

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

1998

Voices of the Civil War: An interactive unit study

Barbara McIntosh

Cheryl Taylor

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Recommended Citation

McIntosh, Barbara and Taylor, Cheryl, "Voices of the Civil War: An interactive unit study" (1998). *Theses Digitization Project*. 1674.

<https://scholarworks.lib.csusb.edu/etd-project/1674>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

VOICES OF THE CIVIL WAR:
AN INTERACTIVE UNIT STUDY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Middle Grades Option


by
Barbara McIntosh
Cheryl Taylor
September 1998

VOICES OF THE CIVIL WAR:
AN INTERACTIVE UNIT STUDY

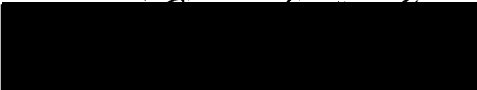
A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Barbara McIntosh
Cheryl Taylor
September 1998

Approved by:


Irvin Howard, First Reader

8/8/98
Date


Alvin Wolf, Second Reader

ABSTRACT

Voices of the Civil War is an interactive unit study that incorporates history, language arts, drama, music, computer, and creative, practical and visual arts for home-educated middle schoolers. Students join one side of the war, become a historical figure, make a research topic poster, design a brochure on their character, produce a historical novel review, write and perform a costumed biographical incident, do creative assignments, create and perform a group shadow play, learn and practice computer skills, sing Civil War songs, and produce and present a historical music/drama presentation.

ACKNOWLEDGMENTS

For their support and encouragement throughout our Masters program, we thank our husbands, Dick and Howard, and our children, Brent, Erin, Scott, Jill, and Craig, Lisa, Jeffrey. Much love to our husbands for tolerating our neglect. We thank our computer expert, Sandy McShea; our school, OCDE Community Home Education Program; and the other members of the "Masters Five" - without whom we would have perished! A special thanks goes to Barbara's mom, Irene, for her delicious meals. And finally, we are grateful to Dr. Irvin Howard for bringing this program to Mission Viejo.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	iv
CHAPTER ONE: Introduction	1
Significance of the Project	3
Statement of Need	4
Program Plan	7
Limitations and Delimitations	10
Assumptions	12
Definition of Terms	14
CHAPTER TWO: Literature Review	17
CHAPTER THREE: Implementation	23
History/Language Arts	25
History/Language Arts and Music	55
Program	57
Music	58
Computer	66
Field Trip	72
CHAPTER FOUR: Conclusion	74
Program Evaluation	75
Recommendations	77
APPENDIX A: Lesson Plans	79
APPENDIX B: Rubrics	81
REFERENCES	93

CHAPTER ONE: Introduction

Voices of the Civil War, a ten week inter-active unit, teaches this American history subject to middle schoolers through the disciplines of reading, writing, research, public speaking, poetry, song, computer, art, and practical arts. The unit culminates in an evening student performance of music and drama. Students are given assignments for home study and meet together for six class days, a field trip, two performance practices, and the performance. Each class day consists of ninety minutes of history/language arts, 60 minutes of computer, and sixty minutes of music.

Students choose sides of the war issue and assume Civil War character roles. They research their characters and specific topics, and in order to aid in the effectiveness of their war efforts, write letters in character to one another as they collaborate and strategize. They make and present posters explaining their topics, design brochures highlighting their characters, write biographical incidents and present them dressed in costume, read historical fiction and biographies, cooperatively paint murals, play Jeopardy, and choose creative assignments from a long list. Points according to rubrics are tallied to see which side wins the war.

Computer classes are taught simultaneously - word processing, spread sheets, internet research and Hyper-Studio Civil War presentations.

Music classes are also simultaneous, teaching Civil War history through song.

This unit includes two monthly lesson plans for parents to use while teaching at home between class days. The lesson plans include the subjects of reading, literature, English, and social studies. Students and parents are also free to choose projects in other subject areas. The quality of the assignments strives to challenge and teach, and yet be flexible enough to be individualized to students' differing degrees of capabilities and interests. Extra credit points and the creative assignment especially give students opportunities to follow a passion or talent.

The authors collaborated on the formation, implementation, and writing of this unit. Barbara McIntosh researched the literature and wrote chapter two, designed the rubrics for each student assignment, compiled the bibliography, and was responsible for the final typing and formatting of the project. Cheryl Taylor wrote the abstract and chapters one, three, and four.

Significance of the Project

The unit was developed and implemented by its authors during the Spring 1998 quarter with sixty students in two classes in Orange County Department of Education's Community Home Education Program. Five teachers assisted in the implementation of the unit's various components. Each of the two classes was comprised of sixth, seventh, and eighth graders of varying skill levels.

This project attempts to put the unit in writing, assess its effectiveness and components, refine it, expand it, and produce an excellent unit that can be used efficaciously by its authors, other teachers in the County Community Home Schools who work at other school sites, and by other educators. Although the unit is written specifically for home educated middle schoolers, it is easily adaptable for use in comprehensive class situations.

Statement of Need

The Community Home Education Program (CHEP) is a unique school that allows parents to teach their children at home under the supervision of a credentialed teacher. It provides guidance, support, assistance, and resource materials to enable parents to succeed in meeting the individual academic needs of children. Parents, students and the CHEP teachers form partnerships to provide a complete, individualized instructional program for each student. Students come with a variety of educational concerns and parents come with a variety of educational goals for their children. CHEP seeks to structure itself to meet the unique and changing needs of families in a flexible and creative manner. It seeks to deliver a rigorous, challenging educational program. CHEP students, with professional coaching and supervision by teachers and administrators, and with parental assistance, are provided an opportunity and encouraged to take responsibility for their own learning, increase control over life-long learning strategies, develop and refine their own Individual Learning Plan, excel in areas of special interest, and pursue a quality education.

Most of the students' learning occurs at home with the parent present as the teacher. The authors have found, however, that developing group learning communities for middle schoolers consisting of students and teachers who work collaboratively in a classroom or non-classroom environment, coupled with the parent/child home learning environment, is an extremely effective response to middle schoolers' unique intellectual, social, and emotional needs.

Thus, the authors, with assistance from other CHEP teachers, have developed over the past three years, what is known by middle school students as the "Middle School Club". In reality, it is a community of teachers and students in grades six through eight. Each year as the eighth graders leave, new sixth graders (who have been anxiously waiting to be in "the club" because CHEP is a K-12 school) arrive. The students change, yet the culture and history of the community survives. Although each CHEP family is assigned to a teacher, and if so desires, may have that same teacher every year, "club" teachers also tend to stay the same. This continuity and commitment to a personalized school environment strengthens students' commitment to school and enhances their engagement in learning. They have a personal bond with adults in school and are more easily motivated and engaged in learning.

Because social, emotional, and intellectual needs are being met, and because "the club" is an elective activity on the part of students (or parents!) and teachers, students appreciate and verbally "thank" the teachers.

The authors have found unit studies to be excellent methodology in meeting student needs. One unit studied this school year is the Civil War. Because of the unique teaching situation of CHEP students, traditional classroom units available for purchasing, and those developed by classroom teachers, although offering many excellent ideas, are not a perfect fit. Thus, the development of this project is underway, and necessary for the particular needs of CHEP middle schoolers.

Program Plan

Goal 1:

Students will gain a shared basic knowledge of the United States around the time of the Civil War by reading non-fiction and historical fiction accounts, by researching a Civil War topic and character, by learning Civil War songs and their significance, by corresponding to classmates in role play, by attending a field trip, and by listening to visiting speakers and to other students' reports in class.

Goal 2:

Students will gain a shared knowledge of America's cultural heritage from the Civil War period by experiencing great literature, music, foods, philosophies, ideas, and questions about the time period.

Goal 3:

Students will develop skills in reading, writing, speaking, and listening by practicing these skills in the class community and in the home community through assignments.

