

Unit 7-4, Spring Semester: Do You See What I See?

Alternate Specialized LEADS Unit

Theme Overview:

The theme “**Do You See What I See?**” was selected for a 16-week interdisciplinary study of America’s Civil War and Reconstruction eras. At the conclusion of the unit, students will have acquired an understanding of the causes of the war and how its effects positively and negatively impacted our nation and other nations through the time of Reconstruction. Students will analyze these causes and effects from a variety of perspectives, or points of view, providing a broader and richer level of comprehension. Archives from the photographic innovations of the times will enable students to not only read and hear about the harsh realities of the era, but, for the first time in history, visualize them as well. The thematic unity will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams and in small groups.

Please refer to LEADS Unit 7-4 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 7th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: A Ballad of the Civil War (DRA 34)
Abrahams’ Battle (DRA 40)
Joey Pigza Swallowed the Key (DRA 40)

NOTE:** **If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.

Guided Reading: Soldier’s Heart (DRA 50)
Freedom Crossing (DRA 40)
The Acorn People (DRA 38)

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

Social Studies Materials

American Reading Company's Civil War Kit

The baskets of single titles (Social Studies component) are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts: (all 3rd-5th grade levels)

Who Was Harriet Tubman?

Abraham Lincoln: Lawyer, Leader, Legend

War Between the States

New Technology in the Civil War

Science Materials

Animal Titles

Beetles (DRA 40)

Grasshoppers and

Crickets (DRA 40)

Shark Attacks (DRA 40)

Octopuses, Squids,

& Cuttlefish (DRA 40)

& Their Kin (DRA 40)

Coyote Attacks (DRA 40)

Croc and Gator

Attacks (DRA 40)

Snakes (DRA 24)

Spiders (DRA 24)

Manatees (DRA 24)

Rodents (DRA 40)

Salamanders (DRA 40)

Land Predators (DRA 40)

True Bugs (DRA 40)

Termites (DRA 24)

Pelicans, Cormorants,

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

The following pages contain the LEADS Unit 7-4 "Do You See What I See?" including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Seventh Grade Unit 4

Theme Overview:

The theme “**Do You See What I See?**” was selected for an eight-week interdisciplinary study of America’s Civil War and Reconstruction eras. At the conclusion of the unit, students will have acquired an understanding of the causes of the war and how its effects positively and negatively impacted our nation and other nations through the time of Reconstruction. Students will analyze these causes and effects from a variety of perspectives, or points of view, providing a broader and richer level of comprehension. Archives from the photographic innovations of the times will enable students to not only read and hear about the harsh realities of the era, but, for the first time in history, visualize them as well. The thematic unity will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams and in small groups.

Driving Questions

- **What were some of the social, political, economic, and cultural issues faced by Americans before (causes), during and after (effects) the Civil War era?**
- **During the Reconstruction era, what were the significant cultural, social, political, and economic changes brought about by the end of the Civil War and, consequently, American Slavery?**
- **How does one’s point of view regarding both eras in history and specific personal challenges and triumphs influence the way in which understanding is developed?**
- **How can the analysis and synthesis of a variety of historical points of view change or influence one’s contemporary behaviors, opinions and values?**

New Jersey Core Curriculum Content Standards specific to this unit:

Science

5.2.8 B1- Describe the impact of major events and people in the history of science and technology, in conjunction with other world events.

5.2.8 B2- Describe the development and exponential growth of scientific knowledge and technological innovations.

5.8.8C1- Explain how Earth’s landforms and materials are created through constructive and destructive processes.

5.10.8 B1- Describe the effect of human activities on various ecosystems.

5.10.8 B2- Evaluate the impact of personal activities on the local environment.

Social Studies

6.1.8A2 - Use critical thinking skills to interpret events, recognize bias, point of view, and context.

6.1.8A4 - Analyze data in order to see persons and events in context.

6.4.8G1 - Explain the major events, issues, and personalities of the American Civil War including:

- The causes of the Civil War (e.g. slavery, states’ rights)

- The course and conduct of the war (e.g. Antietam, Vicksburg, Gettysburg)
- Sectionalism
- The Dred Scott and other Supreme Court decisions
- The role of women
- The role of African Americans
- The Gettysburg Address
- The Emancipation Proclamation and
- Juneteenth Independence Day

6.4.8G2 - Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in 1860 and 1864.

