

Grade 7	Bull Run / Gettysburg prep Lesson 2
Teacher Notes	<ul style="list-style-type: none"> ➤ Download UnitedStreaming <i>Civil War</i> video to the server ➤ Photocopy Civil War video worksheets and Whitman poems ➤ Read <i>Eighteen Sixty One</i> – Walt Whitman ➤ For poems: quick in-class assessment on understanding. May need devote time in class to interpretation.
Goal	<ol style="list-style-type: none"> 1. To provide an overview of the causes and consequences of the Civil War 2. To compare knowledge gained from video to KWL from Lesson 1 3. To introduce Civil War poetry as primary source material
Objective	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. provide factual information about the causes and consequences of the Civil War 2. interpret Civil War poetry (primary source)
Standards	<p>NCSS Standard II / C – Time, Continuity & Change Standard IV / B & E – Individual Development & Identity Standard V / E – Individuals, Groups, & Institutions Standard VI – C – Power, Authority & Governance Standard X / A – Civic Ideals & Practices</p> <p>IRA/NCTE Standard 8 – Students – Variety of Resources</p>
Materials	<ol style="list-style-type: none"> 1. <i>Civil War</i> video – UnitedStreaming (time 16:04) 2. <i>Eighteen Sixty One</i> and <i>Beat! Beat!, Drum!</i>–Walt Whitman 3. <i>Walt Whitman: Words for America</i> – Barbara Kerley / illus. Brian Selznick 4. Video worksheet 5. Vocabulary and Leaves of Grass assignments 6. <i>Twenty Reasons to Study the Civil War</i>
Definitions	
Guiding Questions	<ol style="list-style-type: none"> 1. Why was the Civil War fought? 2. How do we know what we know about history and the Civil War?
Introduction	<ol style="list-style-type: none"> 1. Begin with guiding question and accept all responses. Explain to students that we are going to view a video that will provide an overview of the Civil War. 2. Review KWL chart from last week. Explain that we will come back to the chart to determine if what we think what we know is correct. We will also check the “W” category to see if the video tells us anything we want to learn.
	<ol style="list-style-type: none"> 1. Handout Civil War Video Worksheet.

Lesson / Activities	<ol style="list-style-type: none"> 2. Explain to students that the questions occur in order and that they are to write down the answers as the video progresses. 3. Show <i>UnitedStreaming</i> video <i>The Civil War</i> (or any video that provides a broad overview) 4. After video is complete, review the answers on the worksheet and provide more details, if necessary, to explain. 5. Using the information gathered from the video, compare it to the KWL chart. Were any of the questions in the “K” or “W” columns answered by the video? Which ones? 6. Have students take out homework assignment from last week. Have them review their ten reasons and permit them to add any other reasons that they may have learned about from the video. Have students put a star next to the reason they think is the most important. Collect papers. 7. Read/compare with teacher’s list of 20 Reasons to Study the Civil War
Conclusion	<ol style="list-style-type: none"> 1. Explain that people who lived through the Civil War were prolific writers and many left behind diaries and letters as primary sources. (Students are already familiar with primary sources from National History Day but may need to ask some questions to check knowledge). 2. For homework, students will be given two poems that were written at the beginning of the war. They are to select one to analyze. 3. Ask students if they know of any Civil War poets or nurses. If no one names Whitman, explain that he was both and that his poems paint a picture for us of the nation during the Civil War. 4. <i>Optional activity, time permitting:</i> Read <i>Walt Whitman: Words for America</i> (Kerley/Selznick). Ask students to comment on how the Civil War affected Whitman.
Assignment Assessment	<p>Assignment::</p> <ol style="list-style-type: none"> 1. Students select one of two poems. Students complete the vocabulary. 2. Using the facts from the video, students briefly interpret the poem using the Language Arts textbook poetry interpretation chapter as a guide. 3. Select either the visual or literary response for poem. 4. Exceeds expectations: Complete both the visual response and the literary response <p>Assessment: rubric</p>
Evaluation	<p><i>Note:</i> Because the vocab portion of this assignment, as well as the interpretation, may be copied from one student to the next, students may collaborate on this assignment but must give credit to all who worked together. Grade for all members on this portion of the assessment will be the same.</p> <p><i>Note:</i> vocab must be handwritten</p>

Name _____

Civil War Video Worksheet (Unitedstreaming)

Directions: Complete the following questions as you watch the video.

1. At the beginning of the Civil War, what were:

the differences in the North

the differences in the South

2. What were some of the disagreements?

3. What are “states rights”?

4. What kind of government did Lincoln want?

5. What was the first state to leave the Union?

6. What did the Southern states call themselves?

7. Who was the president of the Southern states?

8. What happened at Ft. Sumter?

9. What is a border state?

10. Who did Lincoln first ask to lead the Union Army?

11. What contributions did women make during the Civil War?

12. What is the Emancipation Proclamation?

13. Where did the Civil War end and who were the generals who signed the cease fire?

14. What did Lincoln succeed in doing?

15. What replaced slavery in the South?

16. What did the Civil War do for the federal government?

Name _____

Civil War Video Worksheet (Unitedstreaming)

Directions: Complete the following questions as you watch the video.