Goal 4:

Students will gain an excitement for knowledge and learning by linking the curriculum to student thinking and

experiences, by pursuing individual interests and choices of assignments, and through role-playing. They will be given opportunities to explore academic interests that are attractive to them. Assignments will light their imaginations.

Goal 5:

Students' capacities for critical thought and higher order thinking skills will be developed through fostering a thoughtful classroom which encourages inquiry, moral reasoning, problem-solving, scientific methods, and aesthetic judgments.

Goal 6:

Students will develop written and spoken communication skills through writing and speaking assignments and a class production of music and speech.

Goal 7:

Students will develop a collection of learning strategies and study skills that include using higher order thinking skills. These will assist the student in positively transitioning into high school and allow students to develop into independent, life-long learners.

Goal 8:

Students will experience a connectedness to CHEP as their school, to teachers, and to fellow students through group activities, competition, attendance in class together, and by producing a musical drama program. They will experience a sense of pride from personal and group accomplishments as they earn recognition from peers and adults.

Limitations and Delimitations

Voices of the Civil War is a unique study unit because it is written for middle schoolers who are home taught. They come to class every other week to receive assignments, present what they have learned, learn from peer presentations, and share in group learning activities.

Because students' time in class is limited, most learning must occur at home. Although students are encouraged to phone a teacher, and many do, students may feel frustrated or unsure and have questions regarding certain aspects of their assignments. They do not have other students' work to compare with until class day. A few students may do minimal work and only come to class for the social aspect. Competition in the way of teams and points is hoped to motivate, but of course is sometimes not enough for the student who needs daily encouragement from a teacher.

One difficulty in the *Voices of the Civil War* is that the unit is heavy on oral class presentations as a method of bringing student knowledge to the other students on class days. Oral presentations and group interaction are so stressful for a few shy students that they may not participate in this unit.

One other problem with the unit is that students in

grades six and seven must take time out from learning their normal ancient and world history to study the Civil War, which is normally studied in eighth grade. The authors of this unit have begun to implement a plan whereby sixth, seventh, and eighth grade history units are taught in three year cycles. This helps the problem of subject matter, but is still awkward with some student courses of study.

A delimitation of *Voices of the Civil War* is that the learning tends to be highly global and minimally sequential.

The emphasis is on certain aspects and persons of the historical period that the student is interested in, and not on learning facts in succession. It is believed that genuine learning does in fact occur, that students will add to this learning throughout life, and that because students have experienced the time period through role play, literature, computer, art, song, and foods, they will remember more and wish to learn more about the this time in America's history.

Assumptions

The following assumptions apply for this project.

1. "Active learning" - involving students physically, emotionally, and mentally - is important for middle schoolers. (*Caught in the Middle*, p.35)
2. Projects which integrate skills and knowledge from more than one subject area are excellent learning tools. (*Caught in the Middle*, p.44)
3. A "Thoughtful Classroom" encourages students to reason and communicate their thinking through large and small group activities. (*Caught in the Middle*, p.43)
4. Students who are given and taught responsibility for their own learning become life-long learners. (*CHEP Charter*)
5. Students learn the enjoyment of learning in a heterogeneous classroom situation where there is enthusiasm, high expectations, humor, and patience for all students. (*Caught in the Middle*, p.44)

6. Students learn best when given choices to pursue a passion or interest and opportunities to learn in their own learning styles and intelligences.
7. Students learn and are inspired by their peers' work and ideas.
8. Students remember more when emotionally involved, such as in a role play, or using song, computer, foods, or drama.

Definition of Terms

For this project, the following definitions apply.

1. *Active Learning* characterizes instructional strategies which engage students both intellectually and physically as they pursue given classroom assignments.
2. *Cooperative Learning* involves the use of collaborative teaching strategies designed to help students learn to relate positively to each other and to work together in groups designed to achieve specific learning objectives.
3. *Cultural Literacy* is a term used to describe the ideas, experiences and traditions that form the shared legacy of a particular culture or society. To be culturally literate is to have learned about this shared legacy in order to be able to relate to the content of literature, history, and other sources of knowledge which students encounter in school.
4. *Early Adolescence* is used to describe the initial phase of the transition which humans experience between childhood and maturity.

5. *Heterogeneous Grouping* is the practice of organizing classroom instruction without direct reference to differences in academic ability among students as measured by standardized tests, teacher observation, or other comparable criteria. Another synonym for heterogeneous grouping is multi-ability grouping. This grouping allows teachers a broader range of instructional strategies, including cooperative learning, which allows effective management of individual differences in learning styles and learning rates.

6. *Higher-level Thinking Skills* is a term used to distinguish between basic cognitive abilities and those, which require more abstract thinking processes.

7. *Learning Strategies* are the many approaches to learning individuals appropriate.

8. *School Culture*, a term adapted from sociology and anthropology, has become useful as an analytical tool for describing the intricate patterns of knowledge, beliefs, and values which serve as the basis for policy decisions, organizational practices, and human relationships in schools.

9. *Team Teaching* is applied to any teaching arrangement where two or more teachers have the same students assigned to them - at least part of the school day, either in single period or multiple period core blocks - and together plan at least a portion of the instruction of these students.

10. *Thoughtful Classroom* is a term used to convey the notion that classrooms for adolescents should be places which emphasize inquiry into ideas and concepts and which engage the imagination and creativity of learners.

CHAPTER TWO: Literature Review

The authors reviewed numerous writings in preparation for their unit on the Civil War. Although many excellent teaching units are available, no single unit reviewed met the authors' desired objectives nor the needs of home schoolers meeting together once every two weeks. Therefore the creation of this unit was necessary. The authors gathered various ideas from many teaching units; expanded and adapted them to meet the home schooled students' needs, and wove them into the authors' original ideas to create this unique unit. The following information discusses the units from which ideas for the *Voices of the Civil War* were gleaned.

One particularly excellent piece of literature was *The Civil War Thematic Unit* (1991) by John and Patty Carratello. In this unit, *Charley Skedaddle* (1987) and *Behind Rebel Lines* (1988) were the two quality books that the students were required to read as preparation for completing assignments in language, mathematics, science, social studies, art, music, and life skills. The thematic unit contained summaries of the two literature books with connected lessons and reproducible pages that covered the scope of the curriculum. Planning guides were available to

assist the teacher in sequencing the lessons. Included were related lessons that encouraged the students to compose, render, and publish their own works in poetry and drama. The authors gave daily suggestions for additional writing activities throughout the curriculum, and group projects were presented to encourage cooperative learning. Lastly, culminating activities fostered thought provoking synthesized projects that could be shared with fellow students and family members.

Janet Cassidy in *The Civil War Literature Units, Projects, and Activities* (1991) gave some excellent suggestions for developing a Civil War theme unit by first setting up a resource center. Possible reference materials should be available such as *A Nation Torn: The Story of How the Civil War began* (1990), *The Civil War* (1991), *Civil War! America Becomes One Nation* (1992), *First Battles* (1993), and *The Civil War: An Illustrated History*. In addition to the reference materials, Janet Cassidy indicated that it would be valuable to include maps, photos, audio and video equipment, a computer and printer, and bulletin boards to be used for display of student work. The author thought that developing background by doing a "What We Know" and a "What We Want to Find Out" chart would initiate interest in the unit. Six literature units were available to enhance the

students' understanding: *Across Five Aprils* (1964), *Lincoln: A Photobiography* (1987), *The Boys' War* (1990), *Behind Rebel Lines* (1988), *Undying Glory* (1991), and *Bull Run* (1993).

Numerous activities related to some of the notable people during the Civil War were offered in the unit, *The Civil War Personalities* (1995). Author Jane Pofahl highlighted the lives of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson, Belle Boyd, Harriet Beecher Stowe, Matthew Brady, and Clara Barton.

