

Lesson provided by: Susan Lamothe, Bullard Elementary: Cobb County

“If You Were There.....”

Grade Level: 5

Georgia State Standards:

SS5H1: Historical Understandings

The student will explain the causes, major events, and consequences of the Civil War.

Geographic Understandings SS5G1

The student will locate important places in the United States.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Objectives:

When completing this lesson students should be able to:

- Give the dates of the Civil War
- Describe and name the two opposing groups.
- Identify on a map locations of the 13 Confederate States.
- Distinguish historical fiction.
- Organize knowledge so that it is useful in using card catalog to search for Civil War material.

Instruction Roles:

In this lesson students are introduced to the Civil War in the United States.

The classroom teacher:

- Discusses dates and opposing sides.
- Identifies causes of the war.
- Introduces students into civilian activity during the war.
- Assigns fictional reading material about the Civil War as a supplemental assignment.

The Librarian/Media Specialist:

- Makes books about the Civil War available to the class.
- Introduces students to genres.
- Focuses on Historical Fiction.
- Models examples of how to search shelves in fiction for books of this genre.
- Helps students use power/Boolean search with card catalog to find historical fiction and Civil War.

Activities and Procedures:

Students are introduced to the American Civil War of 1861-1865. The Northern States are referred to as Union while the 13 Southern states are called Confederates. The Northern United States is led by President Abraham Lincoln and the Southern Confederate states are led by President Jefferson Davis. Using maps point out locations of battles and identify the thirteen seceded southern states.

The classroom teacher leads students into a discussion on what might be happening to civilians who would be caught between the fighting. Included in the discussion would be examples of families who not only chose to fight for a "cause" but also caused a major rift as different family members stood on opposite sides of the war. Making this war more relevant for students the teacher can assign fiction books about the Civil War and read accounts of war experiences by participants.

The library/media specialist supplements teacher's lessons by identifying the non-fiction section which contains factual books about the Civil War. However, to read a story about the Civil War using imagination, students look to the fiction section. Students are instructed that all fiction books are on the shelf by author's last name. Each book is a different type of book, or genre. Historical fiction, one example of genre, is a book based on history but characters and events surrounding history are fictitious. To find a specific genre students are instructed to use card catalog to find fiction books relating to Civil War.

Alternative Lesson:

The classroom teacher can check out a fiction book on Civil War from the media center and read portions of the book to class opening discussion on historical accuracy versus literary license. Books recommended are:

Beatty, Patricia. *Turn Homeward, Hannalee*. Canada: Harper Collins, 1984.

Beatty, Patricia. *Charley Skedaddle*. Mahwah, NJ: Troll Communications, 1996.

Crane, Stephen. *Red Badge of Courage*. New York: D. Appleton and Company, 1914.

Fleischman, Paul. *Bull Run*. New York: Harper Trophy, 1995.

Hunt, Irene. *Across Five Aprils*. New York: Berkley, 1986.

Polacco, Patricia. *Pink and Say*. New York: Philomel, 1994.

Osborne, Mary Pope. *After the Rain: Virginia's Civil War Diary*. New York: Scholastic, 2002.

Reeder, Carolyn. *Shades of Gray*. New York: Aladdin, 1999.

Turner, Ann. *Drummer Boy: Marching to the Civil War*. New York: Harper Collins, 1998.

Conclusion:

The teacher or Media Specialist can create a Venn diagram with Civil War and (Book Title) asking students to fill in what is unique about history/Civil War and the book read, and what areas overlap in each section such as setting of story and dates of Civil War. An example of differences would be dialogue and characters are fictitious participants in a real event.

Resources:

Blank Map of US: http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf
<http://www.lib.utexas.edu/maps/histus.html>

Georgia Archives: Digital Library of Georgia: Browse by Time Period - Civil War –
Anne Fannie Gorham Diary or Cornelius Platter Civil War Dairy.
<http://dlg.galileo.usg.edu/TimePeriods/CivilWar.html>