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The Civil War - A Deadly Dinner Party

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The Civil War – A Deadly Dinner Party

Stage 1 – Desired Results		
<p>SOC.8.22.B-S: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass and Stonewall Jackson.</p> <p>SOC.8.18.C-S: evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.</p> <p>SOC.8.7.D-S: identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.</p> <p>SOC.8.8.A-S: explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;</p> <p>SOC.8.8.B-R: explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Plan and create a dinner party for specific individuals that played a central role in the Civil War and the road to the Civil War.</p>	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Individuals, even outside of elected leaders, can have a profound impact on history. • War affects many people in different ways and it is necessary to understand these different points of view and perspectives. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Is the price of freedom ever too high? • Is war necessary for change? • What causes conflict? • How can conflict create change?
	Acquisition	
<p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The major events that led to the Civil War • The significance of the Battle of Antietam • The significance of the Battle of Gettysburg • The significance of the Battle of Vicksburg • The significance of Fort Sumter • The Significance of Appomattox Courthouse • The contributions of President Abraham Lincoln to the war effort and the United States government • The significant generals and the different battles they fought • The significance of Lincoln's Assassination • How the issue of slavery divided the country 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze primary source documents • Use research skills • Work in groups • Test taking strategies • Use graphic organizers 	

Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Creating and planning a dinner party for the major figures of the Civil War and the road to the Civil War. The students will create the guest list, menu, theme, date and time, seating arrangement, and conversations between the guests. This will allow the students to show their understanding about how these people interacted with each other during this time period and also the relationships they had based on the historical account and events of the Civil War and the Road to the Civil War.</p> <hr style="border-top: 1px dashed black;"/>
M		<p>Other Evidence (e.g., formative) Summative Test (STAAR Prep), Exit Tickets, Writing Samples, Grade Worksheets and Homework, OPTIC, quizzes.</p>
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment	
	<p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <ul style="list-style-type: none"> • People Bubble Web <p>I will give the pre-assessments the week before this unit starts so that I have time to gather the necessary data and change plans if necessary.</p>	
A	<p>Learning Activities <u>Day 1:</u> Warm Up: Students will watch and listen to a break up scene from High School Musical (Gotta Go My Own Way) right when class begins. They will then be asked to come up with a definition of sectionalism based on the video using a think-pair-share activity.</p>	Progress Monitoring (e.g., formative data)
A	<p>Students will then complete a graphic organizer while the teacher presents a power point presentation on sectionalism and why the country started to break apart. The power point will cover the regional differences between the north, south, and west by looking at political, economic, and social differences between the regions.</p>	Graphic Organizer
M	<p>After the lecture, the students will do an OPTIC where they will</p>	Grade Writing

	<p>look at a picture of politicians tearing apart a map and write one paragraph on how that shows sectionalism (Homework if needed).</p>	
M	<p><u>Day 2: Warm-Up:</u> Students will begin with a 4 Corners activity where they will respond to questions by moving to the corners of the room. The corners will be marked Agree, Strongly Agree, Disagree, and Strongly Disagree. After they have made their decision they will discuss why they felt the way they did and then they will share out with the rest of the class.</p>	Listen to Conversations and then share out
A	<p>Following the 4 Corners, students will split into groups and do a Sectionalism Stations activity. They will have 7 stations that look at some of the major events that led to sectionalism. These events are: the cotton gin, plantation system, rise of slavery, nullification crisis, Missouri Compromise, Wilmot Proviso, and Northwest Ordinance. These stations will consist of a mixture of videos, pictures, simulations, and readings.</p>	Grade Answer Sheet
A	<p><u>Day 3:</u> The students will begin by finishing the Sectionalism Stations they started yesterday.</p>	Grade Answer Sheet
A	<p>When the students have done all of the stations and answered all of the questions, they will watch a video from HipHughes History on the Compromise of 1850. While the video is playing, the students will be answering questions.</p>	Grade Answer Sheet
M	<p><u>Day 4: Warm-Up:</u> Students will do a quick write about the evils of slavery. They will have 5 minutes to write as much as they can as to why the institution of slavery was evil. They need to write the entire time.</p>	Grade Writing
A	<p>When this is over, have them hang on to their writing and then have the class read through some of the Uncle Tom's Cabin Play. Assign students particular parts to read and then read through the play using the script provided.</p>	Assess participation
M	<p>When the play is over, have the students take back out the writing they did at the beginning of class. Next, put up the conclusion of Uncle Tom's Cabin on the projector and have the students read it to themselves. This reading is Harriet Beecher Stowe sharing her views on the evil of slavery; much like the students did at the beginning of class. When they have finished reading, they are to answer questions based on Stowe's perspective and also their own views on slavery.</p>	Grade Answer Sheet
A	<p><u>Day 5: Warm-Up:</u> The class will begin with a video on the Dred Scott Case to introduce what they will be learning about.</p>	