One valuable resource was *Life During the Civil War* (1996) by Bob Rybak. It was irreplaceable because rather than present the basic Civil War facts that could be found in any text, Mr. Rybak described vividly what daily life was like during this historical period. Through the information in this book our students were able vicariously to experience being recruited and actually enlisting in the army. They were given the details of various uniforms as well as what the average soldier took with him to war. Students were introduced to a soldier's life in a tent eating a meager maggot-infested ration of salt pork and hardtack. Newspapers, letters, and music were vividly portrayed as lifesavers in the monotony of camp life. Of interest to many of our middle schoolers was the information

on punishment and prison life, detailing the subversive behavior that transported ordinary soldiers into the realm of 1860's technology via the telegraph and hot-air balloon and, ultimately, into prison life. The activities coordinating with each previously mentioned topic gave our students an awareness of what it was really like to be alive during the Civil War years, extending far beyond mere facts.

Jane Pofahl, in *Civil War, War Between the States* (1995), wrote a much briefer version of *Life During the Civil War* (1996). Deductive thinking skills helped the students imagine how events during the Civil War might have turned out differently with even minor changes in the historical facts. Details regarding both the cavalry and the navy along with thorough timelines made this resource a welcome addition to our library.

Because some of our students were interested in the involvement of black soldiers, Bellerophon Books' *Black Soldiers in the Civil War* (1995) explored the evolution of these soldiers from April of 1861 (when they were not allowed to enlist in the Union Army) to post-war years. Difficulties faced by the black soldiers lacked the in-depth portrayal we desired, but several events were chronicled in imaginative detail. Also, *Civil War, the War Between the States* (1995) gave us a brief overview of black troops in

the Civil War by author Jane Pofahl. However, her treatment of the topic did not give the readers a feel for what it was like to be a black soldier risking the very freedom held so dear. The bravery and courage of the 54th Massachusetts Regiment, the first free-state volunteer black troop to be prepared for combat, was treated factually but with minimal sense of reality.

Another factual book, *The Nation Divides* (no copyright date shown on book), contains many major events beginning with a discussion of the cotton kingdom, the expansion of the United States, slave versus free states, Abraham Lincoln, the underground railroad and abolitionists, and Fort Sumter. The information was presented in a matter-of-fact manner with no human-interest details. It was a satisfactory reference for the beginning study of Civil War basics. In this same series of units by Milliken Publishing Company, our class used both *The Civil War I (1861-1863)* and *The Civil War II (1863-1865)*; neither book gave a copyright date. Twelve full-color transparencies were in each book; most of them were maps that could be helpful to the classroom teacher, but did not prove useful for our type of homeschooling presentation.

Sue Langan in *A Civil War Unit of Study Using Interactive Centers* had numerous hands-on activities. From

her ideas, the authors included sections drawn from her Civil War poster project, the famous generals' pictures done on the overhead, and the Civil War maps. All of these activities thoroughly captured the interest of our students.

In addition to the above units, the authors gleaned valuable ideas from three other books: *Plays About the Presidents* (1996), *Making Social Studies Come Alive* (1996), and *A Coloring Book of the Civil War* (1997). Lastly, a resource for historical songs and narratives was needed. The authors of this project acquired *Voices of American History: The Young Nation Through the Civil War* (1994), and it completed the resources necessary to put together the comprehensive approach that is desired for our middle school students. Author Steven Traugh collected the songs to stage a musical-historical presentation for family and friends. History came alive through music as students told the story of a nation divided with songs such as "The Erie Canal", "Follow the Drinkin' Gourd", "Eating Goober Peas", "Just Before the Battle, Mother", "Slavery Chain Done Broke at Last", and "The Victory Song of Freedom".

CHAPTER THREE: Implementation

Voices of the Civil War is a unit that is participated in voluntarily. Because our school's students are taught at home by parents or another adult, all workshops, classes, and field trips offered by the school are not mandatory, but chosen by parent and/or student.

To advertise the *Voices of the Civil War* unit for middle schoolers, the teachers of the unit placed a notice in the school's monthly newsletter. This article appeared in the November newsletter to make students and parents aware of the upcoming classes, and again in December as a reminder. Notices also appeared in the January, February, and March newsletters. A copy of the November newsletter article follows.

JUNIOR HIGH CLUB

"Voices of the Civil War"

6th-8th graders

Wednesdays, December 3 and 17

9:00 a.m. - 1:00 p.m.

12:00 noon - 4:00 p.m.

Middle Schoolers! Become part of the battle and the drama of the Civil war. Each workshop will consist of three sections: (1) music, (2) history/language arts, and (3)

computer. The music section of the workshop will incorporate patriotic songs from the Civil War era. The history and language arts section of the workshop will include choices in research, writing, and drama. The computer section will teach basic to advanced skills. We encourage signing up for music, history/language arts, and computer but students may sign up for one or two sections if preferred. These exciting and interactive workshops will be held two Wednesdays a month, December through February, and will culminate in March with a historical music program for families and friends, starring our Junior High participants.

History/Language Arts

CLASS SESSION 1

Materials Needed:

1. Roster for student names, addresses, phone numbers, and e-mail addresses. Pens.
2. Name tags and markers.
3. Two large Confederate flags and two large Union flags outlined on large butcher paper, drawn by using overhead transparencies and overhead projector. One Confederate flag and one Union flag are cut up into puzzle pieces, one piece per student.
4. *Gettysburg* video clip of dramatic fighting and speaking scene.
5. *Gone With the Wind* video clips of the burning of Atlanta and of injured soldiers stretched out in fields.
6. Civil War overview transparencies and overhead projector.
7. Student folders - one per student, containing note cards and note paper and places to hold assignments, lesson plans, sheet music, and vocal cassette tape.
8. Bibliographies listing historical fiction, biography, and nonfiction Civil War titles - one per student.
9. Large pictures of Civil War scenes outlined on large

butcher paper made with transparencies and overhead projector.

10. Paints, paint brushes, painting supplies.
11. Monthly unit lesson plan to be given to parents by students, one for each student
12. Book review assignment for each student
13. Maps assignment for each student
14. Copies of Civil War historical novels and biographies in varied reading levels, suitable for middle schoolers.

Activities:

Outside of the classroom, students sign a roster, adding, with parental permission, their address, phone number, and E-mail address. They make themselves name tags.

1. As they enter the classroom, students are given a large piece of puzzle of either the Confederate flag or the Union flag. They work together to put together the flags. Discussion ensues.
2. Video clip of *Gettysburg* fighting/speaking scene is shown.
3. Video clip of *Gone With the Wind* burning of Atlanta and injured lying in hospital fields is shown.
4. Using white board, make lists and discuss: a) what

students know about the Civil War, b) what they would like to know about the Civil War, and c) what questions they have about the Civil War.

5. Teacher leads discussion of Civil War causes, covering information in Houghton-Mifflin's *A More Perfect Union*, Chapter 11, Lessons 1 and 2. Includes transparencies of graphs on page 306 graph on page 314.
6. Overview of unit, assignments, extra credit, contest explained.
7. Students paint large paper flags and large drawings of Civil War. When dry, flags and drawings are hung in classroom.
8. Students choose and check out historical novels and biographies to read at home.

Assignment: Historical Fiction Novel

1. Refer to the bibliography in your folder and pick a historical fiction novel(s) set during the American Civil War.
2. Read it entirely and report on it in one or more of the following ways (or another creative way of your own choosing.) The better your report, the more points you will earn!
 - A. Write a character sketch about the main character of your novel. Include his or her most outstanding personality traits (i.e. courage, common sense, ambition, sense of humor, inventiveness, honor, endurance, etc.). Give examples from the story to support your answer.
 - B. Tell what the author's purpose was in writing about this person, and explain by what means the author accomplished his purpose. Give evidence from the story to support your answer.
 - C. Select and draw two incidents in the life of a character(s) from your novel or scenes from the story which depict significant or major events of the Civil War. These drawings should be detailed, self-explanatory, and labeled.
 - D. Prepare a time line of the major events in the

book, writing a descriptive paragraph next to the major entries.