1. At the beginning of the Civil War, what were:

the differences in the North

Mostly large industrial cities

the differences in the South

Mostly agricultural economy.

2. What were some of the disagreements?

Tarrifs / slavery / states rights

3. What are “states rights”?

Each state sets its own laws

4. What kind of government did Lincoln want?

Strong central government / stop the spread of slavery

5. What was the first state to leave the Union?

South Carolina (secede)

6. What did the Southern states call themselves?

Confederate States of America

7. Who was the president of the Southern states?

Jefferson Davis

8. What happened at Ft. Sumter?

On April 12, 1861 the Confederate forces fired cannons upon the fort.

9. What is a border state?

Slave owning states between the North and the South whose citizens and governments were divided between the Union and the Confederacy and who did not secede.

10. Who did Lincoln first ask to lead the Union Army?

Robert E. Lee, the eventual commander of the Army of Northern Virginia

11. What contributions did women make during the Civil War?

They worked in farms, factories and acted as spies and nurses.

12. What is the Emancipation Proclamation?

A document signed by Lincoln that freed the slaves in the states that were in rebellion.

13. Where did the Civil War end and who were the generals who signed the cease fire?

It ended in April 1865 at Appomattox Courthouse, Va. The generals were Robert E. Lee and Ulysses S. Grant

14. What did Lincoln succeed in doing?

He kept the country together (united).

15. What replaced slavery in the South?

Jim Crow laws / discrimination / segregation / blacks not treated as equals

16. What did the Civil War do for the federal government?

It made the federal government stronger / became a union of states that formed a nation

Name _____

LA group _____

“Beat! Beat! Drums!” vocabulary

1. ruthless
2. solemn
3. ploughing
4. speculators
5. parley
6. expostulation
7. beseeching
8. entreaties
9. trestles
10. hearses

To help you understand the poem, read it again, substituting the meaning of the vocabulary word. Look up any additional words that you did not understand.

After reading the poem several times, use the guidelines in your Language Arts text to interpret the poem, using these questions as a guideline:

1. What is the tone of the poem? What words does Whitman use to show events out of control?
2. What imagery do the drums and bugles suggest?
3. What is Whitman telling the drums and bugles to do to the people described in the poem?

Name _____

LA group _____

“Eighteen Sixty-One” vocabulary

Define the following words from Whitman’s poem:

1. sentimental
2. poetling
3. lisp
4. cadenzas
5. well-gristled (may not be in dictionary – define from context)
6. sonorous
7. gait
8. sinewy
9. robust
10. distracted

To help you understand the poem, read it again, substituting the meaning of the vocabulary word. Look up any additional words that you did not understand.

After reading the poem several times, use the guidelines in your Language Arts text to interpret the poem, using these questions as a guideline:

1. Why does Whitman dedicate a poem to this year? What does he call this year and why?
2. How does Whitman see 1861? What imagery does he use? How does he not view 1861?
3. What is Whitman’s attitude or tone, especially in the last line of 1861?



Leaves of Grass Response

Select one of the two responses below. You may complete both responses, if you'd like. See the assessment rubric on the reverse of this assignment. Return the rubric with your assignment.

Visual Response

1. Create original artwork based upon your interpretation of either *Eighteen Sixty-One* or *Beat! Beat! Drums!* Your artwork may not be stick figures and needs to show effort in composition and color. You may use mixed media (eg. Collage).
2. Once your illustration is complete, explain in writing (5 sentence minimum) the reasons behind the imagery that you created in response to the poem. You need to make a connection between the image and the poem.

Literary Response

1. Response to: *Eighteen Sixty-One*: Create a 10 sentence (or more) poem to either the current year or the year of your birth. You may use any poetic form of your choosing.
2. Response to: *Beat! Beat! Drums!* This poem is an example of a "call to arms." Create a 10 sentence (or more) poem that is a call to arms. Example: recruiting for a sports team

Ancillae Assumpta Academy
Whitman Poetry Interpretation

Name: _____

Teacher: Mrs. Zajko

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Vocabulary has been defined.	No vocabulary -50% of vocabulary has been defined.	50%-80% of vocabulary has been defined.	80%-90% of vocabulary has been defined.	90%-100% of vocabulary has been defined.	_____
Poem has been interpreted using LA guidelines	Poem has not been interpreted.	Shows an effort at interpretaion but misses key elements.	Interprets most of the key elements of the poem.	Interprets all the key elements of the poem.	_____
Visual or literary response completed according to directions.	Student has not completed the visual or literary response.	Student completed the assignment but shows little effort.	Student completed the assignment and shows effort in response.	Student completed both the literary and visual response.	_____

				Total---->	_____

Teacher Comments: