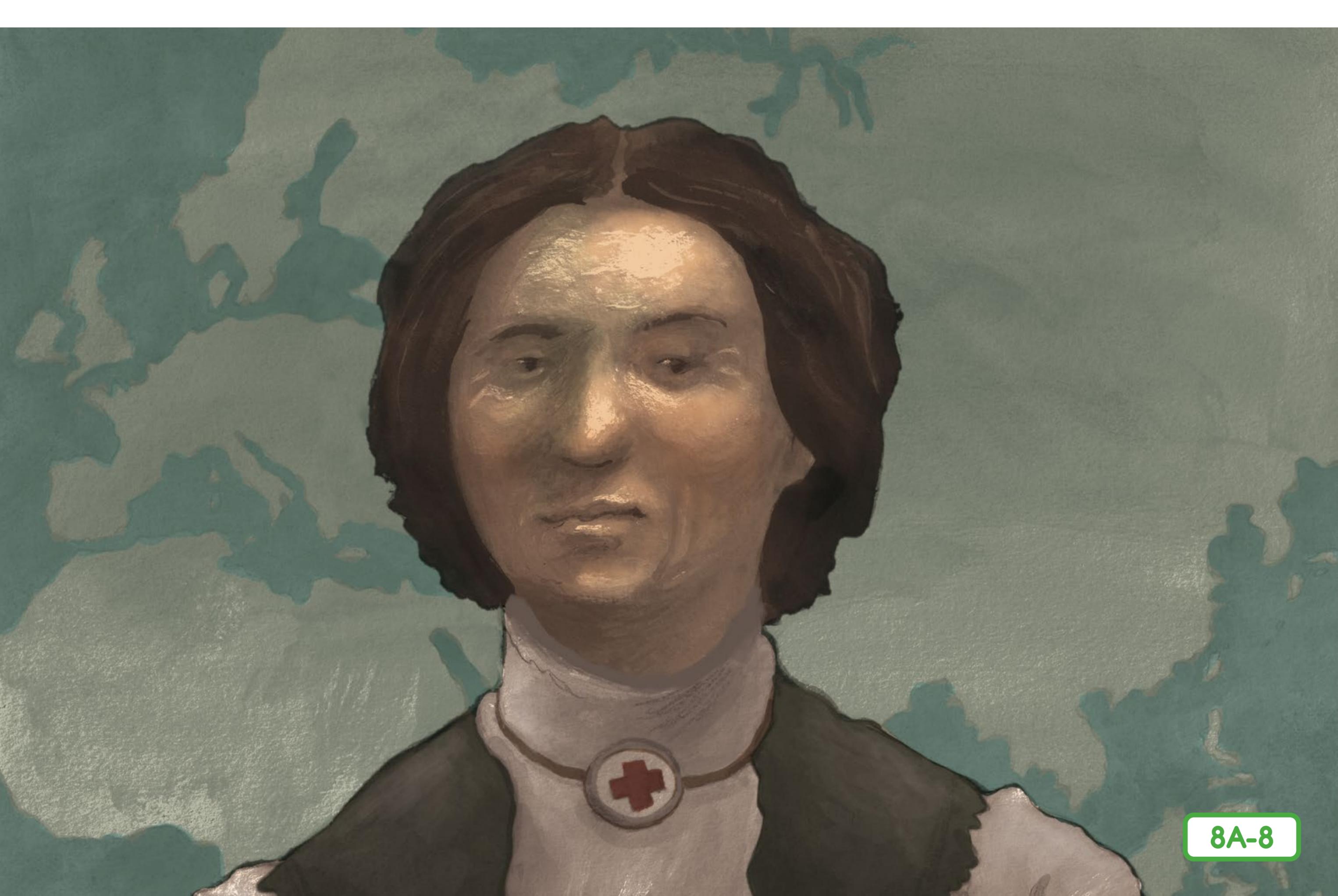


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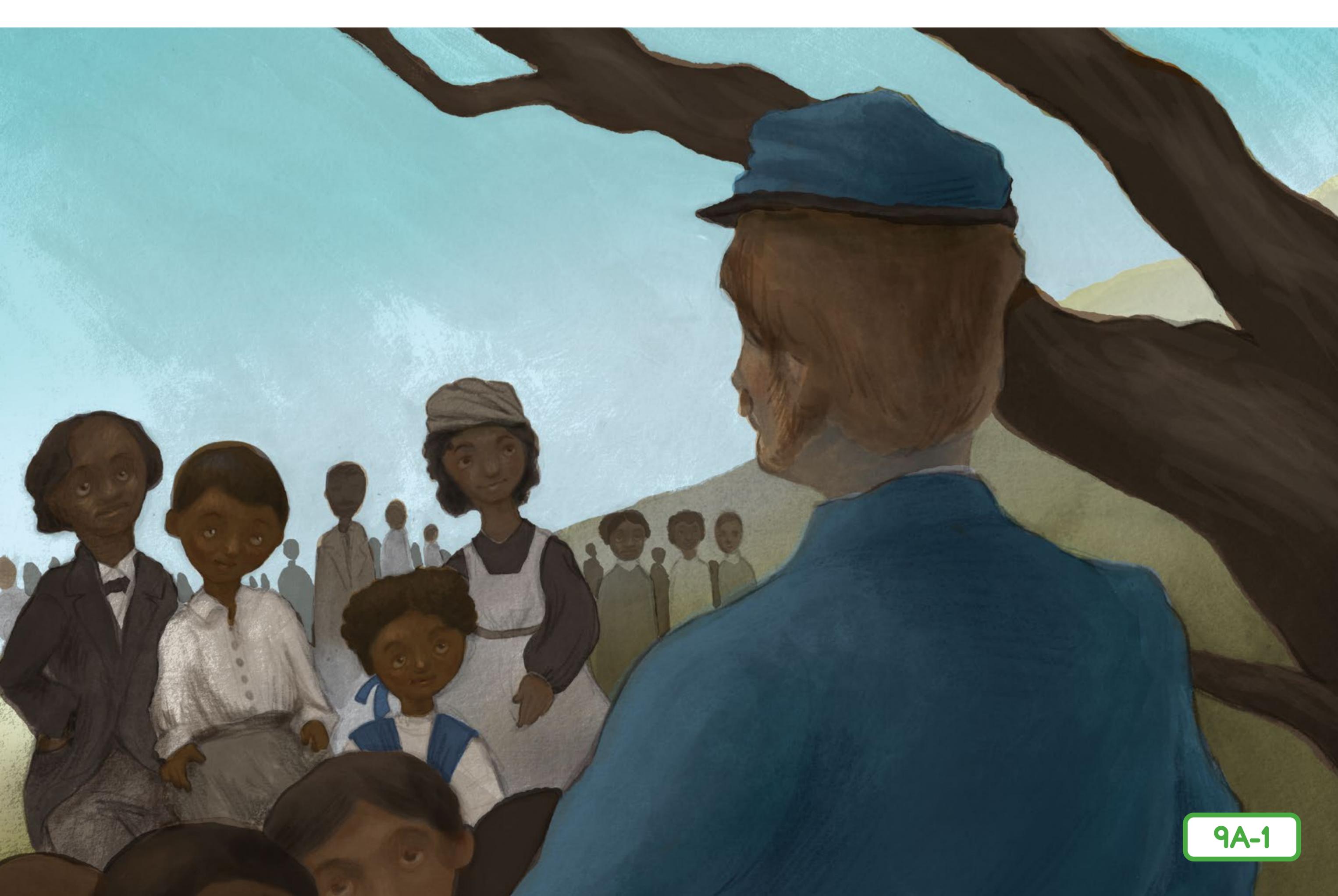






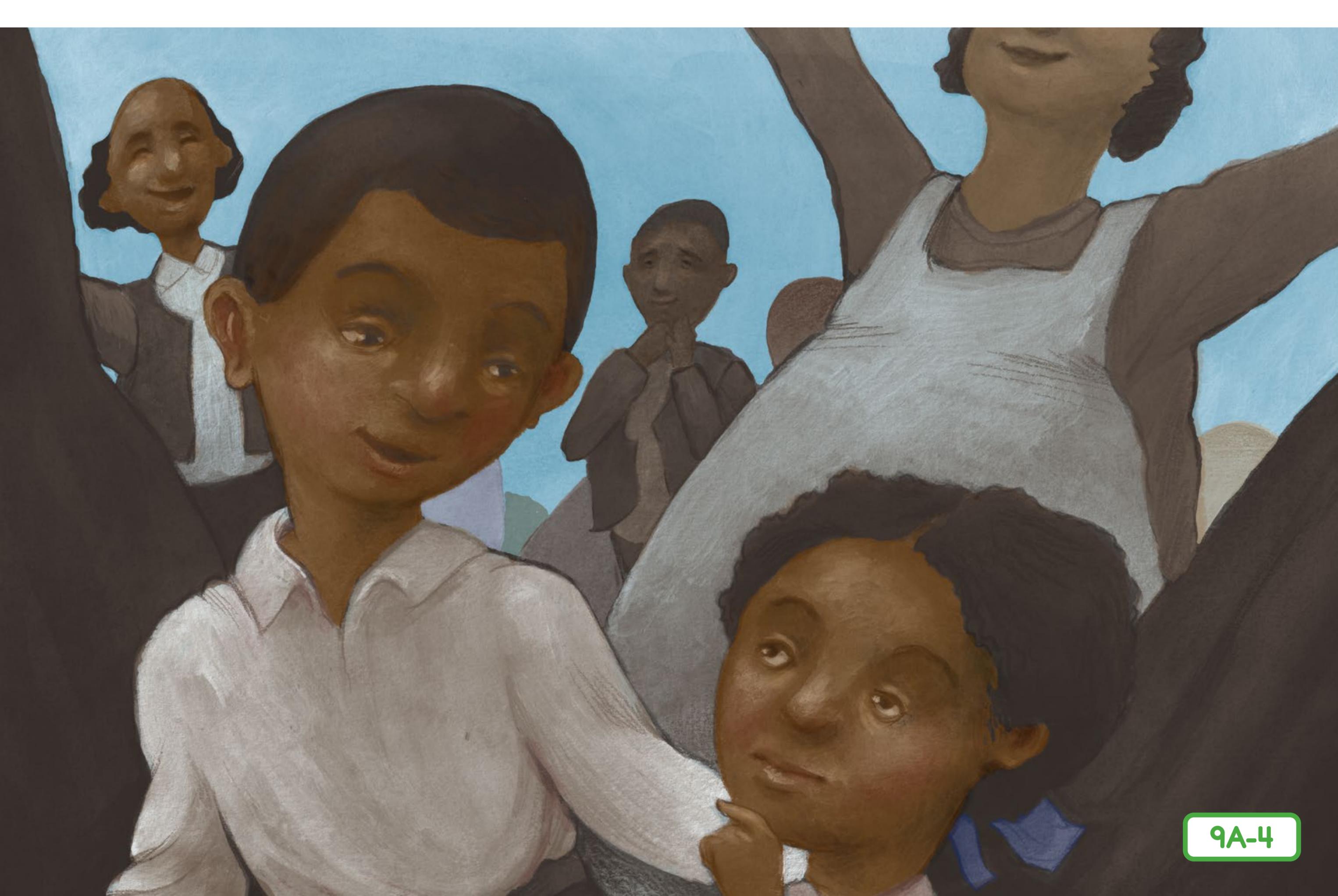
**American
Red Cross
DISASTER
SERVICES**























10A-3



10A-4



and which
makes us
in order
- with
- then
- who
- you
- have done
for
A. Lincoln

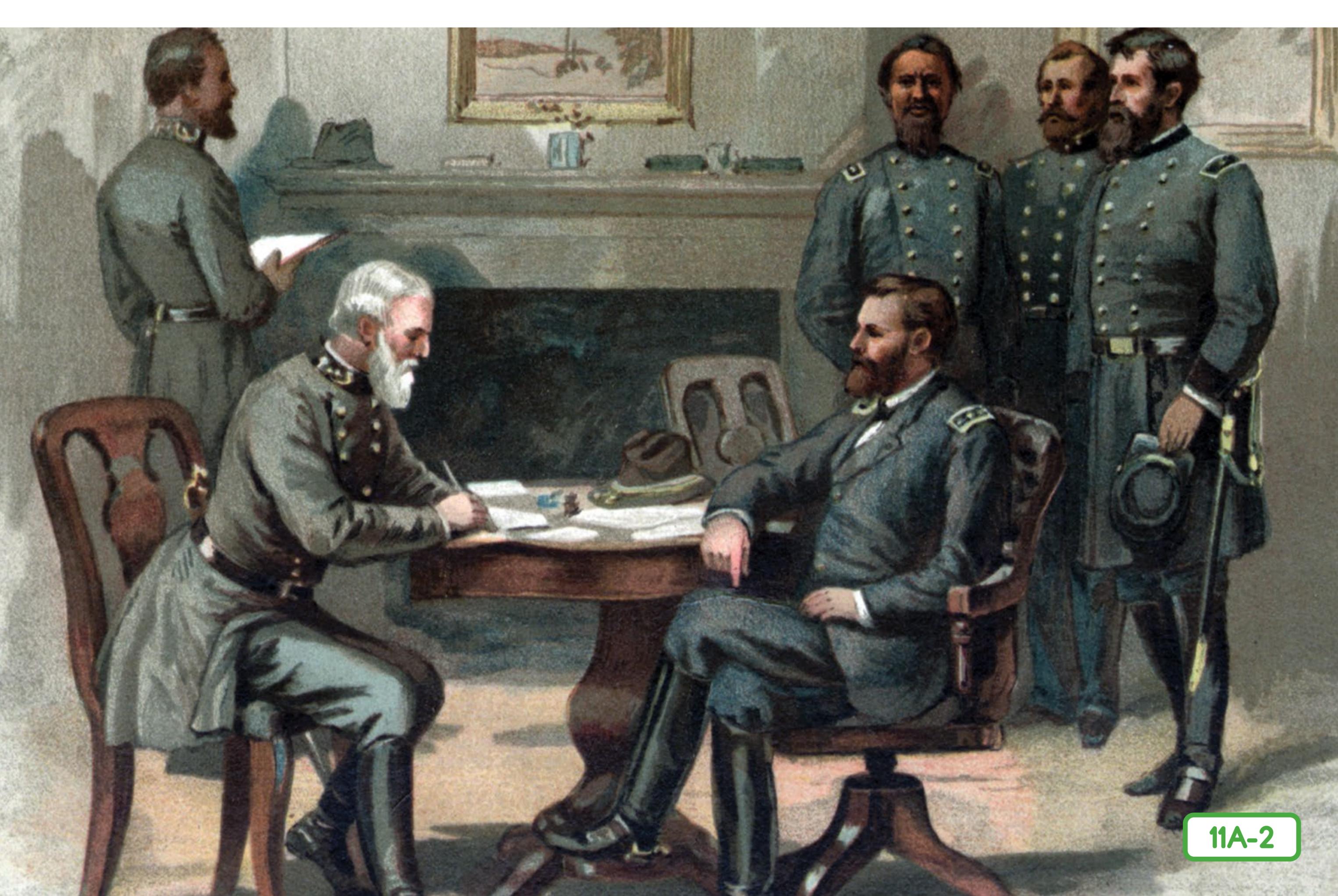


10A-6





PHILAD.
N.Y. AND
BALTIMORE
PAPERS.





2478





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WAGONS & CARRIAGES
GROGERS

LEONARD'S SEED STORE
ARNOLD BRO'S MARKET

ARNOLD
BRO'S
MARKET

REAL ESTATE
CARTUCKER & CO

GROCERIES
AND
PROVISIONS

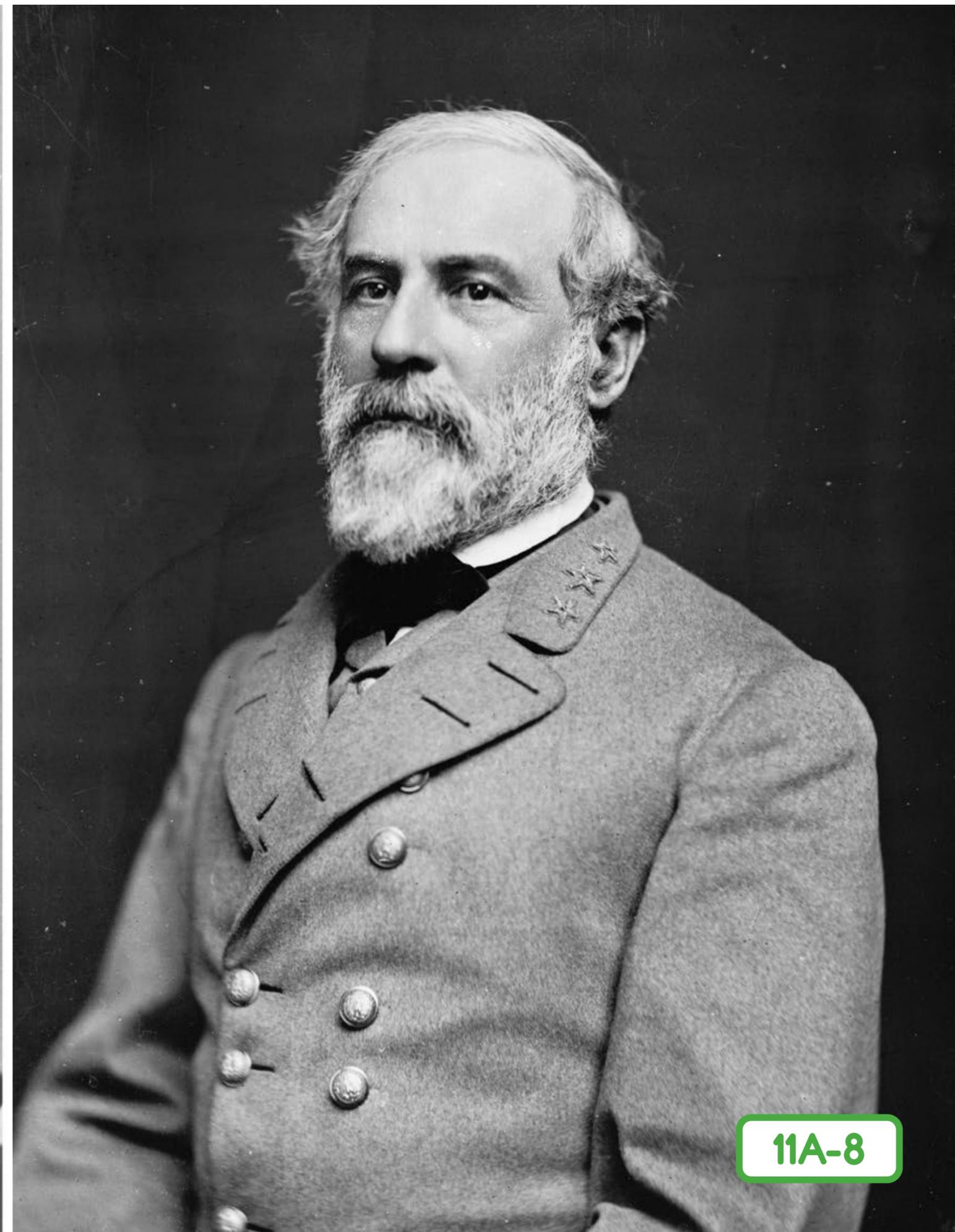
11A-5

IN THIS TEMPLE
AS IN THE HEART OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER



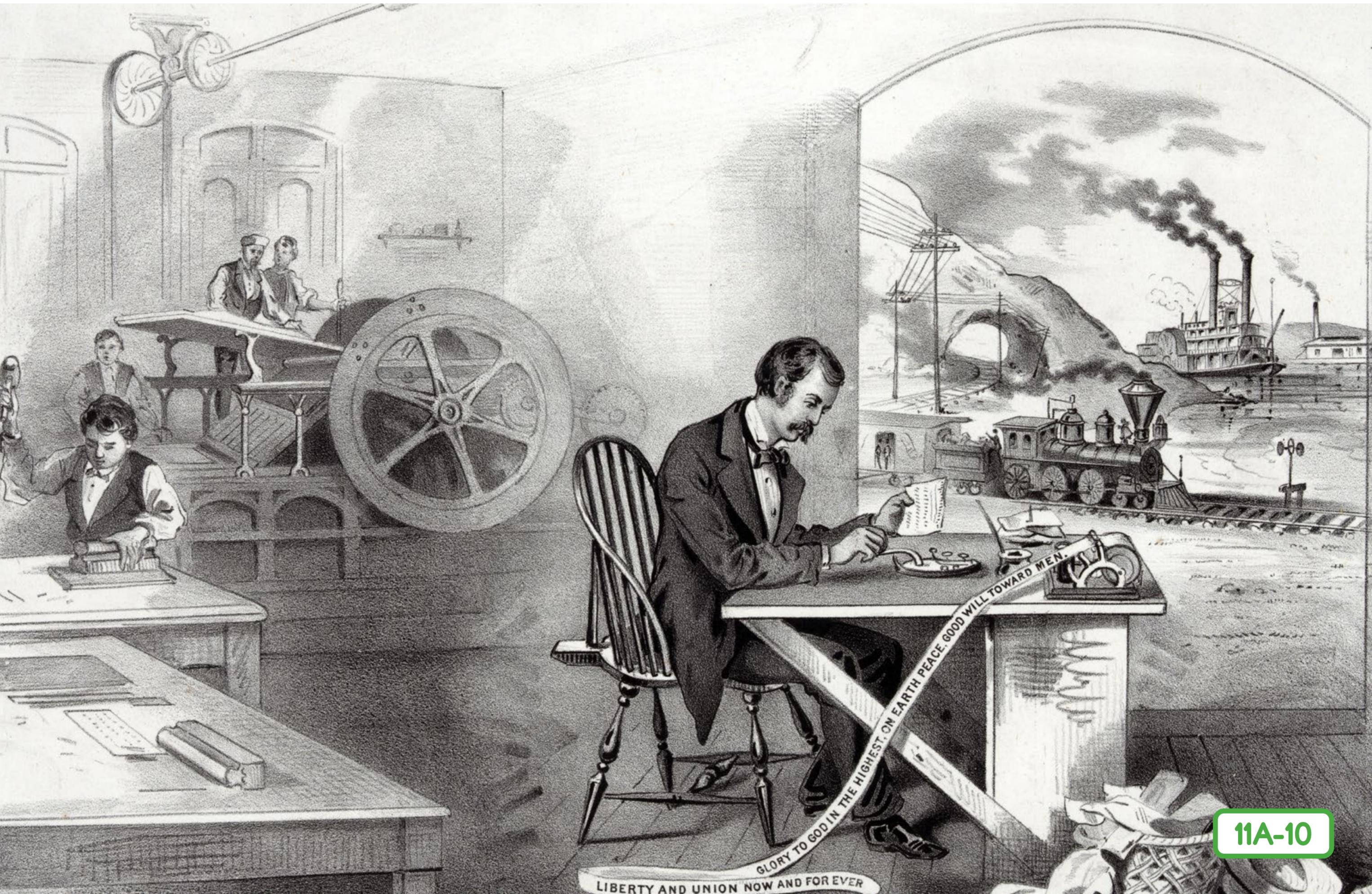


11A-7



11A-8





LIBERTY AND UNION NOW AND FOR EVER

GLORY TO GOD IN THE HIGHEST, ON EARTH PEACE, GOOD WILL TOWARD MEN.

