Social Studies Text Set

Brittany Fouquette

Topic:

Civil War

Grade Level: 5th

Introduction/Rationale

In my placement, we are currently learning about the Civil War. I thought it would be a good idea to do my text set on civil War topics so I can use it in my placement classroom. In this text set, I focused on Abraham Lincoln and his part during the Civil war. I also focused on slavery in general focusing on famous and non-famous slaves. I made a literacy circle to help the students learn more in depth on Abraham Lincoln. I also chose a class novel that was historical fiction and had real life events from the Civil War. I a couple small group lessons focusing on Harriet Tubman and an article on a not so famous slave that struggled to survive during the Civil War.

**The Emancipation Proclamation: Would You Do What Lincoln Did?**

**By: Elaine Landau**

**Grade Level: 5th**

**Interest Level: 4-8**

**Readability Level: 4.6**

Landau , E. (2008). *The Emancipation Proclamation: Would You Do What Lincoln Did?* Berkeley Heights: Enslow Publishers, Inc.

This is an excellent book to go along with the Emancipation Proclamation and having the students put themselves in Lincoln’s shoes.  This book explains the Emancipation Proclamation and Lincoln’s role with slavery. I chose this book because of the questions after each chapter. I think this will help the student comprehend what they are reading. By answering questions after the chapter the students will be able to carry out a group discussion over the topic and elaborate on what they read. They will also be able talk about what they would do in certain situations.

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| Lesson Subject/Title:  The Civil War/ Language Arts  -Comprehension strategy |
| Performance Standards:  SS5H1 The student will explain the causes, major events, and consequences of the Civil War (d) Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas Stonewall Jackson  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  For informational texts, the student reads and comprehends in order to  develop understanding and expertise and produces evidence of reading that:  a. Locates facts that answer the reader’s questions. |
| Lesson Objectives (What students will know and/or do) : Students will answer questions throughout the book and write a narrative |
| Essential Questions:  What is the Emancipation Proclamation? |
| Key Vocabulary:  Printing Press  Plantations  Governor  Abolitionists  Rebels  Emancipation  Constitution  Amendment  I chose these words because they are some of the bolded words in the book. The students will have a vocabulary activity to do after they read the book. Once they complete the vocabulary activity, the definitions are in the back of the book with kid friendly definitions so they can check their answers. Before the students read, they will fill out the Vocabulary Knowledge rating list given to them before they read. |

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| Procedures | Materials/Resources |
| Introduction/hook/activation of prior knowledge  The students will have already been introduced to Abraham Lincoln and they will have some background knowledge of the Emancipation Proclamation. This center is designed so the students can learn more about Lincoln and they will also use questioning as the comprehension strategy. I would do this before the students broke off in the centers. | Would you do what Lincoln did book, paper, pencils |
| Instructional activities  Demonstrate/Model (if appropriate)  After each reading section, there is a “What Would You Do” question. I would use these questions to have the students relate to what they are reading. The students will take turn reading and then once they get to a page with the question they will stop and read the question as a group and then they will discuss how they would respond to the question. This will allow for the students to be able to make sure their understanding what they have read. I will read the first chapter to the class and as a whole we will answer the question “What if you were governor in the South? You want to do your best for the state. You also want a united country. Would you…  -Vote for laws to limit farm size?  -Help pass laws to change the plantation system?  -Do nothing?  We will discuss how we would answer the question as a whole group.  Guided Practice (if appropriate)  I would go to this center to help the students with the first question they answer on their own. I will help guide them but make sure they are pretty much working as a group with little help from me.  Independent Practice (if appropriate)  The students will answer their last question on their own as a narrative writing assignment. The last question is: What would you do if you were a captain in the army?  I would give the students zero prompts because I want them to make it their own based on the information they acquire from what they read. The paper will need to 8-10 sentences and they will turn it into me when the center is complete. |  |
| Review and Closure  The students will finish their writing prompts at the end of the center and turn it in. | Narrative paper |

Narrative Writing Question:

What would you do if you were a captain in the Union Army?