M	When the students come into class it will be set up like a court room. There will be a place for the judge, plaintiff and lawyers, defendant and lawyers, jury, clerk, and the people who are there to watch. Then, the students will be given roles to play for the mock trial. When they are given their roles, they will go to their respective place in the room. The students will then use the script they are given to play out the trial of Dred Scott.	Assess Participation
A	Once the trial is over, they will then use the text book to answer questions about the Dred Scott Case.	Grade Worksheet
A	<u>Day 6:</u> Warm-Up: Start the class by having the students answer the questions: "When was your last argument? What was it about? Who was it with? What was the result of it"	
M	Next, show Lincoln vs. Douglas Debates from "The Simpson's" as a hook. Then, show the Lincoln Douglas Debates Video and have the students write on who they thought won and why they thought so using evidence from the debate itself. The students need to take notes so that they have something to refer to as they start their writing.	Grade Writing
A	<u>Day 7:</u> Begin the class with a Sectionalism Quiz	Grade Quiz
M	After the quiz, post a quote from Sam Houston about his feelings on the formation of the Confederacy and the breakaway of Texas from the Union.	
A	Then, go through a power point that shows the views of Jefferson Davis vs. Lincoln on Liberty, Union, and Government. The students will fill out a graphic organizer as the teacher lectures.	
A	<u>Day 8:</u> Warm-Up: Ask the students to name any Civil War Battle they have ever heard of and why that battle was important.	Assess Participation
	After that, divide the class into groups. Assign each group a battle and provide a brief description of that battle. The groups are then to read the description and answer questions on each.	
A	When each group has the questions answered, they will nominate 1 person to go around and teach that battle to the rest of the groups. Every group will have a presented while the other students stay at their home group and listen to the	

A	<p>presenters. When every group has presented, the presenter goes back to their home group and the other group members teach the presenter about the other battles.</p>	
	<p>There should be a quick exit ticket at the end of the period</p>	Grade Exit Ticket
	<p><u>Day 9:</u> Warm-Up: Have the students answer the question “if you were in the Civil War, what would cause you to stop fighting?”</p>	
M	<p>Show a video on the surrender at Appomattox Court House. After the video, have the students look at 2 pictures of the surrender and have them fill in speech bubbles for what some of the people might be saying.</p>	Grade Speech Bubbles
A/M		
A/M	<p>Finally, show a video of Lincoln’s assassination and discuss how this might have changed the course of history and how this would affect the US going forward.</p>	Assess Participation
A	<p><u>Day 10:</u> Begin the class with a quiz on the Civil War. Do not include the major people involved on this quiz.</p>	Grade Quiz
	<p>After the quiz, have the students make a list of all of the people who were involved in the Road to the Civil War or the Civil War. See how many they can get on 1 or 2 minutes. Make it a competition if necessary.</p>	
A		
	<p>Then, have the students take out their phones or provide them with a device that has a QR code reader on it. They will use these devices to do a Who Am I? Gallery Walk. The QR codes should already be put up around the room. The students are to go around the room, scan the QR code on each page and then answer the questions on the site. They will record their answers on an answer sheet. Use this website to create the quiz: http://www.classtools.net/QR/create.php</p>	Grade Answer Sheet
M	<p><u>Day 11:</u> Warm-Up: Have the students play the 6 degrees of separation with Kevin Bacon game on www.oracleofbacon.org.</p>	
	<p>Next, pass out a bubble web chart with the people of the Civil War listed. The students are to work in groups to match how all of the people connect to each other. They can use any resources they need to make the connections.</p>	Grade Bubble Web
T		
T	<p><u>Day 12:</u> Introduce Performance Task Begin Performance Task</p>	Grade Performance

	<u>Day 13-19:</u> Work on Performance Task <u>Day 20:</u> Test (STAAR Prep)	Task
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