Grade 2

Knowledge 8

The U.S. Civil War

Multiple Meaning Word Posters

Multiple Meaning Word Posters

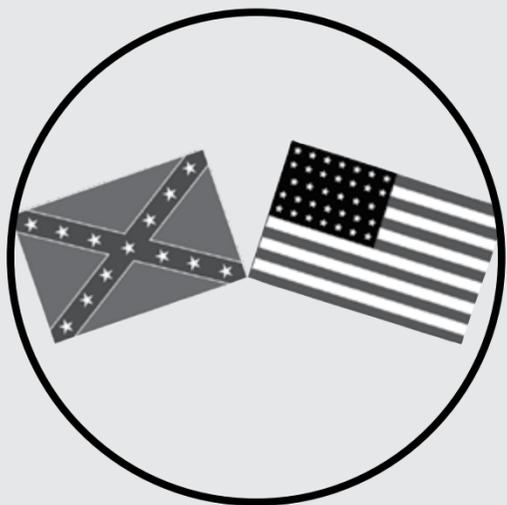
The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Stirred (Poster 1M)

1. moved after being still (*verb*)
2. mixed something by making circular movements with a spoon (*verb*)

The U.S. Civil War | Multiple Meaning Word Poster 1 of 5

1



2





Flies (Poster 2M)

1. small insects that have two wings (*noun*)
2. moves through the air (*verb*)

The U.S. Civil War | Multiple Meaning Word Poster 2 of 5

1

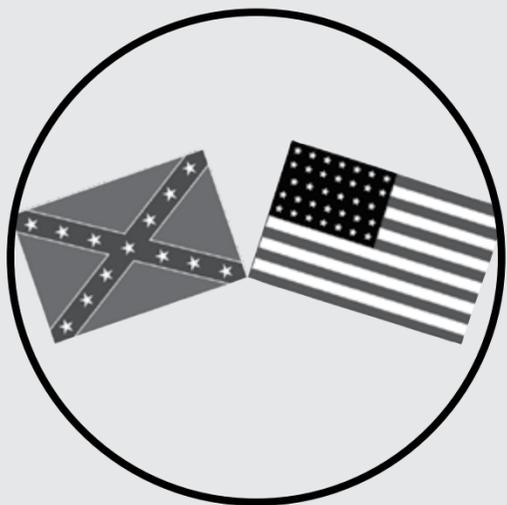


2



3





Coat (Poster 3M)

1. the outer covering of fur, hair, or wool on an animal (*noun*)
2. an outer garment, or clothing, that is worn to keep warm or dry (*noun*)
3. to cover something with a thin layer such as paint (*verb*)

1



2



3





Post (Poster 4M)

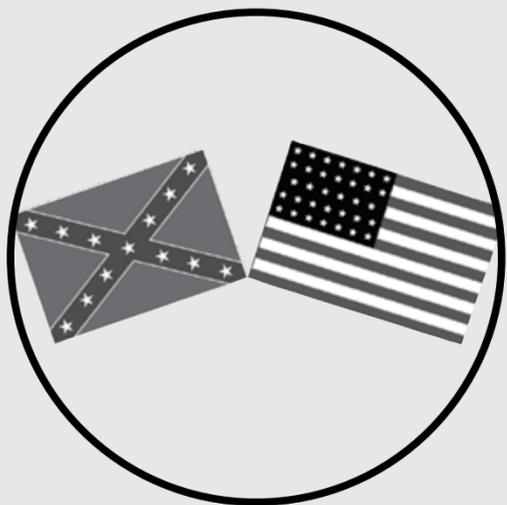
1. a piece of wood or metal that is set in an upright position into the ground (*noun*)
2. to send something by mail (*verb*)
3. to put up a sign so that it can be seen by many people (*verb*)

1



2





Trails (Poster 5M)

1. paths through a forest (*noun*)
2. walks or moves slowly, following behind (*verb*)

The U.S. Civil War | Multiple Meaning Word Poster 5 of 5



Grade 2 | Knowledge 8 | Flip Book
The U.S. Civil War

ISBN 9781643838397



9 781643 838397



Grade 2

Knowledge 8 | Image Cards

The U.S. Civil War

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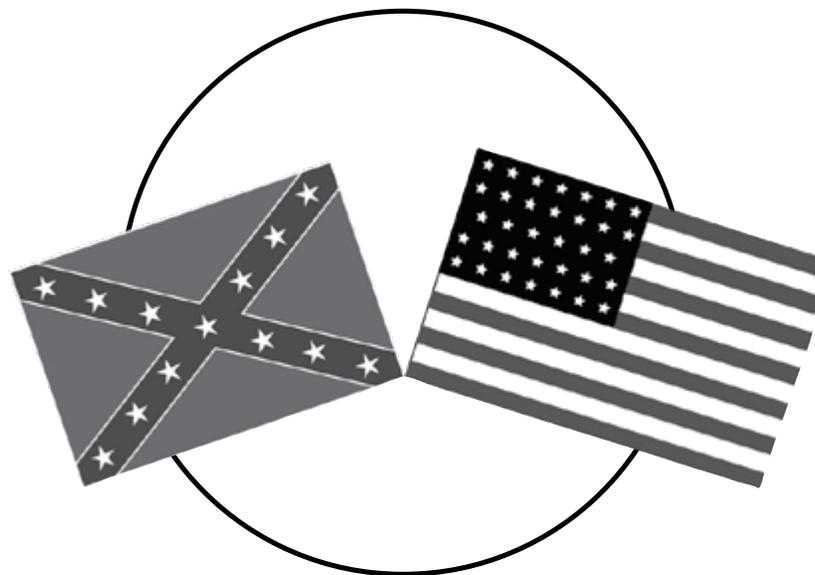
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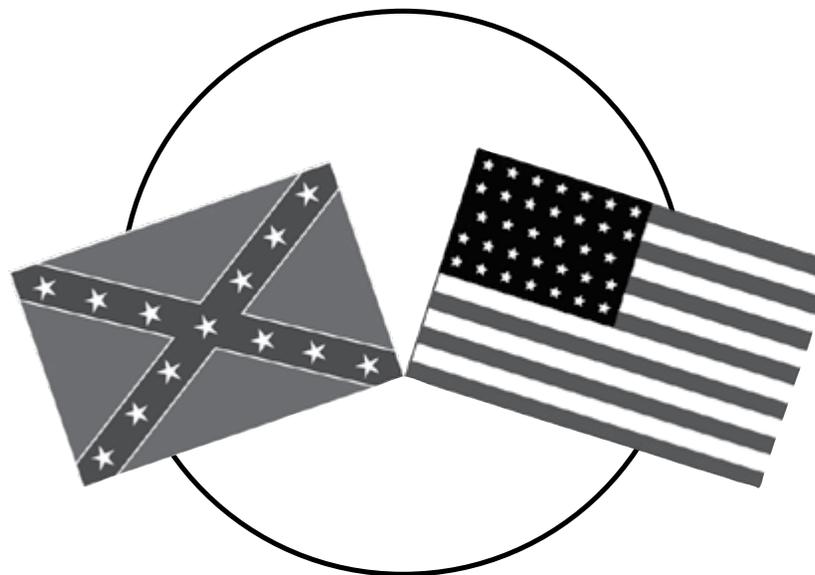
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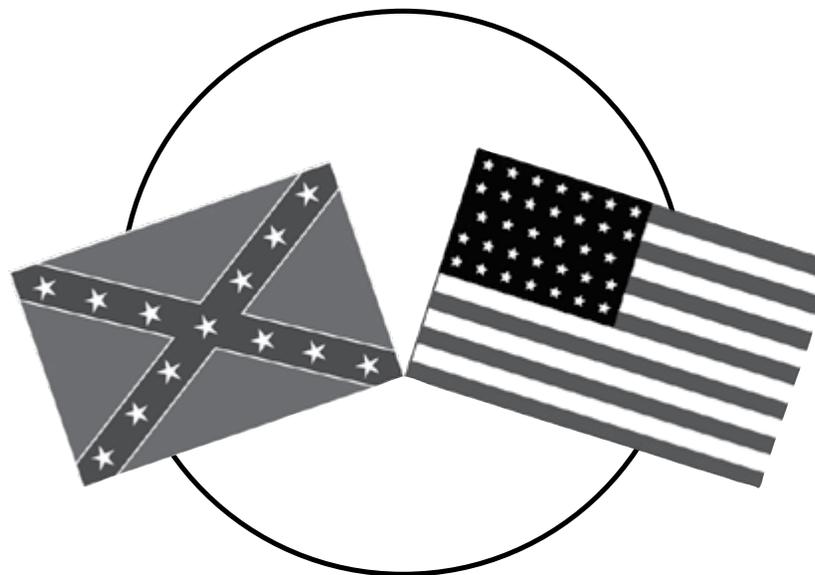
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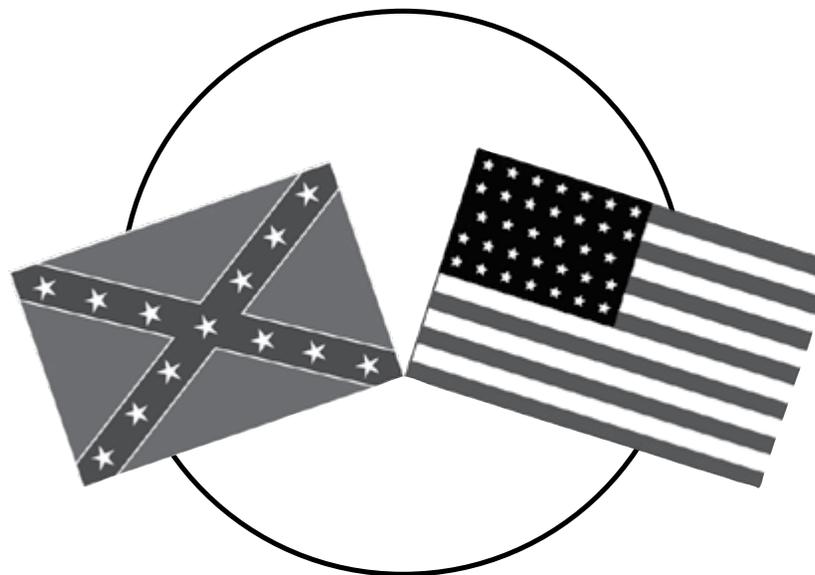
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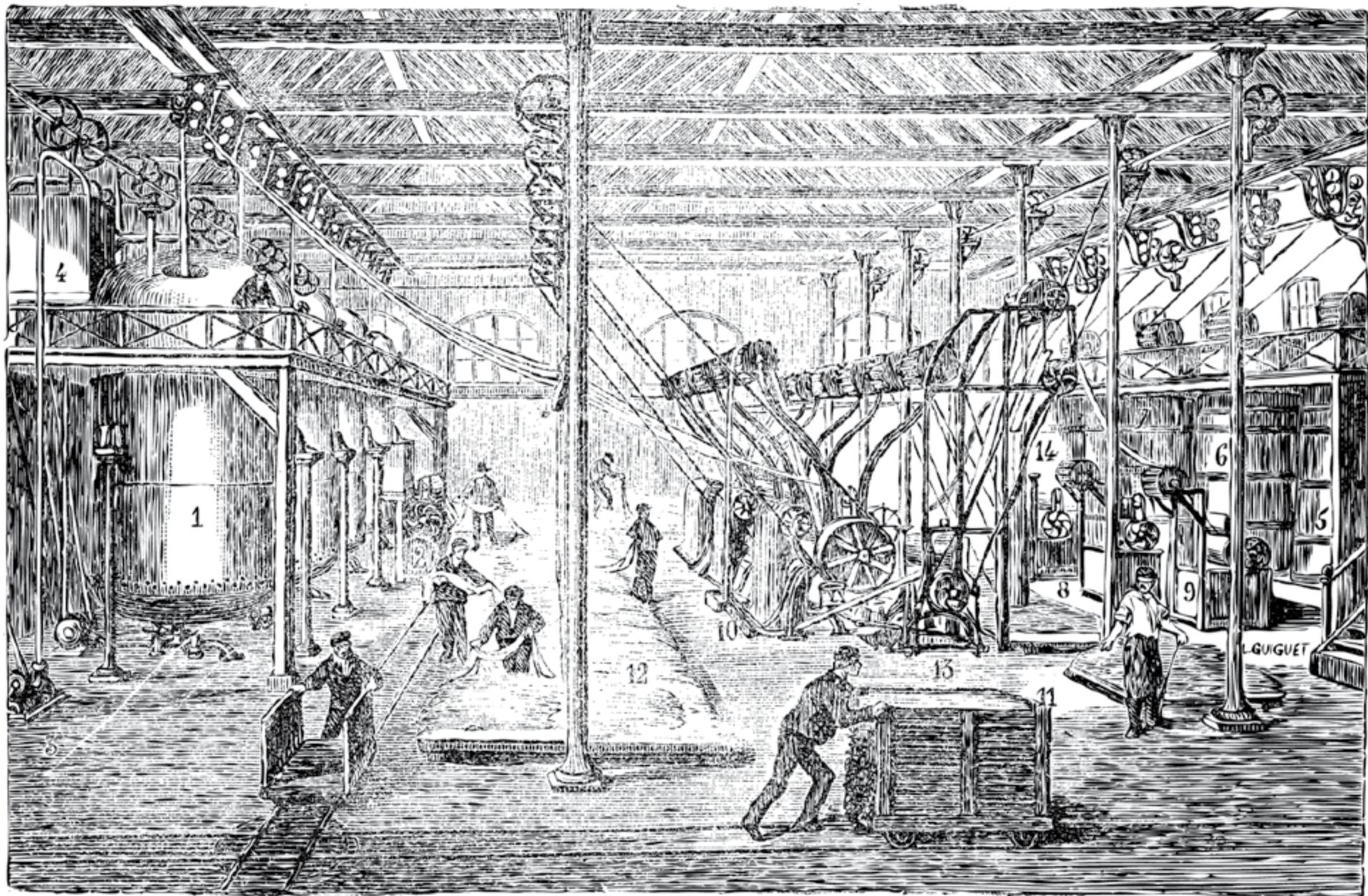