After you have finished reading the book with your group, write 8-10 sentences answering the question above and turn it in for a grade. Use the information you have learned from the book.

**Knowledge Rating Scale**

**Check the box that applies**

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| **Word** | **Know It Well** | **Have Seen or Heard It** | **Have No Clue** |
| **Printing Press** |  |  |  |
| **Plantation** |  |  |  |
| **Governor** |  |  |  |
| **Abolitionist** |  |  |  |
| **Rebels** |  |  |  |
| **Emancipation** |  |  |  |
| **Constitution** |  |  |  |
| **Amendment** |  |  |  |

**Abraham Lincoln: From Log Cabin to White House (biography)**

**(reading a-z)**

**Grade Level: 5th**

**Interest Level: 5th**

**Readability Level: na**

**Guided Reading: Z**

Silverberg, B. *Abraham lincoln: From log cabin to white house*. learning A-Z.

**This book is a biography about Abraham Lincoln’s life. The book covers his life leading up to becoming the president. I chose this book because I thought it would be a good kid friendly guided reading book to use in a center about Abraham Lincoln. An adult will be with the group as a small group activity to monitor as the students take turns reading. I will also be using a picture book on Abraham Lincolns life and I will be having the students use a double bubble map to compare and contrast the two books.**

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| Lesson Subject/Title:  Abraham Lincoln/ Language Arts/ Comprehension strategy: Main Idea and supporting details |
| Performance Standards:  SS5H1 The student will explain the causes, major events, and consequences of the Civil War (d) Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas Stonewall Jackson  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  f. Identifies and analyzes main ideas, supporting ideas, and supporting details. |
| Lesson Objectives (What students will know and/or do): Students will pick the main ideas and write three supporting details for each main idea. The student will also create an expository writing piece about Abraham Lincoln’s life up until he became president. |
| Essential Questions:  What is a biography? |
| Key Vocabulary:  Emancipator  Eloquent  Solemn  Orator  Civil Rights  Bondage  Engagement  I chose this vocabulary list because these are important terms in the book. There is also a glossary in the back of the book so the students can go back and in the book and check their definitions.  The students will try to guess the meaning of each word and then find the correct definition and fill out the chart. |

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| Time | Procedures | Materials |
|  | Introduction/hook/activation of prior knowledge  Some students may have been to the other center so they may have more knowledge on Abraham Lincoln than others. | Abraham Lincoln: From Log Cabin to White House book  Vocabulary sheet  Writing Prompt |
|  | Instructional activities  Demonstrate/Model (if appropriate)  Students will use their Main Idea sheet to fill out each main idea with three details. I will model the first detail of Abraham Lincolns Early life for the students.  Guided Practice (if appropriate)  I will be with the students in a small group setting as the students take turns reading the book. As the students read the book, the students will fill out their Main Idea sheet.  Independent Practice (if appropriate)  The students will have an expository writing prompt they must do after they have completed the book. The students must write 10 sentences that tell about Lincoln’s life from early years until he became president. | Main Idea sheet |
|  | Review and Closure  The students will finish their writing and turn in the writing into their reading folders for a grade. |  |

**Guess the Meaning of the Word**

**Word Bank:** Emancipator, Eloquent, Solemn, Orator, Civil Rights, Bondage, Engagement

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| **Word** | **My Guess** | **Context Meaning** | **Dictionary’s Meaning** |
| Eloquent |  |  |  |
| Emancipator |  |  |  |
| Solemn |  |  |  |
| Orator |  |  |  |
| Civil Rights |  |  |  |
| Bondage |  |  |  |
| Engagement |  |  |  |

**A Picture Book of Abraham Lincoln**

Adler, D. A. (1993). *A Picture Book of Abraham Lincoln*. New York: Holiday House.