6.4.8G3 - Explain Reconstruction as a government action, how it worked, and its effects after the war.

6.4.8G4 - Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.

Materials:

Possible core novels and/or authentic readings:

Witness, by Karen Hesse (E)

Gone with the Wind, by Margaret Mitchell (C)

To Be a Slave, by Julius Lester (C)

Bull Run by Paul Fleischman (E)

With Every Drop of Blood by James Lincoln Collier and Christopher Collier (A)

Flipped by Wendelin Van Draanen (A)

Guided Reading:

The House of Dies Drear, by Virginia Hamilton (E)

Ballad of the Civil War, by Mary Stoltz (E)

Soldier's Heart by, Gary Paulsen (E/A)

Abraham's Battle, by Sara H. Banks (A)

Roll of Thunder, Hear My Cry, by Mildred Taylor (A)

Journal of James Edmond Pease, by Jim Murphy (C)

A Narrative of the life of Frederick Douglass: An American Slave (excerpts) (C)

All Creatures Great and Small by James Herriott (C)

Independent Reading/Research:

The Middle Passage, by Tom Feelings

American Reading Company leveled readers – Civil War Collection

Harcourt 's Leveled Guided Reading – United States: Civil War to Present

Teacher Resources:

<http://www.civil-war.net/>

<http://www.pbs.org/civilwar/>

http://www.cincymuseum.org/educators_researchers/educators/teacher_resources/liberty_edu_guide.pdf

<http://emints4.purdy.k12.mo.us/civilwar.htm>

Slavery Images

<http://hitchcock.itc.virginia.edu/Slavery>

This site contains over one thousand images pertaining to the Atlantic Slave Trade and slavery in the Americas.

Born in Slavery

<http://memory.loc.gov/ammem/snhtml/snhome.html>

Through audio recordings, photographs, and memoirs, this Library of Congress site hosts a collection of slave narratives from various perspectives.

Anti-Slavery

<http://www.antislavery.org/homepage/antislavery/modern.htm>

Anti-Slavery International has a site dedicated to educating its visitors about the existence of slavery in today's modern times. Activists post issues for discussion and lobby internationally for human rights.

21st Century Slaves – National Geographic

<http://magma.nationalgeographic.com/ngm/0309/feature1/>

This web page has a wealth of information about the current problem of slavery throughout the world. There are multimedia tools available on the site, as well as steps today's youth can take to help end present-day slavery.

American Slave Narratives: An Online Anthology (The University of Virginia)

<http://xroads.virginia.edu/~hyper/wpa/wpahome.html>

E-Text: *A Narrative of the Life of Frederick Douglass – An American Slave*

<http://www.history.rochester.edu/class/douglass/duglas11.txt>

To Be a Slave, by Julius Lester

<http://www.sdcoe.k12.ca.us/score/slave/slavetg.html>

<http://scriptorium.lib.duke.edu/slavery/>

http://ericir.syr.edu/Virtual/Lessons/crossroads/sec4/Unit_6/index.html

<http://members.authorsguild.net/juliuslester/bio.htm>

Gone with the Wind, by Margaret Mitchell

<http://strawhat.myweb.uga.edu/Webquest/introduction.htm>

The House of Dies Drear, by Virginia Hamilton

http://www.glencoe.com/sec/literature/litlibrary/pdf/house_of_dies_drear.pdf

<http://www.leastern.com/DiesDrear/diesdrear.htm>

http://litplans.com/authors/Virginia_Hamilton.html

<http://score.rims.k12.ca.us/activity/diesdrear/>

<http://www.emints.org/ethemes/resources/S00000715.shtml>

http://webmail.ops.org/socialstudies_web/Novel_Guide/Novel_Guide_Lesson_Plan_Grade_8/Acrobat/HouseofDiesDrear.pdf
<http://www.webenglishteacher.com/hamilton.html>