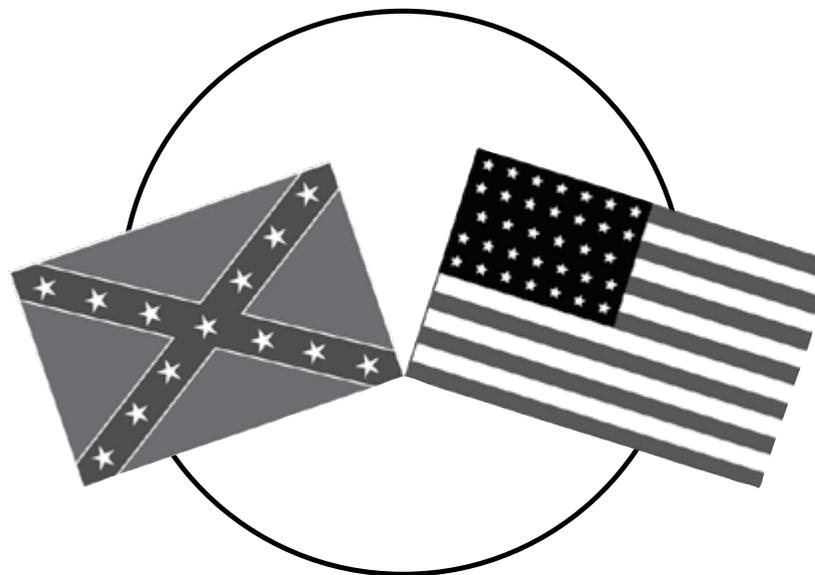
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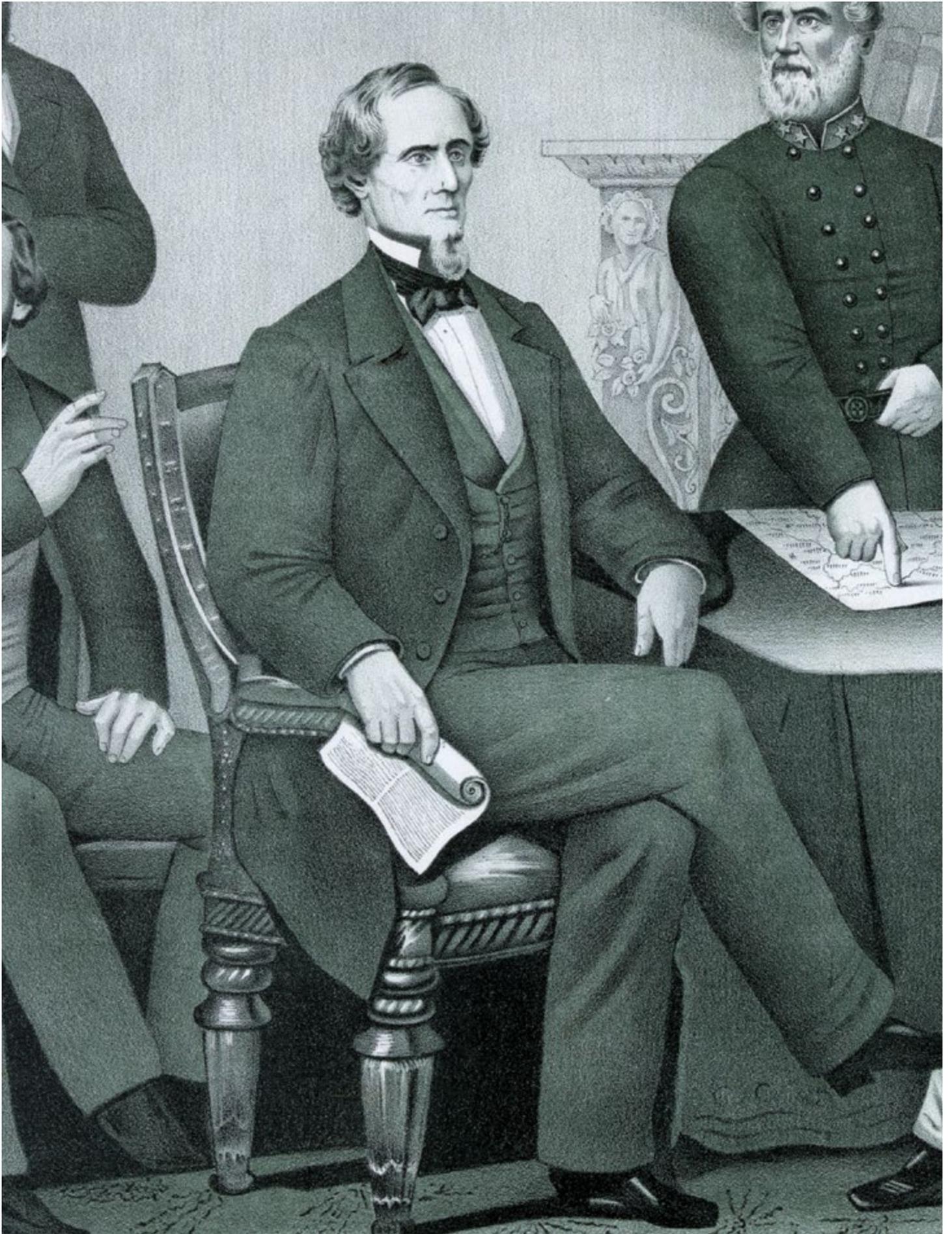