- E. Make up a set of questions you might ask one of the main characters if you were to interview him or her on the evening news. Make the questions relevant to the story (so that the character's answers tell a lot about the events or the plot). Be sure to write out the character's answers also.
- F. You are a movie producer and have read this book to judge it as a possible new movie in which you will be the main investor. In not more than two pages, tell why you consider accepting or rejecting this book to be made into a movie. Consider the plot, historical accuracy and relevancy, character development, and box office appeal (what type of audience would like it?).
- G. The President of the United States has learned you were reading a book of your choice set during the Civil War times. He wants you to write him a letter telling him one or more lessons you discovered about life from this novel which you think all Americans should know or remember about the Civil War and why that would make our country "a more perfect union."

- H. Write diary entries for one of the characters in your novel. Describe at least three days in the character's life as they happened in the book.
- I. Write an epilogue to your novel predicting how the characters' lives changed over the twenty years following the close of the novel. Be as historically accurate as you can.
- J. Write a book review of your book following the format described in the "Middle School Writing Manual."

Assignment: Civil War Maps

1. Draw a map of the Union (Northern States) on a plain sheet of 8 1/2" by 11" paper. Draw big and try to do it freehand (without tracing)!
2. Draw a map of the Confederate (Southern) States on a plain sheet of 8 1/2" paper. Draw big and try to do it freehand (without tracing)!
3. Put a large title on each map.
4. Label the states on each map (no pencil).
5. Outline and label the following rivers; Mississippi and Potomac
6. Draw mountain symbols and label the Appalachian Mountains.
7. Label the following cities where major Civil war battles occurred (you may include additional battlegrounds for extra credit):
 - Fort Sumter (where the war began)
 - Washington D.C. (capitol of the North)
 - Richmond (capitol of the South)
 - Atlanta
 - Savanna
 - New Orleans
 - Vicksburg
 - Chattanooga

Charleston

Gettysburg

Appomattox Court House (where the war ended)

History/Language Arts

CLASS SESSION 2

Materials Needed:

1. Jeopardy game and scoreboard.
2. List of Civil War Union topics and list of Civil War Confederate topics for each student.
3. Civil War time-line for each student.
4. Topic poster assignment for each student.
5. Sample topic poster.

Activities:

1. In small groups, students review the historical novel or biography they read by participating in a share-around. They tell: a) what, when, where, how, b) their favorite part of book, and c) what they learned about the Civil War. Students use note cards from their Civil War folders to take notes when others are speaking and names of books they'd like to read.
2. In the large group, a student reporter from each small group shares a particularly interesting book or comments about his small group's reading in some way.
3. Discussion about completed map activity is led by teacher.
4. Students share extra credit projects with large group and points are given for the student's team. If

appropriate, extra credit projects are displayed in classroom.

5. Teacher leads discussion using *A More Perfect Union*, Chapter 11, Lessons 3 and 4, including transparencies of graphic overview, page 330, and Underground Railroad, page 333. Discuss the firing on Fort Sumter, page 335, and viewpoints on slavery, pages 336-337.
6. Students choose to join the Confederate or the Union for the duration of this unit.
7. Students play Jeopardy in Confederate or Union teams and score points for their team.
8. From the North or South, students each choose a topic to research and a character to research and to "become" in role play.
9. Topic poster assignment is explained. A sample is shown.

Assignment: Civil War Topic Poster

1. Research your topic in as many reference materials as you can. See the Bibliography in your folder for ideas. Use an encyclopedia, local library, internet, and U.S. History textbook. If you get stuck, ask a Civil War teacher for help.
2. Write a research paper on your topic. Write a minimum of one page. Use your own words. Write a bibliography page listing the references you used for your paper, using correct bibliography format. (Check your English textbook or the Bibliography in your folder for correctness.)
3. Write the title of your topic on your poster.
4. Draw, trace, or paste graphics, pictures, graphs, etc. on your poster to make it attractive, interesting, and informational.
5. Attach your research paper to your poster.
6. Put your name on the front of your poster, and your CHEP teacher's name on the back.

My topic is: _____

History/Language Arts

CLASS SESSION 3

Materials Needed:

1. North and South teams' current scores in points and scored book reviews and maps to return to students.
2. Jeopardy game and scoreboard.
3. Character brochure assignment, one per student.
4. Sample character brochure.
5. Roster which includes names, addresses, phones, e-mail addresses, and Civil War characters' names of all students - one roster per student.
6. Monthly Assignment sheet for unit to be given to parent by student, one for each student.

Activities:

1. North and South team scores current-to-date are announced.
2. Students share topic poster with class, giving two interesting facts shown on poster, and hand poster to a teacher for immediate scoring.
3. Students share extra credit projects, and points are given. If appropriate, extra credit projects are displayed in classroom.

4. Teacher leads discussion of North versus South, using Chapter 12, Lesson 1 from *A More Perfect Union*.
Transparencies of graphic overview on page 343, map of seceding states on page 343, and graph of Union and Confederate Resources are discussed.
5. Students form groups of five to seven students and begin designing a "shadow play" which will depict an incident in the Civil War. Next class period the students will present their play and the other student groups will guess the incident. Some groups will communicate with one another and/or get together outside of class to develop and/or practice their play.
6. Character brochure assignment is explained and a sample is shown.
7. Students may view individual poster scores. Teacher keeps posters to display at the unit's closing program.

Assignment: Civil War Character Brochure

In this project, you will research your Civil War character and present him/her in a three-fold brochure.

If your character is a known person such as General Lee or Clara Barton, everything in your brochure must be factual about your particular character, and based on research.

If your character doesn't have a name, but is one of many, such as a Civil War nurse, or foot soldier, or plantation slave, etc., you will need to create details about your character. The details, and everything about your character, however, must be historically believable, and true to what might have really happened during the Civil War, based on your research.

Directions:

Fold your 8 1/2" x 14" paper into three parts.

Type or neatly print in black ink.

Use colored illustrations or designs.

Include a political cartoon or original poem.

Outside Panel: Front title page

- Character's name
- Picture or silhouette of character

- Quote from character or slogan about character
- Your first and last name and CHEP teacher

Inside Left Panel: Pre-war biographical information

- Age
- Family information
- Home state
- Education
- Occupation, financial status before the war
- Social Status
- Political positions, beliefs
- Other biographical information

Inside Middle Panel: Contribution to the war

- What
- Where
- When
- How
- Why
- Results or effects

*Inside Right Panel: Biographical information changes after
the war*

- Family information
- Occupation, financial status after the war
- Political beliefs, efforts, etc. after the war
- Social status after the war
- How life is different after the war for your character

History/Language Arts

CLASS SESSION 4

Materials Needed:

1. North and South teams' current-to-date scores in points.
2. Large white sheet and overhead projector for shadow plays.
3. Transparencies for Civil War teaching discussion.
4. Creative assignments, one for each student.
5. Monthly Assignment sheet for unit to be given to parent by student, one for each student.

Activities:

1. North and South team scores current-to-date are announced.
2. Students share character brochure with class, telling what their character did before the war, during the war, and after the war. Students hand brochure immediately to teacher for scoring.
3. Students share extra credit projects and receive points for their team. If appropriate, extra credit projects are displayed in classroom.
4. Teacher leads a discussion using *A More Perfect Union*, Chapter 12, Lesson 2, on the war, its leaders, and battles. Transparencies from graphs and maps on pages

347 and 350 are used.

5. Students perform shadow plays in front of overhead projector light and behind large white sheet. Other students guess the incidents portrayed in the shadow plays.

6. Creative assignments are explained.

7. Students may view individual brochure scores.

Brochures are kept by teacher to display at the unit's closing historical musical program.

Assignment: Civil War Creative Assignment

Choose one of the following, or something similar of your own choosing, for your "creative assignment." You may work alone or work with friends to turn in a group project. Whatever you do, do it well. Be creative!

1. Produce a video presentation of:
 - events that shaped the life of a Civil War character
 - an interview of a person in the Civil War
 - a play or skit

2. Create a three-dimensional or illustrated time-line of the Civil War.

3. Make a model of one of the following, or another model of your choice:
 - Grant's Tomb in New York City
 - Robert E. Lee's home at Arlington, Virginia
 - Gettysburg battleground with northern and southern soldiers
 - The Monitor and/or the Merrimac.