Souder, by William H. Armstrong

<http://www.glencoe.com/sec/literature/litlibrary/pdf/souder.pdf>
<http://www.coonhounds.com/Breeds/>
<http://historymatters.gmu.edu/d/82/>
<http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.09.x.html#d>
<http://neyture.info/teachered/novels/souder.pdf>
<http://www.millard.k12.ut.us/inservice/2000/myersr.html>

Roll of Thunder, Hear My Cry, by Mildred D. Taylor

<http://faculty.buffalostate.edu/beaverjf/nbd/roll.htm>
<http://teacherweb.com/WI/ArborVitae-Woodruff/RollOfThunder,HearMyCry/index.html>
http://www.jimcrowhistory.org/resources/pdf/amlit_lp_roll_of_thunder.pdf
<http://www.aloha.net/~uncldon/rothmyc.htm>
<http://www.sdcoe.k12.ca.us/score/roll/rolltg.htm>
<http://www.holton.k12.ks.us/staff/jireland/Summer1999/thunderlessons.htm>
<http://home.earthlink.net/~jesmith/Movie-Novel.html>
<http://scholar.lib.vt.edu/ejournals/ALAN/spring95/Bontempo.html>
<http://www.multcolib.org/talk/guides-roll.html>
http://members.tripod.com/dscorpio/roll_of_thunder_hear_my_cry.htm

Battle of the Civil War, by Mary Stoltz

<http://www.lexile.com/PowerV/A%20Ballad%20of%20the%20Civil%20War.pdf>
http://www.ltl.appstate.edu/litcircleunits/litcirunits_Fall00/slavery_civwar/4th/lesson1.html
http://www.ltl.appstate.edu/litcircleunits/litcirunits_Fall00/slavery_civwar/4th/lesson2.html
http://www.ltl.appstate.edu/litcircleunits/litcirunits_Fall00/slavery_civwar/4th/lesson3.html
http://www.ltl.appstate.edu/litcircleunits/litcirunits_Fall00/slavery_civwar/4th/lesson4.html

Journal of James Edmond Pease, by Jim Murphy

<http://www.jimmurphybooks.com/about.htm>

Audio-Visual

Civil War songs: http://www.educationworld.com/a_lesson/00-2/lp2011.shtml

Slavery Songs: <http://www.mcgath.com/freesongs.html#Slavery>

Movie Clips

Gone with the Wind, Victor Fleming

Gettysburg, Ronald Maxwell

Roots, Marvin Chomsky

The Civil War, Ken Burns

Solomon Northrop's Odyssey, Gordon Parks

National Geographic Video Clip Library

<http://www.youtube.com/user/NationalGeographic>

The History Channel Video Gallery

<http://www.history.com/media.do>

Suggested Student Activities

Theme Introduction Activities:

1. Brainstorm the concept of multiple points of view (perspectives). Provide and record examples from literature, television, movies, history and real life.

2. Brainstorm to determine students' background knowledge concerning The Civil War and Slavery.

(KWL: <http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/revisedkwl.PDF>)

3. Teacher directs student understanding to incorporate the idea of multiple points of view and how they can affect one's knowledge and opinions of The Civil War.

Core Text Activities:

1. Listen to daily read alouds and discuss vocabulary words.

2. Predict possible outcomes of the character's actions.

3. Critique and appraise decisions made by the characters, citing specific examples from the text.

4. Make inferences using textual information and providing supporting evidence.

Possible Problem-Based Learning Activities (PBLs):