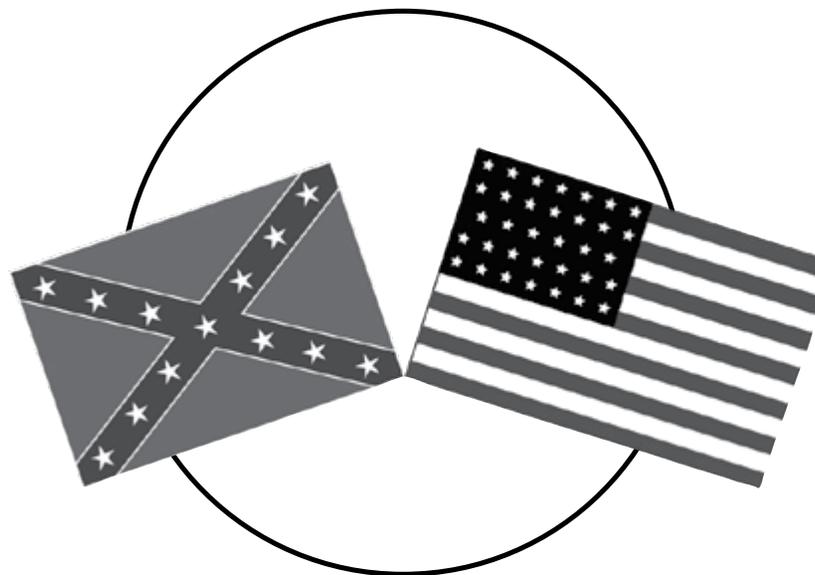
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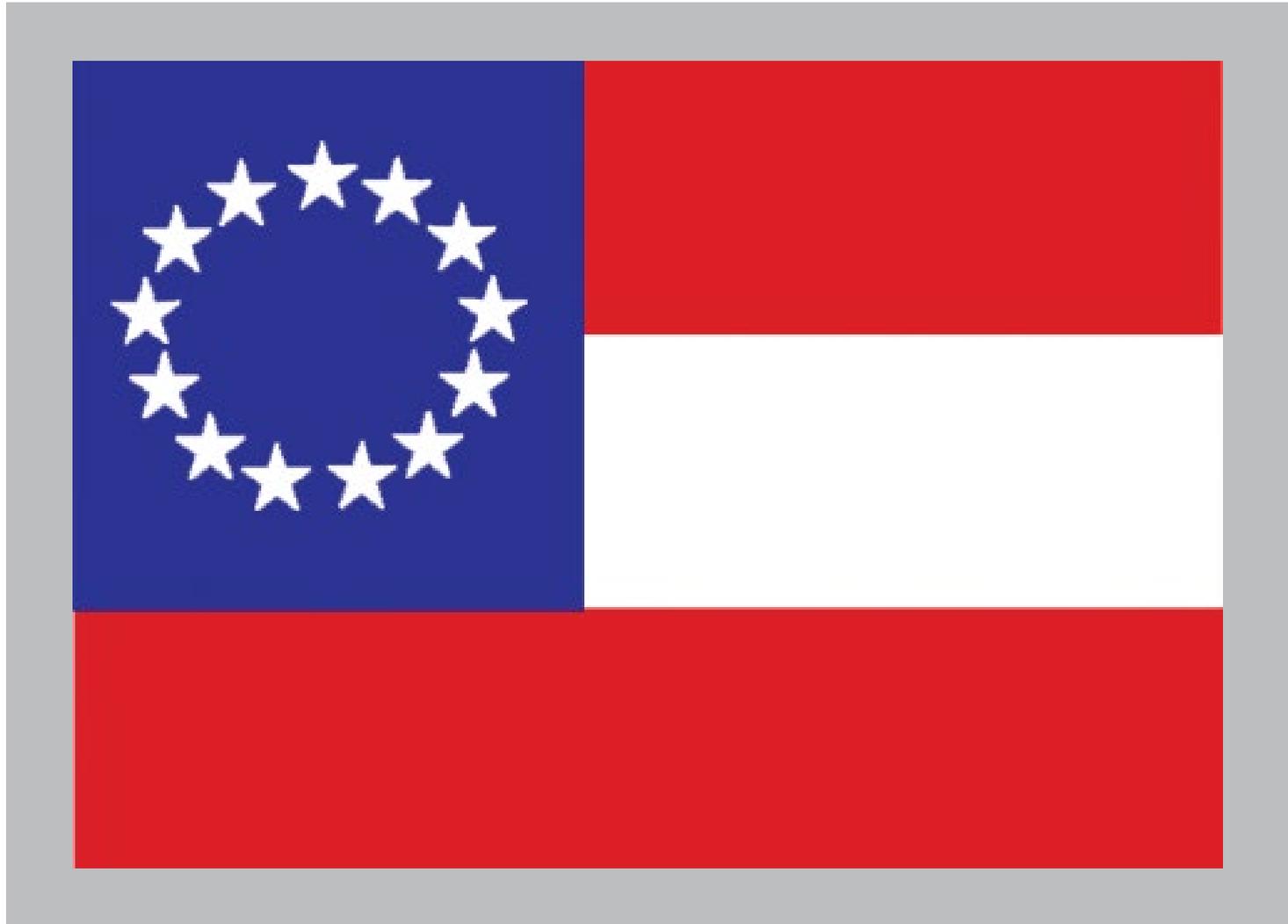


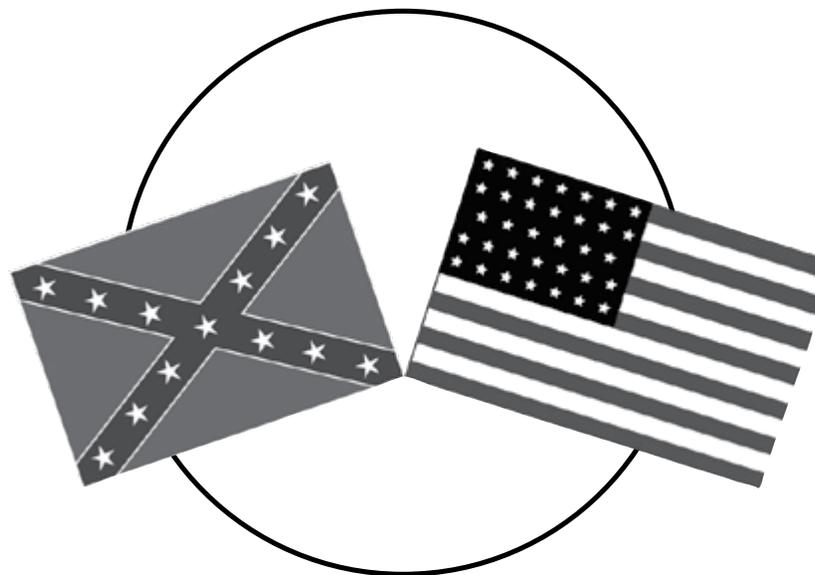
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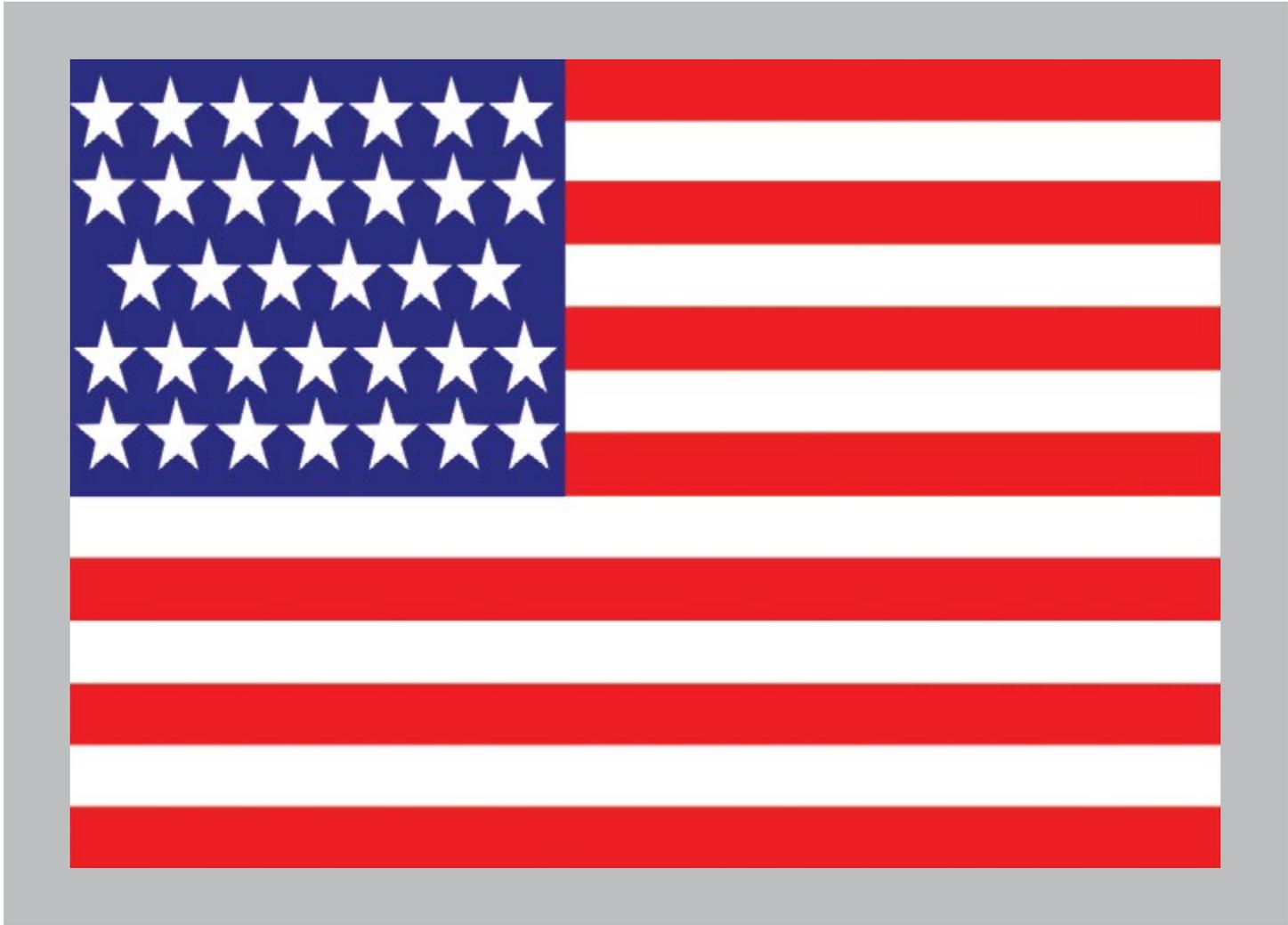