4. Make a poster to recruit young men into the army - either the Union army or the Confederate army. Be

persuasive. Appeal to the patriotism of the possible recruits. Give details.

5. Create a map of one of the battles of the Civil War. Indicate troop movements. Make a map key.
6. Interview a veteran of any war. Write down your interview questions and then record on paper, the answers the veteran gives. Ask questions such as: Why and how did you join the military? What were your responsibilities? What were your feelings about the war? Can you describe your experiences in battle? Did you see any of your friends die?
7. Make a Civil War diary as a character in the Civil War. You may be the character you have researched or another character. Make a cover for your diary, and dated, daily entries.
8. Portray someone or a scene from the Civil War in art. Make a sculpture or draw or paint.
9. Cook hardtack, johnnycakes, or another common Civil War food. Make enough to share in class. Write the

- recipe. You might also gather goober peas recipes.
10. Create a photograph album of famous Civil War personalities. Under each photograph, write one sentence explaining who is in the picture.
 11. Write a skit or short play that depicts a realistic drama on the Underground Railroad. (Optional - act out the skit in class, or video tape it.)
 12. Write a song to help slaves escape along the Underground Railroad. Use words that have secret meanings only the slaves can understand. Write the words of the song, and then explain what the secret words mean. If you like, write a simple melody. Record it, or sing it in class if you like.
 13. Make a notebook of political cartoons depicting the Civil War.
 14. Campaign for Abraham Lincoln for President.
 - Write a speech to give to help elect him.
 - Write a song to help elect him.

15. Write a short monologue (one person talks) in the role of a famous abolitionist such as John Brown, Frederick Douglass, Harriet Tubman, or Lloyd Garrison.
16. Role play a legislator in a southern state and give a speech about why your state wants you to leave the union.
17. Write a newspaper article that announces the end of slavery.
18. Create a map showing one general's battle campaigns. Make a map key.
19. Draft a design for a monument to a general or Civil War character of your choice. Show your plans for the monument and supplies needed, along with the projected cost and completion date. Write the inscription for the monument.
20. Learn "Morse Code." Write it out on a large tagboard or overhead transparency, along with a message in "Morse Code." Teach it to the class, and tell a little about its and other codes' importance in the Civil War.

21. Write a dramatic story or dramatic play (fiction, based on history) set in the Civil War.
22. Create a newspaper, "The Civil War Gazette," about the War Between the States. Include a masthead, news articles, an editorial, an editorial cartoon, graphics or drawings, an obituary column, and advertising.
23. Choose a year of the Civil war and select a "Person of the Year" for a newsmagazine. Write the magazine article(s) highlighting your "Person of the Year." You might also design the cover of the magazine honoring this person. You could write an editorial on why he/she should be "Person of the Year," an article telling what others have said about him, advertisements of the time period, political cartoons, and another article(s) telling other important events of the time period.
24. Create a make-believe dialogue between two or more people in the Civil War. Act your dialogue out in class if you like.
25. Write any type of poem about the War Between the

States.

26. Memorize a poem about the Civil War. Recite it in class.

27. Memorize a speech portion about the Civil War. Recite it in class.

Have Fun!

History/Language Arts
CLASS SESSION 5

Materials Needed:

1. North and South teams' current-to-date points.
2. Autobiographical incident assignment, one per student.
3. Autobiographical incident example to read to class.
4. Video player and monitor for videoed creative assignments.
5. Paper plates, napkins, paper cups, and forks for Civil War foods and drinks students bring for creative assignments.

Activities:

1. North and South team scores current-to-date are announced.
2. Students share creative assignments with the class. Assignments are handed to Teacher B for scoring. When appropriate, assignments are displayed in classroom. Teacher A notes creative assignments, such as poems and famous speeches memorized, poems, songs, or vignettes written, etc. that can be incorporated into the closing musical historical program.
3. Teacher leads discussion using *A More Perfect Union*, Chapter 12, Lessons 2 and 3. Battles and leaders are reviewed and the *Gettysburg Address*, war on the

homefront, the draft, women in the war, and Shakers' beliefs are discussed.

4. Character Presentation assignment is explained.

ASSIGNMENT: CHARACTER PRESENTATION

1. Write a creative, but historically factual autobiographical incident on your Civil War character. (You have already done your research, so have fun writing this.) **Use first person**, and just tell about an incident in your life. You may want to tell about a battle you were in, or the time you escaped through the Underground Railroad, or how you felt when your plantation was burned to the ground, or what you did to make a living after you were freed and no longer a slave.

Include:

- Background, if needed, to introduce your incident
- How you felt during and after this incident
- Descriptions that make the audience **see, hear, feel, smell**, and have the same emotions you experienced during the incident
- Where, when, why, who, how

Format:

- At least one full page
- Use typing, word processor, or black ink (NO pencil)
- Final draft form - watch spelling, punctuation, etc.
- Include first and last name, teacher, morning or

afternoon, North or South

- Include pictures, maps, etc. if you wish.
2. Dress in costume for your character role
 - You will also be wearing this costume in our program for your parents in March.
 - This doesn't need to be fancy. Have fun, and be as authentic as you can.
 3. Read your autobiographical incident in class. I can't wait to hear it!

History/Language Arts

CLASS SESSION 6

Materials Needed:

1. North and South teams' current-to-date points.
2. Rough draft of historical musical program for teacher's use, prepared by teachers.
3. Speaking and drama materials to give to individual students so they may learn them for the closing program.
4. Additional large drawings on butcher paper needed for closing program as scenes, paints and painting supplies.

Activities:

1. North and South team scores current-to-date are announced.
2. Students, dressed in costume, read their biographical incidents. The assignments are given to teacher B for scoring. Teacher A takes note of exceptional biographical incidents that will fit into the musical historical closing program.
3. Teacher leads discussion on the South's surrender using *A More Perfect Union*. Transparency of graphic overview on page 362 is used.
4. Students volunteer for speaking/drama participation in

- closing program by writing their names on white board.
5. Students paint additional large drawings to be used in closing program as scenes.
 6. As students paint, teacher A assigns individual students speaking, acting, and stage hand parts for the closing program. Some parts are teacher generated and some are student generated.
 7. Teacher discusses student parts, responsibilities, speaking voice including volume, gestures, eye contact, body language, and costumes.

History/Language Arts and Music

CLASS SESSION 7

All students meet in combined class for dress rehearsal of musical historical program.

Materials Needed:

1. North and South teams' final tally of points and winning team in each class announced. Certificates for a recreation park or movie ticket, or hamburger coupon, etc. for winning team, and certificates/coupons of lesser value to second place team members.
(Certificates/coupons donated by vendors)
2. Piano and other musical instruments, especially drum and cymbals, to be played by students.
3. Accompaniment cassette tape and tape player.
4. Painted scenes for program arranged in order on two very large flip chart racks made of PVC pipe which will be used on either side of stage and props needed for vignettes.
5. Copies of complete program for each teacher, including all components.
6. Copies of program order including where students stand and move during parts, one for each student.
7. Copies of stage directions, lighting, changes of scenes, etc. for stage hands and sound and lights help.

Activities:

1. Students line up in places for program.
2. Students walk through program without actually singing or speaking their parts.
3. Students practice complete program including music, drama, narration, and scene changes.

Program

Materials Needed:

1. Programs for program attendees.
2. All props and flip chart racks with scenes.
3. Student work - posters, brochures, extra credit, etc. to be displayed in foyer of auditorium for attendees' viewing.
4. Computers and computer work running for attendees' viewing.
5. Paper goods, ice, sodas, carrot sticks, dip, and pizza (delivered) to feed all students, teachers, and parent help.

