

## **Seventh Grade Unit 4**

### **Theme Overview:**

“**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, acquiring a broader and richer level of comprehension. Archives from the photographic innovations of the times will enable students not only to read and hear about the harsh realities of the era, but visualize them as well. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, on teams, and in small groups.

### **Driving Questions**

- **What were some of the social, political, economic, and cultural issues faced by Americans before, during, and after the Civil War era?**
- **How did the geography of the United States have an effect on the economies of the agricultural South and the industrial North prior to the Civil War?**
- **What significant cultural, societal, geographic, and economic changes occurred at the end of the Civil War and during Reconstruction? How did the end of slavery impact American society?**
- **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:**

#### **Language Arts Teachers:**

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographic location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies

#### **Social Studies Standards**

\*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. . The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. \*

6.1.8.B.1.a.Explain how the spread of human societies occurred due to geography, migration and settlement patterns in the Americas

6.1.8.B.1.d. Explain how competition among the European countries and Native American nations for control of land in North America led to alliances and conflict.

6.1.8.B.1.e. Determine the relationship between technology innovation on urbanization and the impact of both on the environment.

6.1.8.D.1.c. Explain how the interaction among the African, European and Native American groups began a cultural transformation resulting in the development of American traditions and heritage.

6.1.8.D.1.e. Explain how Africans living in North America drew upon their African heritage and adapted elements of different cultures to develop a distinct African-American culture.

6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.

6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.

6.1.8.B.2.c. Compare and contrast how the search for valuable resources resulted in conflict and cooperation among different groups of people in the New World.

6.1.8.C.2.a. Analyze the costs and benefits of economic opportunities and freedom in the colonies.

6.1.8.D.2.a. Compare and contrast the reasons individuals and groups of people came to the New World to those of present day immigrants.

6.1.8.A.3.a. Explain how and why early government structures developed and their influence on American politics and institutions.

6.1.8.A.3.e. Analyze the effectiveness of the United States Constitution to establish a federal government and allow for growth and change over time.

6.1.8.A.3.g. Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.3.h. Analyze the effectiveness of the Civil Rights amendments from multiple perspectives.

6.1.8.C.3.a. Determine the significance of creating a National Bank and national currency.

6.1.8.D.3.a. Explain how gender and status affected social, economic and political opportunities during colonial times.

6.1.8.D.3.c. Relate Horace Mann's education reforms to the model of free public education.

6.1.8.A.4.c. Assess the importance of the various factors that led to the succession of the states and Civil War.

6.1.8.D.4.a. Relate the social and political impact of the institution of slavery to past and present race relations in the United States.

6.1.8.D.4.f. Compare and contrast the challenges faced by individuals and groups as they fought for fundamental rights such as liberty, justice and equality for all.

## **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.

### **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 (E)

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

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

*Souder* by William Armstrong (A)

#### **Social Studies Independent Reading/Research:**

*The Middle Passage*, by Tom Feelings

American Reading Company thematic baskets – 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://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.

## 21<sup>st</sup> 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://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.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://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://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/sounder.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.jimcrowhistory.org/resources/pdf/amlit_lp_roll_of_thunder.pdf)  
<http://www.aloha.net/~unclon/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](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/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/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/lesson3.html)  
[http://www.ltl.appstate.edu/litcircleunits/litcirunits\\_Fall00/slavery\\_civwar/4th/lesson4.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](http://www.educationworld.com/a_lesson/00-2/lp2011.shtml)

Slavery Songs: <http://www.mcgrath.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>

Graphic Organizers

<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

## **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](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/cwphhtml/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.

- **Social Studies:** “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

**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
- 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)

- “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.”

Civil War Reenactment:

- 1) Train students in the military tactics used during the Civil War
- 2) Create regiment flags
- 3) Analyze the battle plans for both the Union and Confederacy in a particular battle

4) Participate in a battle reenactment ~or~ Conduct a military drill march

## **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