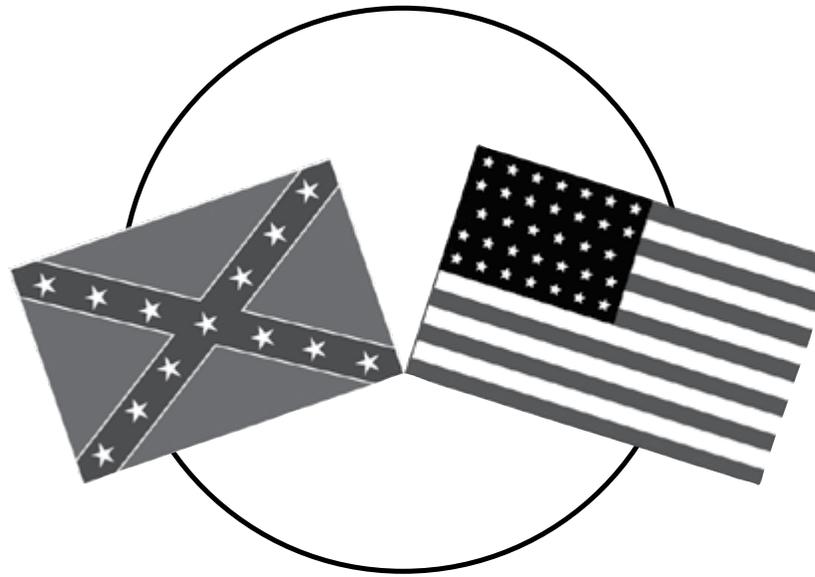
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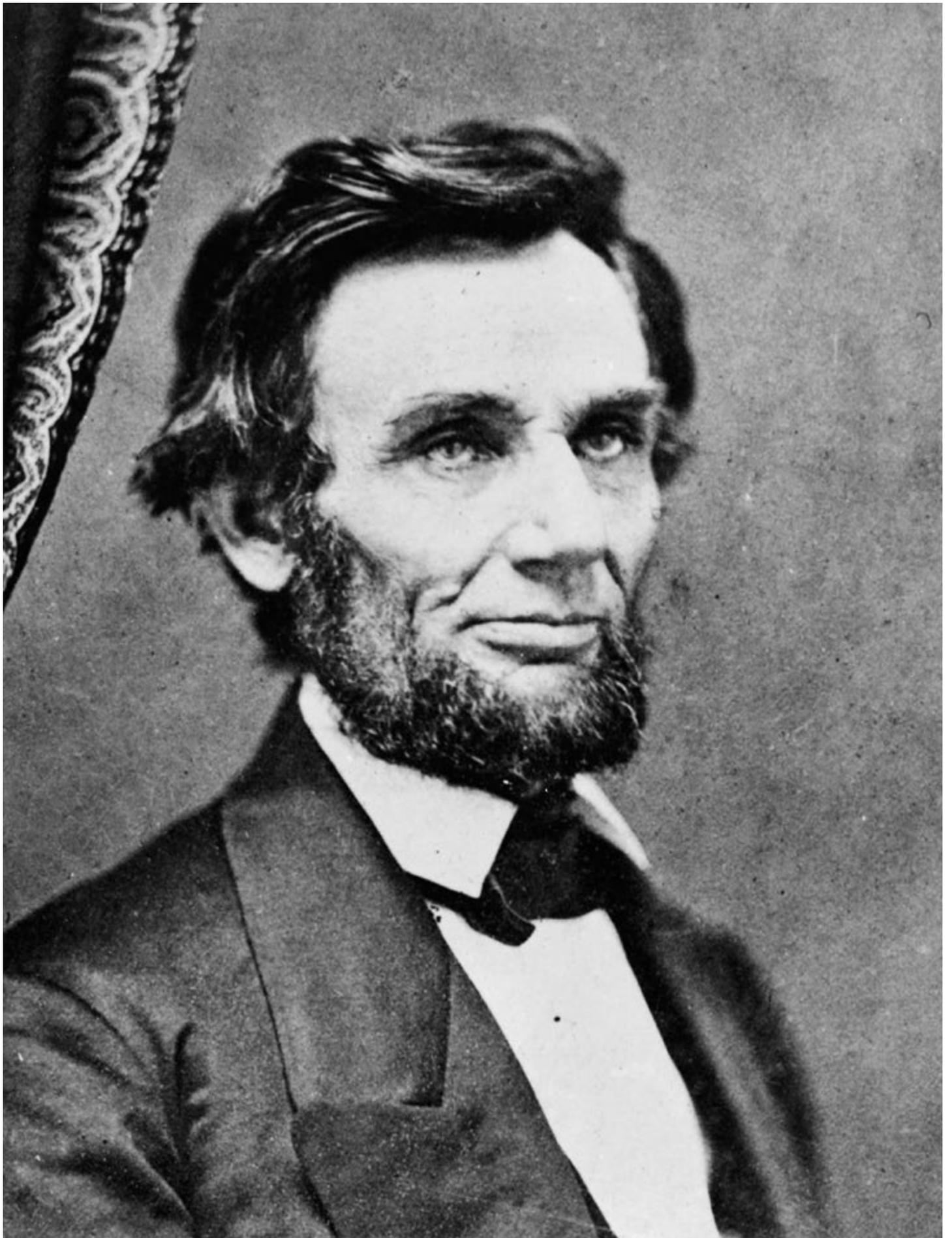


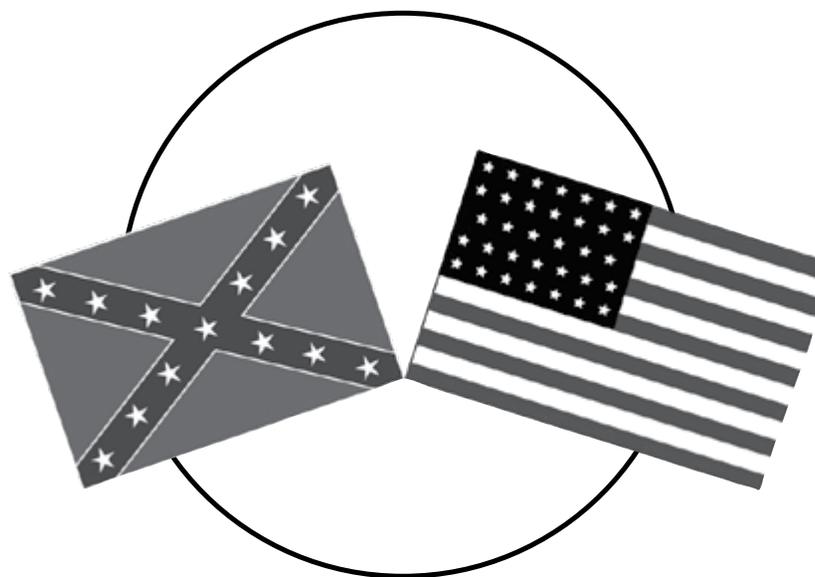
The U.S. Civil War 7





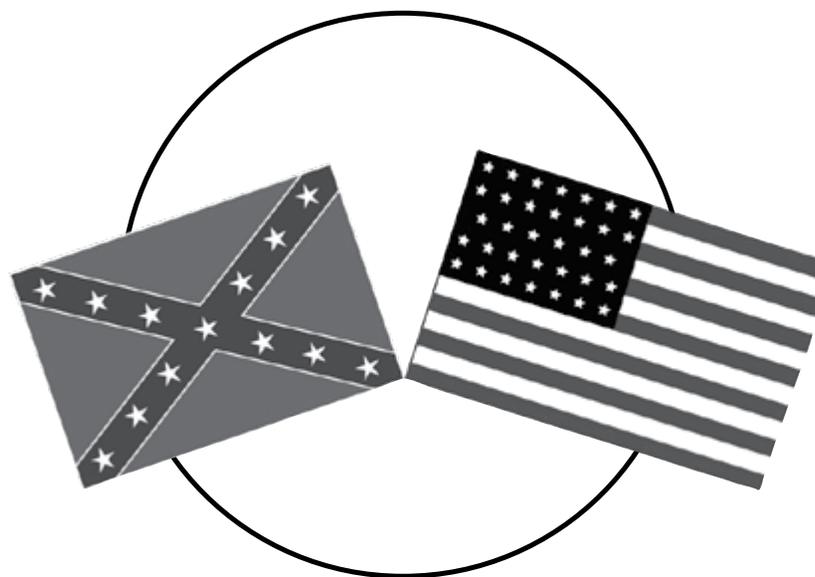
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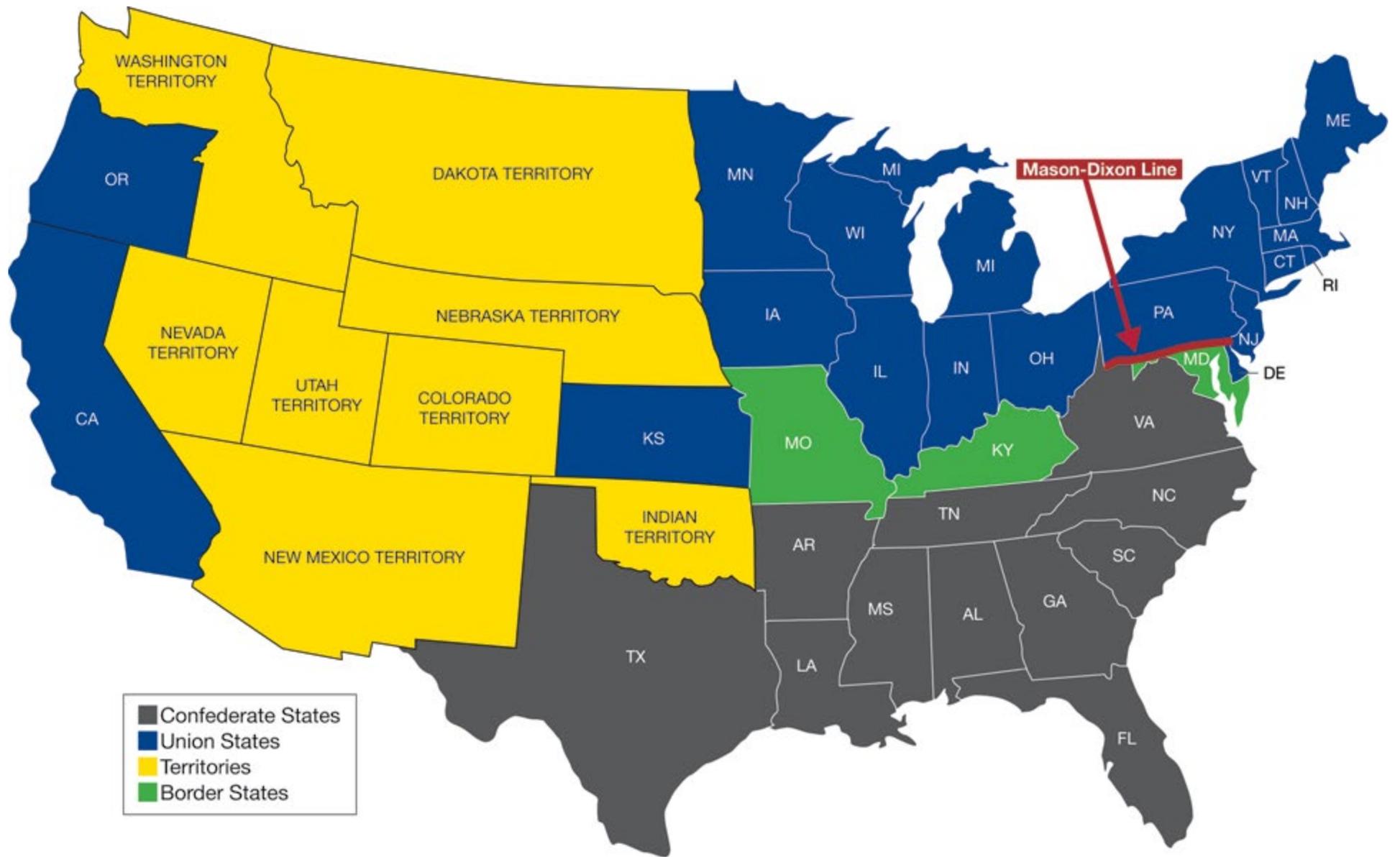


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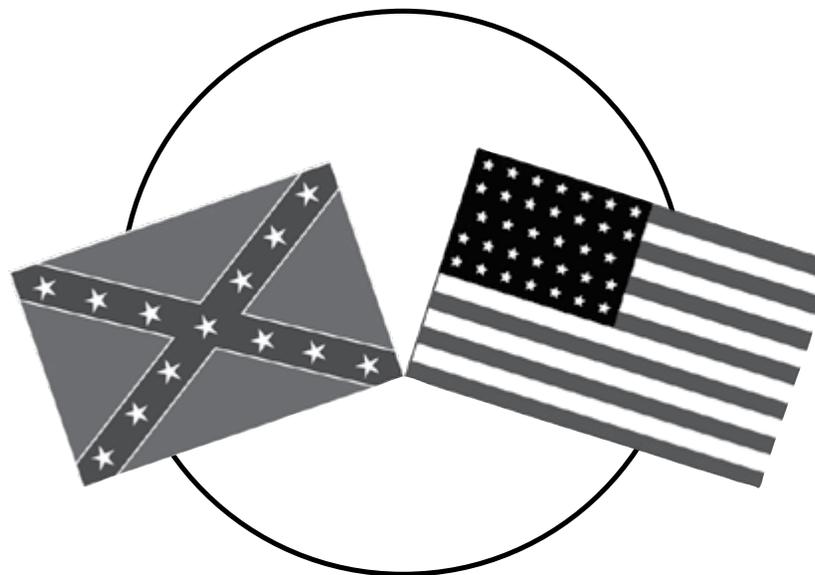