Activities:

1. Full Dress Rehearsal at 4:00 p.m. with lights and sound.
2. Pizza party for students at 6:00 p.m. Parents serve and clean up party.
3. Student ushers begin handing out programs and seating attendees at 6:30 p.m.
4. Students line up and begin processional down aisles to stage at 7:00 p.m.
4. Students perform *Voices of the Civil War*, a musical historical program for parents and friends.

Music

CLASS SESSION 1

Materials Needed:

1. Cassette tape of Civil War songs. One side contains vocal music and narration, the other side contains instrumental accompaniment music. One tape for each student.
2. Words to songs - place in each student's Civil War folder.
3. Piano.
4. Cassette tape player.

Activities:

1. Teacher leads discussion of the history and significance of music during the Civil War period, including discussion of Negro Spirituals' significance and usage during the time of slavery. The music's mood, spirit, message bearing, inspiration, and patriotism are discussed.
2. Rhythm games and activities are played so students will learn to hear, feel, and experience rhythm and follow directions.
3. Students are given words to songs and tapes.
4. Students are introduced to the abolition song, *Follow the Drinking Gourd*, and a discussion about the meaning

is led by the teacher.

5. Students listen to the vocal tape of *Follow the Drinking Gourd*, are taught its musical components, and sing with the tape.
6. Students are introduced to and listen to the Union song, *Lincoln and Liberty*. They are taught its significance and musical components. They sing with the tape.
7. Students are introduced to and listen to the Confederate song, *The Bonnie Blue Flag*. They are taught its significance and musical components. They sing with the tape.
8. Students are given assignment to listen to the tape at home and to memorize the words to *Follow the Drinking Gourd* and *Lincoln and Liberty*.

Music

CLASS SESSION 2

Activities:

1. Students sign up if wish to volunteer to play an instrument in program, such as piano, banjo, drum, cymbals, violin (fiddle), horn, harmonica, etc.
2. Students sign up if wish to participate in a solo or small group singing part.
3. Students warm up singing voices and work on *Follow the Drinking Gourd*. Teacher and students talk through the song and work on its rhythm and meaning of words. Students sing *Follow the Drinking Gourd* to the vocal tape and then to the instrumental accompaniment tape. Guys and gals sing different refrains and teacher walks around room listening to singing voices.
5. Students work on *Lincoln and Liberty*. Teacher and students talk through the song and work on its rhythm and meaning of words. Students sing *Lincoln and Liberty* to the vocal tape and then to the instrumental accompaniment tape.

Music

CLASS SESSION 3

Activities:

1. Students warm up singing voices and sing *Follow the Drinking Gourd* and *Lincoln and Liberty*.
2. Students sing *The Bonnie Blue Flag* to the vocal tape and then to the instrumental accompaniment tape.
3. Students are introduced to *Goober Peas* and *Just Before the Battle, Mother*.
4. Solos and small groups are experimented with to learn where students' voices fit.
5. Assignment is given - students are to continue at home to listen to tape and memorize words and music.
Instrumentalists begin learning music at home.

Music

CLASS SESSION 4

Activities:

1. Students warm up vocally and sing *Follow the Drinking Gourd, Lincoln and Liberty,* and *The Bonnie Blue Flag,* with accompaniment tape and with written words, and then without written words.
2. Students work on *Slavery Chain Done Broke.* Teacher and students talk through the song and work on its rhythm and meaning of words. Students sing *Slavery Chain Done Broke* to the vocal tape and then to the instrumental accompaniment tape. They learn and practice clapping in rhythm, and oohing for background for soloist.
3. Students work on *The Victory Song of Freedom.* Teacher and students talk through the song and work on its rhythm and meaning of words. Students sing *The Victory Song of Freedom* to the vocal tape and then to the instrumental accompaniment tape.
4. Teacher continues finding appropriate vocal parts for volunteer soloists and small group members.
5. Teacher assigns parts to instrumental accompaniments and soloists.
6. Assignment - practice songs at home with accompaniment side of tape and memorize words.

7. In flex schedule, boys from both classes practice
Goober Peas.

Music

CLASS SESSION 5

Activities:

1. Students warm up voices and sing all songs with assigned vocal and instrumental parts without written words and with accompaniment tape.
2. Students spend extra time practicing *Slavery Chain Done Broke* and *The Victory Song of Freedom*.
3. Assignment - students continue to practice at home and memorize words.
4. In flex schedule, all girls from both classes practice *Just Before the Battle, Mother*.

Music

CLASS SESSION 6

Activities:

1. Students sing all songs with solo and small group parts, and instruments.
2. Students are introduced to *The Battle Hymn of the Republic* and practice singing it to piano accompaniment. Students are taught and sing counter parts.

Computer

CLASS SESSION 1

Activities: Word Processing

Using *Claris Works, Microsoft Works, Word Perfect,* etc., the teacher walks students through:

1. Word processing new document.
2. Task bar basics.
3. Text options.
4. Spell checker and thesaurus.
5. Editing.
6. Library file to add a picture.
7. Saving, files, quitting.

Computer

CLASS SESSION 2

Activities: E-mail, Internet

1. Students receive CHEP e-mail addresses, learn method and etiquette, and e-mail a CHEP student.
2. Students explore the Civil War on the internet by learning to log on, find information, and bookmark.

Computer

CLASS SESSION 3

Activities: Graph and Spreadsheet

1. Students compile data found from research on internet or from other research on a civil war topic.
2. Students write a brief summary using word processing.
3. Students create a spreadsheet.
4. Students create a graph from data put on spreadsheet.
5. Students import graph to word processing page, finish, and print.

Computer

CLASS SESSION 4

Activities: Desktop Publishing

Students use *Creative Writer, Print Shop, SuperPrint, etc.* Step instructions following are given for *Creative Writer.*

1. Imaginopolis.
2. Writing Studio.
3. Backgrounds.
4. Borders.
5. Text.
6. Editing text.
7. Graphics.
8. Edit graphics.

Computer

CLASS SESSION 5

Activities: Hyperstudio

1. New Stack.
2. Backgrounds.
3. Text Fields.
4. Graphics.
5. Buttons.
6. Actions.
7. Editing.

Computer

CLASS SESSION 6

Activities: Hyperstudio 2

1. Review research previously written on index cards.
2. *HyperStudio*.
3. Add text fields.
4. Add buttons.
5. Import graphic or video clip when available.
6. Revise.

Field Trip

CIVIL WAR SCHOOL TOUR AT RILEY'S FARM, YUCAIPA, CA.

Students wear Civil War costumes and act out life during the civil war. They begin by farming, blacksmithing, drying apples, making candles and soap, etc. The mayor addresses them, but a unionist and a secessionist try to persuade. Confederate and Union soldiers muster students into the service of Lincoln or Davis.

The manual of arms of each side provides the basis of a skirmish between the North and the South. The dead and wounded are cared for. Letters from the battlefield and home front are read, disciplinary measures are demonstrated, and political issues debated.

Students march, drill, cook, vote, blacksmith, potter, build, weave, and recite in a role play.

For lunch, students eat hardtack, parched corn, fruit, salt pork, cheese, and apple cider. During lunch a famous or infamous character addresses the students. After lunch, leftovers are used to slop the hogs and prepare compost.

Price is \$10.00 per student plus transportation.

Field Trip

CIVIL WAR RE-ENACTMENT

Students are encouraged to attend a weekend Civil War re-enactment with family or friends. Re-enactments occur in many areas, including Mile Square Park in Huntington Beach, Seaport Village in San Diego, and in November, at Riley Farm in Yucaipa.

Families may camp out in authentic gear with other families, or they may observe the re-enactment which will include battles, foods, etc.

CHAPTER FOUR: Conclusion

Through the subjects of American history, language arts, music, and computer science, the Civil War is taught to sixth through eighth graders in an inter-active role-playing unit entitled *Voices of the Civil War*. The unit is particularly designed for students who are schooled at home by their parents. Students come together for the unit study in classes two times a month. Parents are given lesson plans to implement at home between class sessions.

