

Skill, Topic, Indicators: Students will examine an artistic genre in order to determine the impact of war on a nation's culture at the time.
 Students will compare and contrast life in the North and South according to economic, social, and/or racial differences.

Whole Class Tasks: Students are introduced to two essential questions for the unit:
 1. What impact does a civil war have on a nation and the ideals of the individuals in that society?
 2. How do social, political, and economic events lead up to a civil war?
 Students watch a 10 minute video clip on Abraham Lincoln's Gettysburg Address.

Pre-assessment: Students take a multiple intelligence inventory to determine strengths. Students also take a reading comprehension inventory.

<p>Anchor Activities</p> <p>Students will read and analyze original slaveowners' wills to determine what happened to slaves when their owners died. Students will log onto the Civil War website "Valley of the Shadows." Read the wills and testaments for:</p> <ul style="list-style-type: none"> Mary G. Calhoun Henry Kennedy Mary M. Burton Robert Christian <p>Create a graphic organizer to analyze each of the primary source materials.</p>	<p>Instruction group 1</p> <p style="text-align: center;">Below</p> <p>Assignment 1: Look at selection of photos/photo portraits from the Civil War.</p> <ul style="list-style-type: none"> Read background info/criticism on photographers and role of photography in the Civil War. Select 10-20 photos from 2-3 photographers. Read background info on photos and photographers. Complete a graphic organizer that analyzes content, composition, setting, mood, details, author's message. Complete a personal response piece. Complete a one page essay on how the Civil War photography impacted attitude and/or outlook of the times. <p>Assignment 2: Imagine you are a political cartoonist for prominent northern and southern newspapers. Based on the two articles you have read, choose two economic, social, or racial conditions (one for each geographic region) about which you feel strongest.</p> <ul style="list-style-type: none"> Create two (2) political cartoons (one for each newspaper) with written captions that make a strong statement about the conditions you have chosen. Be sure to look at the hints for creating political cartoons located at this learning center. 	<p>Instruction group 2</p> <p style="text-align: center;">On</p> <p>Assignment #1: Listen to selection of Civil War songs.</p> <ul style="list-style-type: none"> Read background information/criticism on Civil War music and/or lyrics and role of music during the Civil War. Listen to a selection of 5-7 songs or one songwriter's work (3-5 works). Read lyrics of each song. Create a graphic organizer analyzing structure, word choice, theme, mood, content/message of 2-4 songs. Complete a personal response piece. Complete a one page essay on how Civil War music reflects attitude of the times. <p>Assignment #2: Imagine you are one of the northerners and one of the southerners described in the two articles. These two people must be related in some way, and must represent two different classifications of people.</p> <ul style="list-style-type: none"> Write four (4) letters that could have been sent between these two people (two letters from each person). Your letters should capture the feelings, attitudes, personalities, and point of view of the people who are writing, based on information you have gathered from the articles. 	<p>Instruction group 3</p> <p style="text-align: center;">Above</p> <p>Assignment #1: Read/listen to selection of poems.</p> <ul style="list-style-type: none"> Read background information on notable Civil War poets. Read literary criticism on poetry of that time. Select 2-5 poems from a collection by different poets or 2-5 poems by one author. Read any additional background information. Create a graphic organizer that analyzes structure, author's message, word choice, mood of the 2-5 poems. Complete a personal response piece. Complete a one page essay on how Civil War poetry reflect attitude of the time. <p>Assignment #2: Imagine you are an editor for a prominent northern and southern newspapers.</p> <ul style="list-style-type: none"> Based on the two articles you have read, choose two economic, social, or racial conditions (one for each geographic region) about which you feel strongest. Write two (2) editorials (one for each newspaper) that address the concerns you have about these conditions, as well as how you think these conditions could be improved. 	<p>Materials</p> <p>Computer Internet Resource</p> <p>CD's</p> <p>Text</p> <p>Tapes</p> <p>Photos</p> <p>Examples of editorials</p> <p>Examples of political cartoons</p> <p>Examples of personal letters</p>
--	--	---	---	---

Whole Class: Formative Assessment: Teacher will present the children's book titled *From Slave Ship to Freedom Road*. Students will be shown three color pictures from the book. Students will choose one of the pictures and imagine that they are one of the characters in the picture. Write a story about the picture as if you are telling the story that the picture portrays. The story should be in first person narrative. Students will capture the emotion and fears of the character. Students will also explain to the reader what is going on in the picture – paint a picture in their mind. Optional: Students may write a 16 line (or more) poem that tells the story that the picture portrays. Use words and phrases from the picture book to start the lines of the poem. Use powerful and descriptive words to show the reader the strong emotions and intensity of the character and the situation.