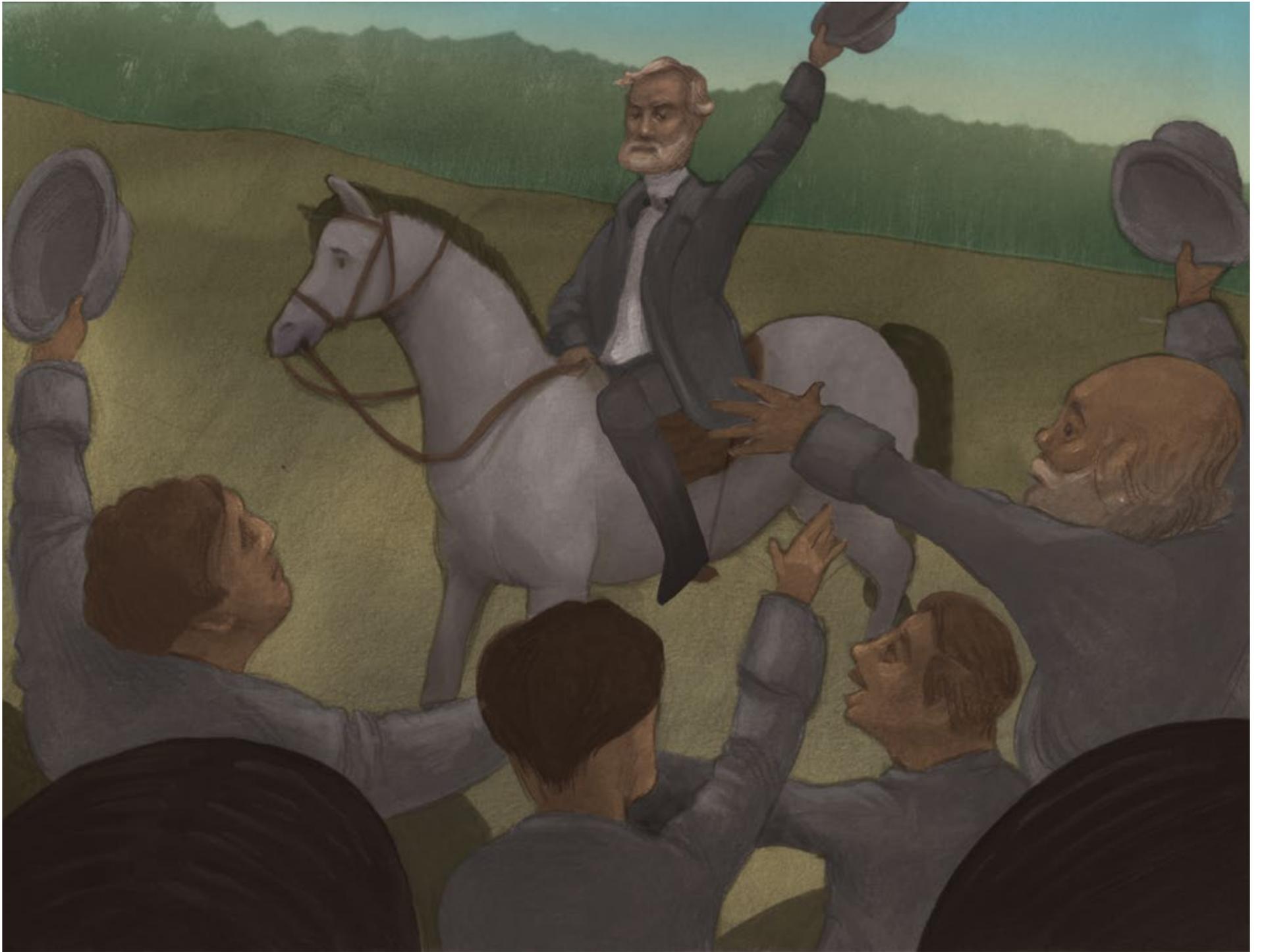
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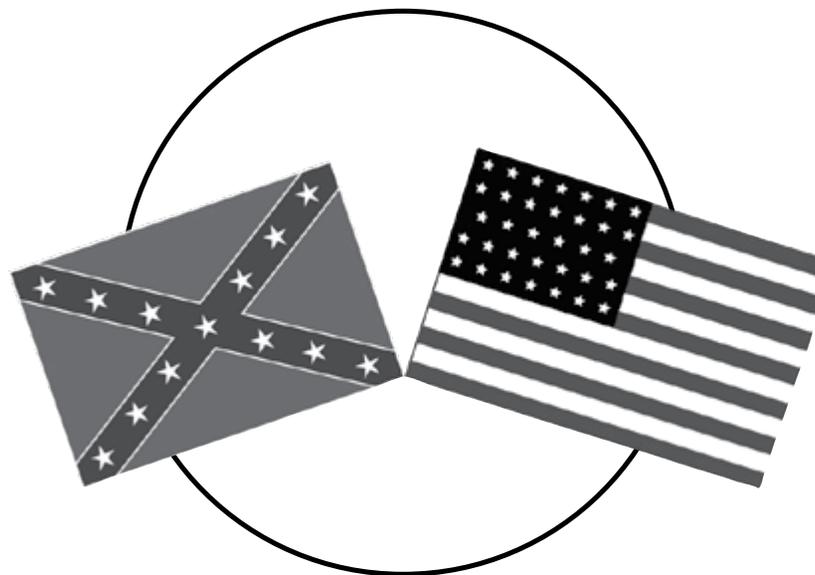


■ Confederate States
■ Union States
■ Territories
■ Border States



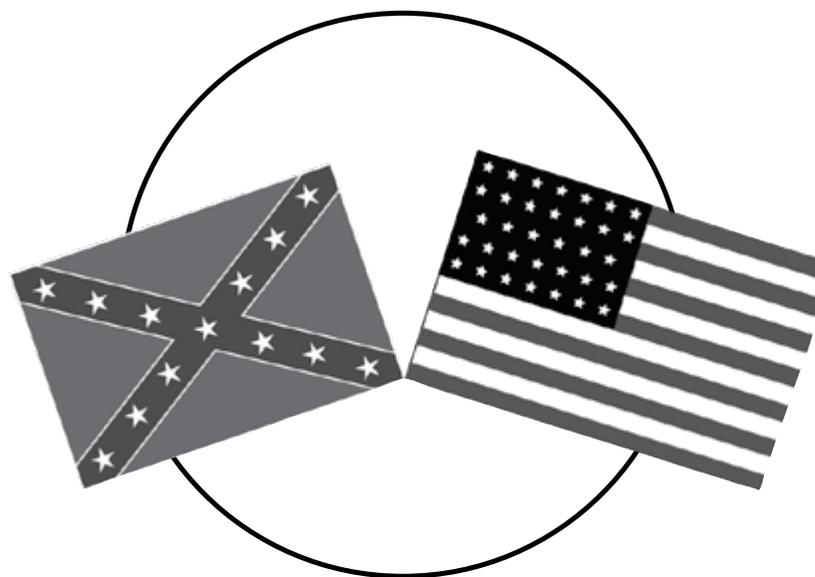
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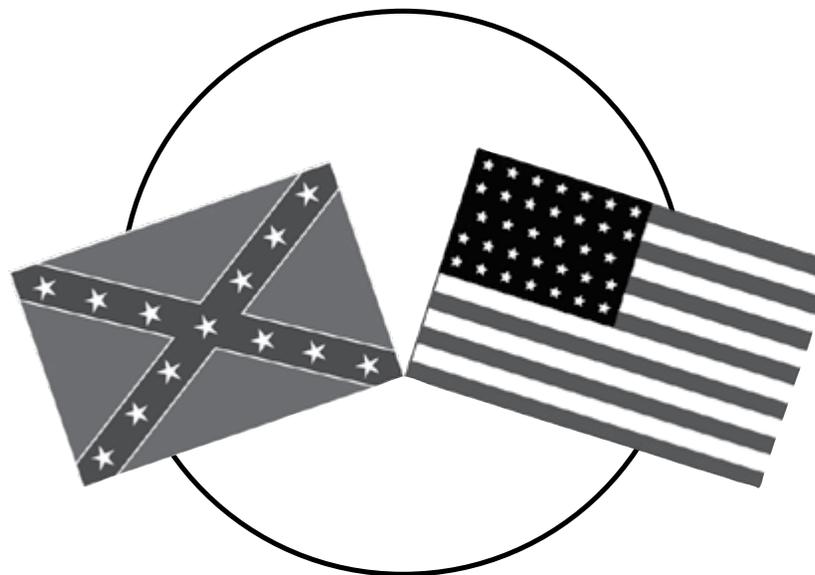
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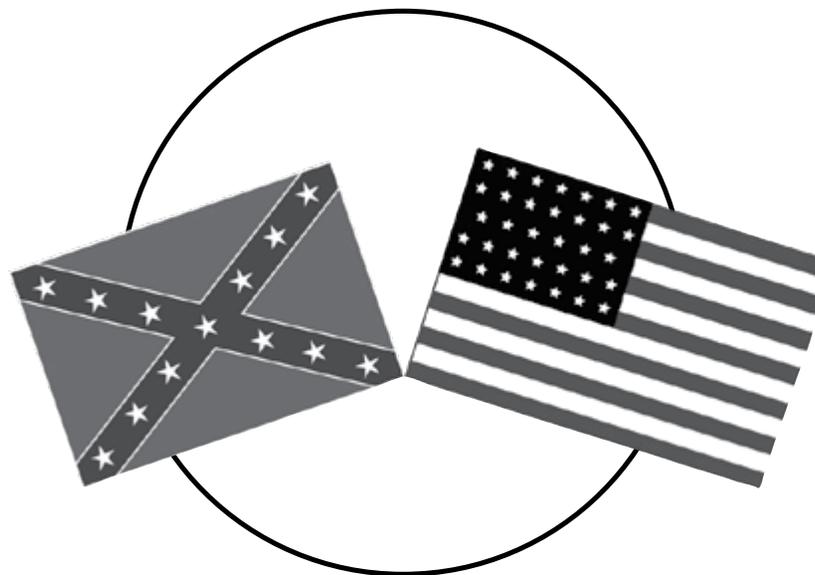
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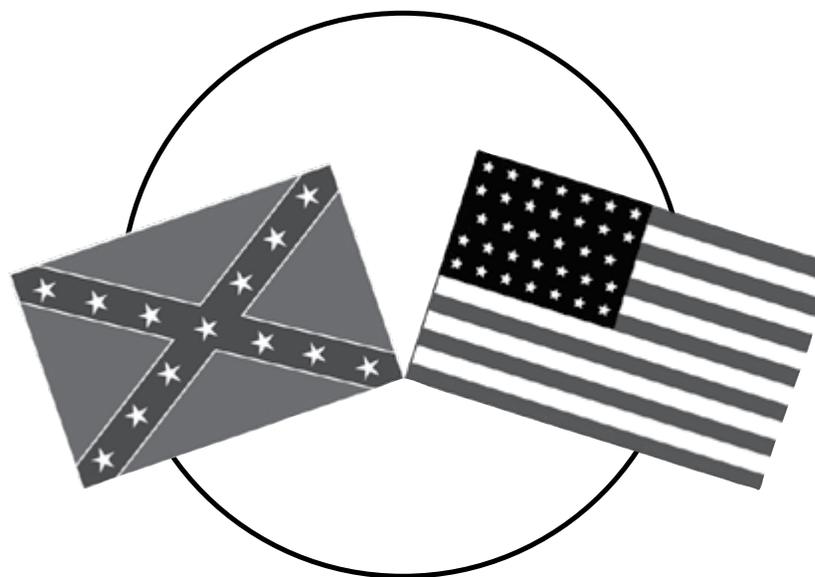
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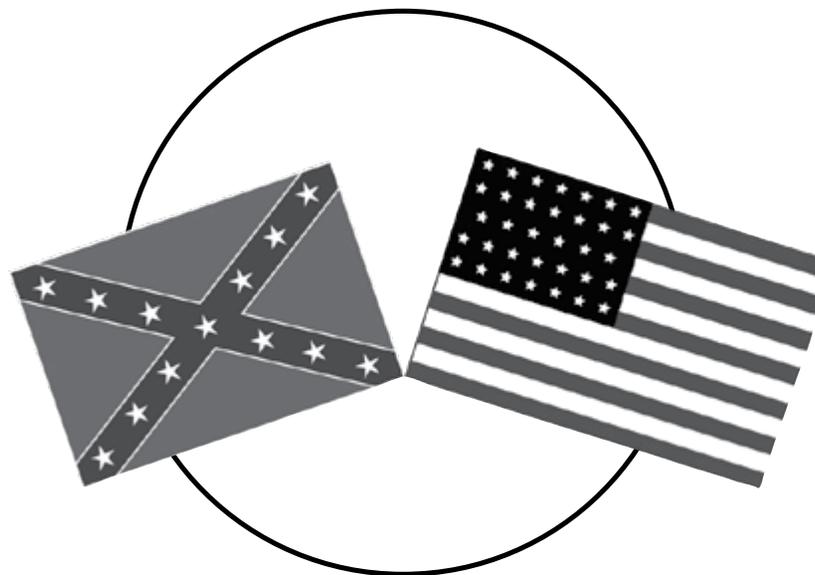
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Grade 2

