

Grade 7	Bull Run / Gettysburg prep Lesson 1
Teacher Notes	
Goal	1. To gauge student prior knowledge of the Civil War
Objective	Students will be able to: 1. provide factual information and/or opinions about the causes and consequences of war
Standards	NCSS Standard IV / B, E & H – Individual Development & Identity Standard V / D & E – Individuals, Groups, & Institutions Standard VI – C – Power, Authority & Governance Standard X / A – Civic Ideals & Practices IRA/NCTE Standard 8 – Students – Variety of Resources
Materials	<i>The Blue and the Gray</i> – Eve Bunting SmartBoard
Definitions	
Guiding Questions	<ol style="list-style-type: none"> 1. Are there any wars going on right now in the world? Where? Why are they being fought? 2. Would you voluntarily enlist in the armed forces if America were at war? 3. What reasons or conditions would cause you to enlist / not enlist? 4. How would your friends and family feel about your decision? 5. Does the end justify the means? 6. Is there ever a “just war”? 7. What are the positive / negative aspects of war?
Introduction	<ol style="list-style-type: none"> 1. Explain to students that we are beginning a new interdisciplinary unit to help prepare them for class trip to Gettysburg and to provide background information for Reader’s Theater reading of the novel <i>Bull Run</i>. 2. Introduce first guiding question and accept all responses. 3. Put students into groups and have them discuss the remaining guiding questions. Have them tally responses for group and provide a consensus statement on war.
Lesson / Activities	<ol style="list-style-type: none"> 1. Recall students from groups. 2. Tally responses and consensus statements; allow brief comments 3. Ask class if any of these statements can be applied to America’s wars.

	<ol style="list-style-type: none"> 4. Ask students to list American wars that they have heard about. (Fill in list if some wars are not listed e.g. French and Indian War) 5. Ask students to rank listed wars in terms of establishing a national identity (may need to define). Need to give reasons or examples for selection. 6. Note that some historians believe the Civil War established a national identity. What does this mean? Do a group KWL chart for Civil War. List on Word doc on Smartboard and save.
Conclusion	Read aloud Bunting's <i>The Blue and the Gray</i> – a story about two boys who didn't know much about the Civil War
Assignment Assessment	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Students make a list of 10 Reasons to Study the Civil War (“because we have to” is a legitimate reason.) <p>Assessment:</p> <ol style="list-style-type: none"> 1. Review students' comments. Students may collaborate on this assignment. Assess as a completed assignment.
Lesson Evaluation	