Students role-play by joining one side of the Civil War and by becoming a historical personage. They then research, write, speak, sing, act, and use the computer, learning, applying, and also earning points for their side of the war. They also attend a field trip.

The study unit culminates in a historical music program for parents and friends that highlights students' singing, recitations, drama, and presentations of students' original writing. The performance evening also includes a showing of students' completed projects and their hyper-studio presentations.

Program Evaluation

Summative Procedures are used to evaluate this unit. Evaluation is by administrators, all CHEP teachers who have students in the *Voices of the Civil War* unit, CHEP teachers who are teaching the unit, by parents who teach at home, and by students' responses.

As CHEP teachers conference parents, and teachers see student work, they will assess how the goals and objectives of the unit are being met. Those teachers teaching the unit will meet after each class session, performing on-going assessments so that modifications can be made. Following are questions to be discussed and answered by the teachers involved.

1. What is the quality of the student work submitted? What is the quality of student written and spoken communication?
2. What are the student responses to class sessions? Are students attending classes or dropping out of the unit? If some have dropped, what are the reasons?
3. Are students learning about the Civil War and its issues? What do class discussions and assignments show as to quality and quantity of learning? Are students assimilating and transferring knowledge and skills in their studies?
4. Are students' social and emotional goals being met?

5. Are the session, class, and assignment organizational structures working?

When the unit is finished, teachers will meet to gather data received from parents, students, administrators, and other teachers, as well as those attending the historical music program. The teachers will evaluate the data and write down ideas for improvement for implementation of *Voices of the Civil War* at a later date.

Recommendations

Voices of the Civil War was implemented in part in the third quarter of the 1997-98 school year at CHEP by the authors and other teachers. Some recommendations for future implementation of the unit were decided.

It was found that the unit's staffing needs consist of a minimum of four teachers and one instructional assistant, and that optimal needs are eight teachers and one instructional assistant.

The history/language arts classes need one or two teaching/facilitating teachers and one recording teacher. The recording teacher is responsible for the class lists, written correspondence with parents, grading projects, and score-keeping for the contest. The music classes need one or two teaching/facilitating teachers, and the computer classes need one or two teaching/facilitating teachers. The instructional assistant prepares student folders for distribution the first class session, copies tapes for the music class, prepares mailings to parents, helps prepare historical music performance programs for printing, and prepares large drawings for students' painting sessions.

There are program changes that would enhance the *Voices of the Civil War* unit. Some of these include the following.

1. Produce a Civil War enactment using students and their families.

families.

2. Meet more frequently than two times a month to allow for more classroom teaching opportunities.
3. Bring gifted speakers into the classroom to portray Civil War characters or give information about the Civil War.
4. Give students an extensive written list of extra-credit activity ideas from which to choose.
5. Add the dimension of debates to the unit.
6. Continue the unit to cover reconstruction.

APPENDIX A: Lesson Plans

LESSON PLAN - CIVIL WAR UNIT

12/15 - 1/16

Student Name _____ Grade 6,7,8 Month 5

Subject Assignments and Goals

- Reading
1. Finish reading your Civil War novel.
 2. Read about your Civil War topic and character (topic and character chosen 12/17).
 3. Read another Civil War novel for extra points, if you want.

- English
1. Write book report for Civil War novel (due 12/17).
 2. Make research poster (topic chosen in class 12/17, due 1/14).
 3. Write letters to classmates in your character role (character chosen 12/17).

- Social
Studies
1. Complete Civil War maps (due 12/17).
 2. Research Civil War topic for poster.
 3. Research Civil War character.
 4. If in 8th grade, read chapters 11, 12 in textbook.

LESSON PLAN - CIVIL WAR UNIT

1/19 - 2/13

Student Name _____ Grade 6,7,8 Month 6

Subject Assignments and Goals

- Reading
1. Read a historical novel or biography pertaining to your character role.
 2. Read for the "creative assignment" (given 1/28, due 2/4).

- English
1. Make a brochure describing your character (assignment given and explained 1/14, due 1/28).
 2. Practice for oral presentation of character (due 2/4).
 3. Create "creative assignment" (due 2/18).
 4. Write letters in role of character and mail to classmates - extra points.

- Social Studies
1. Research character of The Civil War.
Research for "creative assignment".
Research for letter writing.

APPENDIX B: Rubrics

NAME _____
 DATE _____
 CHEP TEACHER _____

VOICES OF THE CIVIL WAR CHECKLIST: **HISTORICAL FICTION NOVEL**

TITLE: _____

AUTHOR: _____ NUMBER OF PAGES _____

DESCRIBE YOUR PROJECT - Copy the capital letter and brief description from the assignment sheet.

	<u>Possible Points</u>	<u>Points Earned</u>
CORRECT HEADING	<u>5</u>	_____
<ul style="list-style-type: none"> • Student's name • Date • CHEP teacher's name • Title of Assignment 		
TURNED IN ON TIME	<u>10</u>	_____
<ul style="list-style-type: none"> • If late, give explanation 		
<hr/>		
CORRECT GRAMMAR, SPELLING, AND SENTENCE STRUCTURE	<u>20</u>	_____
CRAFTSMANSHIP	<u>10</u>	_____
<ul style="list-style-type: none"> • Neatness • Typed or black ink 		
ORAL PRESENTATION	<u>10</u>	_____
<ul style="list-style-type: none"> • Use eye contact • Speak loudly • Speak with enthusiasm • Be well-prepared with concise, interesting information 		
CONTENT	<u>30</u>	_____
CREATIVITY	<u>15</u>	_____
TOTAL POINTS POSSIBLE	<u>100</u>	_____
EXTRA CREDIT		_____
TOTAL POINTS EARNED		<input style="width: 50px; height: 20px;" type="text"/>
TIME SPENT ON PROJECT		
_____ hours _____ minutes		

GRADED BY _____
TEACHER COMMENTS _____

NAME _____

DATE _____

CHEP TEACHER _____

VOICES OF THE CIVIL WAR CHECKLIST: CIVIL WAR MAPS

Check one: Your project is a

- Union (Northern States) Map _____
- Confederate (Southern States) Map _____

	Possible Points	Points
CORRECT HEADING	<u>5</u>	_____
• Student's name		
• Date		
• CHP teacher's name		
• Title of Assignment		
TURNED IN ON TIME	<u>10</u>	_____
• If late, give explanation		

CORRECT SPELLING	<u>10</u>	_____
CORRECT FORM	<u>5</u>	_____
• Plain 8 1/2" x 11" paper		
• Large drawing in freehand		
• Large title on map		
CONTENT	<u>50</u>	_____
• Each State labeled		
• Mississippi and Potomac Rivers outlined and labeled		
• Appalachian Mountains labeled with name and mountain symbols		
• Label cities where major Civil War battles occurred		
*Fort Sumter		
*Washington, D.C.		
*Richmond		
*Atlanta		
*Savanna		
*New Orleans		
*Vicksburg		
*Chattanooga		
*Charleston		
*Gettysburg		
*Appomattox Court House		
CRAFTSMANSHIP	<u>20</u>	_____