- IDE Task and Rubric - *Slavery: A Thing of the Past?*
<http://www.ideportal.com/PBL/docs/slaveryathingofthepast.doc>
- IDE Task and Rubric – *An Exhibit for our Time?*
http://www.ideportal.com/PBL/docs/exhibit_4our_time.doc
- IDE Task and Rubric – *A Not So Civil War*
<http://www.ideportal.com/PBL/docs/notsocivilwar.doc>
- IDE Task and Rubric – *Postage from our Past*
<http://www.ideportal.com/PBL/docs/postagepast.doc>
- IDE Task and Rubric – *Secession Happens*
<http://www.ideportal.com/PBL/docs/Secessionhappens.doc>
- Create a museum display or 3-d representation of a Civil War battle.
<http://www.nationalcivilwarmuseum.org/>
- Research Matthew Brady's Civil War photos. Write captions or use as picture prompts.
<http://memory.loc.gov/ammem/cwphtml/cwphome.html>
- Create a Civil War Timeline: <http://www.homeschoolinthewoods.com/UnitStudies/civilwar-timeline.htm>
- Create a Civil War Journal: <http://www.homeschoolinthewoods.com/UnitStudies/civilwar-journal.htm>
- Create Civil War Costumes: <http://www.homeschoolinthewoods.com/UnitStudies/civilwar-journal.htm>
- Create a Civil War Gazette: <http://www.homeschoolinthewoods.com/UnitStudies/civilwar-gazette.htm>
- Create a Civil War Film Strip Report:
<http://www.homeschoolinthewoods.com/UnitStudies/civilwar-filmstrip.htm>

- Create a Civil War Chess Set: <http://www.homeschoolinthewoods.com/UnitStudies/civilwar-chess.htm>
- **Social Studies:** In groups students will be given people, battles and specialty areas to research concerning the Civil War. Then research and present the findings to the class in any format available.
- **Social Studies:** Students will create classroom displays that represent both views of the war from the northern and southern perspective to include generals, battles, and other major events that impacted the war.

- ***“Points of View Slavery Compilation”***

Each PBL Group is responsible for drafting, revising and finalizing a collection of writing that contains a variety of genres, formats and points of view. At the very beginning of the unit, students are provided with two lists (below); students choose one option from each list to determine their expected contribution to the group’s compilation. Groups must assign roles, project due dates and peer-edit their drafts with very little teacher intervention. The goal for this unit is for someone who knows nothing about the American Slave Trade to be able to open a group’s compilation and gain some knowledge from a collection of unconventional formats and viewpoints.

Points of View

- Slave Owner
- Slave Driver
- Overseer
- Slave Children
- Slave Wives
- Slave Owner’s Wife
- Slave Hunter
- Abolitionist
- Ex-slave (escaped)
- Indentured Servant
- African-Born Slave
- African Chief
- Bidder (prospective buyer)
- Freed Slave
- House Slave
- Field Slave

- Speculative Prompt and Essay
- How-To-Essay
- Compare and Contrast
- Comic Strip
- Picture Prompt and Essay
- Autobiography or Biography
- Debate (between two points of view)

Writing Assignments

- Letter (from one point of view to the other)
- Poems (choose three: acrostic, diamante, free verse, haiku, etc.)
- Interview (between two point of views)
- Skit (between two point of views)
- Journal Entry
- Newspaper Article
- Persuasive Essay

- **“Interview with an Ex-Slave”**

As an extension of the readings from *To Be a Slave*, by Julius Lester, students independently research the Federal Writer’s Project’s archives and each choose an ex-slave to “interview.” After reading the narrative provided by the ex-slave, students are required to choose ten of the most important, most personal things they learned. Then, he or she must incorporate these facts (and Word Wall Words) into a mock interview between he or she and the slave. Interviews are performed by the student (interviewer) and a volunteer from the class (interviewee). While each interview is required to last at least three minutes, the use of props (and dialectical speech) are rewarded with “extra credit.”

SCIENCE

Short-Term PBLs

During the Civil War water-borne diseases were often more threatening than the enemy.

- Students will research diseases such as: malaria, trichinosis, typhoid, tuberculosis, etc. They will analyze the relationship between the diseases and the water supply, contaminated food, and dead bodies.
- Students should also research the treatment of those illnesses during the Civil War period.
- They will compare the treatment given then with treatment by modern medicine.

Long Term PBL

Present their findings as a medical journal containing articles about: symptoms, treatment, duration, and technological advances.

Assessments

- Informal, daily observations
- Writing Conferences
- Anecdotal Notes (Guided Reading and Guided Writing)
- Rubrics
 - Writing Rubric
 - Speaking Rubric
 - Oral-Presentation/Dramatization
 - Open-Ended Scoring Rubric
 - Final Project