Knowledge 8 | Digital Components

The U.S. Civil War

Grade 2

Knowledge 8

The U.S. Civil War

Digital Components

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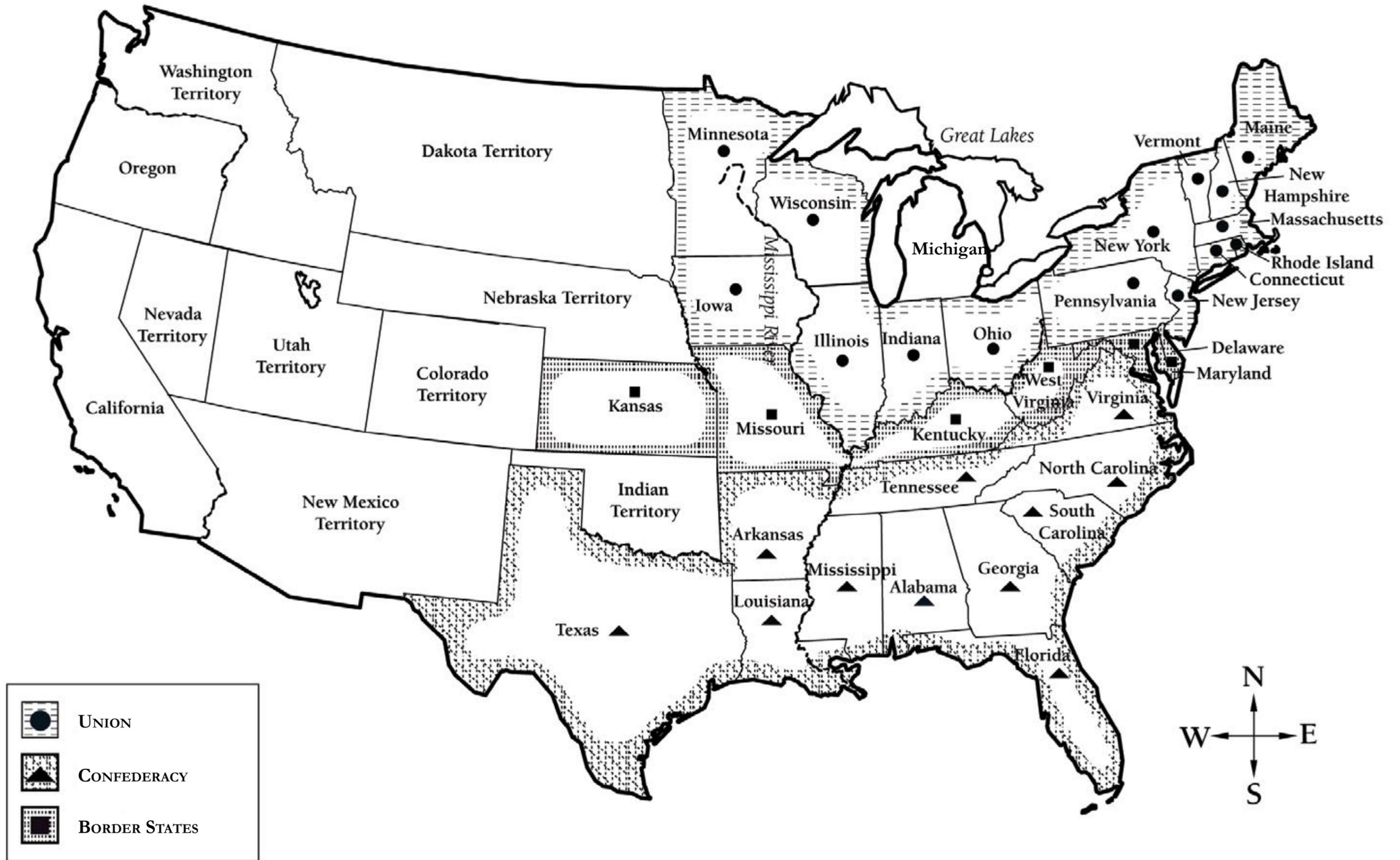
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Slavery

Freedom

the North

the South





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Welcome!

Grade 2, Domain 8

The U.S. Civil War

In this unit, students will be introduced to an important time period in the history of the United States: the Civil War.

What's the story?

Students will learn about the **controversy over slavery** between the **North and the South**, which eventually led to the **U.S. Civil War**.

What will my student learn?

Students will learn about the **U.S. Civil War** and how the end of the war also meant the **end of slavery**. They will also study about men and women who were significant during this time, including **Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee**, and **Ulysses S. Grant**.

In this domain, students will write entries into a **Civil War journal**. They will have the opportunity to **write about** the various events and people they have been learning about who were associated with the Civil War.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

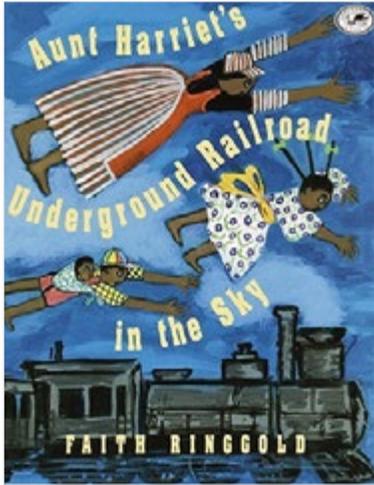
1. What did it mean to be enslaved?
Follow up: What was life like for enslaved people? What types of work did enslaved people do?
2. Tell me what you have learned about Harriet Tubman.
Follow up: Why did she decide to fight against slavery? How did she gain her freedom? What did she do for other enslaved people?
3. What differences were there between the North and the South before the Civil War?
Follow up: What were some of the similarities?
4. What important things did Abraham Lincoln do as an adult?
Follow up: How did he feel about slavery? Tell me about the Lincoln-Douglas debate. If you could have been at the debate, what things would you have said to Lincoln or asked him?
5. Who was Clara Barton?
Follow up: What were her accomplishments? What was the nickname she earned during the Civil War? How did she earn that nickname? What organization did she found?

6. What did the Emancipation Proclamation do?

Follow up: Who wrote it? What does the word *abolished* mean? Can you use it in a sentence related to what you have been studying?

Grade 2: Domain 8

Aunt Harriet's Underground Railroad in the Sky



by Faith Ringgold



●●● QT: 850L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: Fictional character Cassie Louise Lightfoot, introduced in the book *Tar Beach*, narrates this story about how she and her brother Be Be flew among the stars and found an old train in the sky. The conductor is Harriet Tubman, and the train is a metaphor for the Underground Railroad. During the course of the story, "Aunt Harriet" explains the history of the Underground Railroad and what enslaved people had to do to reach freedom. By weaving train imagery with actual facts, the author helps students better conceptualize the Underground Railroad.

Essential Question

How did the issue of slavery lead to the U.S. Civil War?

Create a chart on the board or chart paper and review Cassie's trip on the Underground Railroad. Discuss the following key points about the journey:

- Enslaved people tried to reach freedom by escaping to the North, where slavery was outlawed.
- The Underground Railroad was not a real train. It was a process of moving people to the North by having them travel secretly and hide in different places along the way.
- Many people helped the travelers, called passengers, at each stop on the Railroad.
- Passengers received secret directions and clues to help them move from one place to the next.
- Travel was very dangerous because it was illegal for enslaved people to run away, and bounty hunters tried to capture them for money. Also, if they were captured, the punishment would be severe.

Vocabulary Routine

Tier 2 Vocabulary Words

conductor
passenger
secret
funeral
resounding

Tier 3 Vocabulary Words

plantations
slavery
Canada

Performance Task

Write a paragraph describing what the Underground Railroad was and how it worked.

Students should be able to

- explain that the Underground Railroad was the way enslaved people traveled to the North for freedom.
- explain that people traveled by foot, wagon, and sometimes real trains on their way north.
- explain that many people helped by offering passengers a place to eat, sleep, and hide before they moved to the next stop.

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Why did Aunt Harriet tell Cassie to “Follow the North Star?”
- Why was Cassie able to fly again after she reached Canada?
- What was the most surprising thing that you learned?

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Author’s Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to tell a story and/or give information. Students will gain a better understanding of text purposes over time.
- Author’s Craft
 - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the text, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.
 - » Answers will vary but could include descriptive words and phrases, imaginative scenes based on real people and events, or use of song lyrics.
- Compare and Contrast Texts (after Domain 8, Lesson 2)
 - Have a discussion about the similarities and differences between *Aunt Harriet’s Underground Railroad in the Sky* and Lesson 2, “Harriet Tubman, Part II.” Create a Venn Diagram or other graphic organizer to complete during the discussion.