- Neatness
- Use of black ink

TOTAL POINTS POSSIBLE 100
EXTRA CREDIT _____

- List below additional battlegrounds
that you labeled for extra credit

TOTAL POINTS EARNED

TIME SPENT ON PROJECT
____ hours ____ minutes

GRADED BY _____

TEACHER COMMENTS _____

NAME _____
 DATE _____
 CHEP TEACHER _____

VOICES OF THE CIVIL WAR CHECKLIST: **CIVIL WAR TOPIC POSTER**

Possible Points Points Earned

<u> </u> CORRECT HEADING	<u> </u> 5	<u> </u>
• Student's name		
• Date		
• CHEP teacher's name		
• Title of Assignment on poster		
<u> </u> TURNED IN ON TIME	<u> </u> 10	<u> </u>
• If late, give explanation		
<hr/>		
<u> </u> MINIMUM ONE PAGE RESEARCH PAPER	<u> </u> 5	<u> </u>
• Use of own words		
<u> </u> CORRECT GRAMMAR, SPELLING, AND SENTENCE STRUCTURE	<u> </u> 15	<u> </u>
<u> </u> CONTENT OF RESEARCH PAPER	<u> </u> 20	<u> </u>
(ATTACH TO POSTER)		
<u> </u> BIBLIOGRAPHY PAGE	<u> </u> 5	<u> </u>
• Correct bibliography format		
<u> </u> GRAPHICS ON POSTER	<u> </u> 10	<u> </u>
• Attractive, interesting, informational		
<u> </u> CRAFTSMANSHIP	<u> </u> 10	<u> </u>
• Overall look of neatness		
• Typed or black ink		
<u> </u> CREATIVITY	<u> </u> 10	<u> </u>
<u> </u> ORAL PRESENTATION	<u> </u> 10	<u> </u>
• Use eye contact		
• Speak loudly		
• Speak with enthusiasm		
• Be well-prepared with concise, interesting information		
TOTAL POINTS POSSIBLE	<u> </u> 100	Correct
EXTRA CREDIT		

TOTAL POINTS EARNED

TIME SPENT ON PROJECT

____ hours ____ minutes
GRADED BY _____
TEACHER COMMENTS _____

NAME _____
 DATE _____
 CHEP TEACHER _____

VOICES OF THE CIVIL WAR CHECKLIST: **CHARACTER BROCHURE**

BRIEFLY DESCRIBE YOUR PROJECT

	Possible Points	Points Earned
<u>TURNED IN ON TIME</u>	<u>10</u>	_____
• If late, give explanation		

<u>CORRECT GRAMMAR, SPELLING, AND SENTENCE STRUCTURE CRAFTSMANSHIP</u>	<u>10</u>	_____
• Neatness		
• Typed or black ink		
<u>ORAL PRESENTATION</u>	<u>10</u>	_____
• Use eye contact		
• Speak loudly		
• Speak with enthusiasm		
• Be well-prepared with concise, interesting information		
<u>FORMAT OF CHARACTER BROCHURE</u>	<u>30</u>	_____
• Folded on 8 1/2" x 14" paper into three parts.		
• Typed or neatly printed in black ink.		
• Used colored illustrations or designs.		
• Included a political cartoon or original poem.		
Outside Panel: Front title page includes:		
• Character's name		
• Picture or silhouette of character		
• Quote from character or slogan about character		
• Your first and last name and CHEP teacher		
<u>CREATIVITY OF CHARACTER BROCHURE</u>	<u>30</u>	_____
10 points for each section listed below		
Inside Left Panel: Pre-war biographical information		
• Age		
• Family information		
• Home state		

- Education
- Occupation, financial status before the war
- Social Status
- Political positions, beliefs
- Other biographical information

Inside Middle Panel: Contribution to the war

- What
- Where
- When
- How
- Why
- Results or effects

Inside Right Panel: Biographical information changes after the war

- Family information
- Occupation, financial status after the war
- Political beliefs, efforts, etc. after the war
- Social status after the war
- How life is different after the war for your character

TOTAL POINTS POSSIBLE 100
 EXTRA CREDIT _____

TOTAL POINTS EARNED

TIME SPENT ON PROJECT
 ___ hours ___ minutes

GRADED BY _____

TEACHER COMMENTS _____

NAME _____
 DATE _____
 CHEP TEACHER _____

VOICES OF THE CIVIL WAR CHECKLIST: **CREATIVE ASSIGNMENT**

BRIEFLY DESCRIBE YOUR PROJECT

	Possible Points	Points Earned
CORRECT HEADING	<u>5</u>	_____
<ul style="list-style-type: none"> • Student's name • Date • CHEP teacher's name • Title of Assignment 		
TURNED IN ON TIME	<u>10</u>	_____
<ul style="list-style-type: none"> • If late, give explanation 		
<hr/>		
CORRECT GRAMMAR, SPELLING, AND SENTENCE STRUCTURE	<u>20</u>	_____
CRAFTSMANSHIP	<u>10</u>	_____
<ul style="list-style-type: none"> • Neatness • Typed or black ink 		
ORAL PRESENTATION	<u>10</u>	_____
<ul style="list-style-type: none"> • Use eye contact • Speak loudly • Speak with enthusiasm • Be well-prepared with concise, interesting information 		
CONTENT OF CREATIVE ASSIGNMENT	<u>30</u>	_____
CREATIVITY	<u>15</u>	_____
TOTAL POINTS POSSIBLE	<u>100</u>	_____
EXTRA CREDIT		_____

TOTAL POINTS EARNED

ADDITIONAL INFORMATION
 NAMES OF FRIENDS WHO WORKED WITH YOU ON THIS ASSIGNMENT

TIME SPENT ON PROJECT
____ hours ____ minutes
GRADED BY _____
TEACHER COMMENTS _____

NAME _____
 DATE _____
 CHEP TEACHER _____
 VOICES OF THE CIVIL WAR CHECKLIST: CHARACTER PRESENTATION

CHARACTER NAME

_____	CORRECT HEADING	_____
_____	• Student's name	
_____	• Date	
_____	• CHEP teacher's name	
_____	• Title of Assignment	
_____	TURNED IN ON TIME	10
_____	• If late, give explanation	
_____	FORMAT	10
_____	• Minimum one full page	
_____	• Typed or black ink	
_____	• Pictures, maps, etc. may be included	
_____	• Neatness	
_____	CORRECT GRAMMAR, SPELLING, AND SENTENCE STRUCTURE	15
_____	• Autobiographical incident written in first person	
_____	• Background if needed, to introduce your incident	
_____	• How you felt during and after this incident	
_____	• Description that made the audience see, hear, feel, smell the emotions you experienced.	
_____	CREATIVITY	15
_____	ORAL PRESENTATION	10
_____	• Use eye contact	
_____	• Speak loudly	
_____	• Read with enthusiasm	
_____	CREATIVITY	15
_____	TOTAL POINTS POSSIBLE	100
_____	EXTRA CREDIT	
_____	TOTAL POINTS EARNED	

TIME SPENT ON PROJECT
__ hours __ minutes
GRADED BY _____
TEACHER COMMENTS _____

REFERENCES

- Archambault, A. (1995). Black soldiers in the civil war. Santa Barbara: Bellerophon Books.
- Archambault, A. (1997). A coloring book of the civil war. Santa Barbara: Bellerophon Books.
- Armento, B., Nash, G., Salter, C. & Wixson, K. (1991). A more perfect union. Boston: Houghton Mifflin Company.
- California Department of Education (1987). Caught in the middle: educational reform for young adolescents in california public schools. Sacramento: California Department of Education.
- Carratello, J. & P. (1991). Thematic unit-civil war. Huntington Beach: Teacher Created Materials, Inc.
- Cassidy, J. (1993). The civil war literature units, projects, and activities. New York: Scholastic Professional Books.
- Kretzer, M., Slobin, M., & Williams, M. (1996). Making social studies come alive! New York: Scholastic Professional Books.
- Langan, S. (1997). A civil war unit of study using interactive centers. Whittier: East Whittier City School District.
- Moehle, E.A. (Not Given). The civil war-I (1861-1863). St. Louis: Milliken Publishing Company.
- Moehle, E.A. (Not Given). The civil war-II (1863-1865). St. Louis: Milliken Publishing Company.
- Moehle, E.A. (Not Given). The nation divides. St. Louis: Milliken Publishing Company.
- Nolan, T. (1996). Plays about the presidents. New York: Scholastic Professional Books.
- Pofahl, J. (1995). Civil war-the war between the states. Grand Rapids: T.S. Denison & Company, Inc.

Pofahl, J. (1995). The civil war personalities. Grand Rapids: T.S. Denison & Company, Inc.

Rybak, B. (1996). Life during the civil war. Torrance: Frank Schaffer Publications.

Traugh, S. (1994). The young nation through the civil War. Cypress: Creative Teaching Press, Inc.