**Grade Level: 5**

**Interest Level: 3-5**

**Readability Level: 5.1**

**This book is a picture book about Abraham Lincoln’s life. It is a picture biography and it includes timelines and plenty of dates. I chose this book because I wanted to be able to compare and contrast this book with a different biography. I want the students to be able to see that even though a book is a biography, other books that are also biographies, can add more information.**

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| Lesson Subject/Title:  A Picture Book of Abraham Lincoln/Language Arts/ Comprehension strategy compare and contrast |
| Performance Standards:  SS5H1 The student will explain the causes, major events, and consequences of the Civil War (d) Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas Stonewall Jackson  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  c. Identifies and uses knowledge of common graphic features (e.g., charts, maps,  diagrams, captions, and illustrations). |
| Lesson Objectives (What students will know and/or do) :  Students will compare and contrast two texts using a double bubble map. |
| Essential Questions:  What is important to compare and contrast books on the same topic? |
| Key Vocabulary:  Widow  Plowed  Flatboat  Politics  Legislature  Withdrew  I chose these words because they appeared to be the most challenging. I wanted the students to have a clear understand of these words so they will be able to comprehend the text. |

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| Time | Procedures | Materials/Resources |
|  | Introduction/hook/activation of prior knowledge  The students have an idea about Abraham Lincoln because they have already been to the center “Abraham Lincoln: from Log cabin to White House.” | A picture book of Abraham Lincoln |
|  | Instructional activities  Demonstrate/Model (if appropriate)  I will model what I want the students to do by reading a page of the book and comparing the event to something from the other book. I will use a double bubble map to show the similarities and differences of my example between both books.  Guided Practice (if appropriate)  The students will read the book “ A Picture Book of Abraham Lincoln” as a group. Each student will take turns reading the story aloud.  Independent Practice (if appropriate  The students will fill out a double bubble map independently and turn it in when they finish the literacy center. | Double Bubble Map |
|  | Review and Closure  We will discuss why it is important to compare and contrast books on similar topics. |  |

**The Mostly True Adventures of Homer P. Figg**

**Grade Level: 5th**

**Interest Level: 4-8**

**Readability Level: 5-8**

Philbrick, W. R. (2009). *The mostly true adventures of Homer P. Figg: .* New York: Blue Sky Press.

This book is about a twelve year old boy whose brother is sold into the war. This is a historical fiction book that gives examples of Homer P. Figgs real encounters. The book is designed to educate the students on the Civil War in a fun and entertaining way through the eyes of a twelve year old. I chose this because I knew my class would enjoy this story. I also thought it was very informative on topics of the Civil War. The students in my class love Social Studies and they have really enjoyed reading novels that pertain to historical events.

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| Lesson Subject/Title:  The Mostly True Adventures of Homer P. Figg/ Social Studies/ Comprehension strategy: text-to-self connections |
| Performance Standards:  **SS5H1 The student will explain the causes, major events, and consequences of the Civil War.**  e. Describe the effects of war on the North and South.  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  g. Makes perceptive and well-developed connections. |
| Lesson Objectives (What students will know and/or do) :  The students will make text-to-self connections while reading the story. The students will also fill out a KWL chart about important parts in the story. |
| Essential Questions:  Why is it important to make text-to-self connections while reading? |
| Key Vocabulary:  Civil War  Slavery  Emancipation Proclamation  Underground Railroad  I chose these words as partially a review and because I thought these were important words from the book. |

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| Time | Procedures | Materials/Resources |
|  | Introduction/hook/activation of prior knowledge  This book will be our classroom novel. The book touches on people and events we have been discussing in class. Before we start the book, I will have each student fill out a KWL chart on The Civil War, Slavery, The Emancipation Proclamation, Abraham Lincoln, Gettysburg, and Underground Railroad to get an idea of what they know before I start reading.  Then we will talk about using the text-to-self connections when reading the book. | The Mostly True Adventures of Homer P. Figg  KWL Chart |
|  | Instructional activities  Demonstrate/Model (if appropriate)  I will have already chosen a part in the story to model a text-to-self connection. I will read the paragraph and explain how I can relate to the text.  Guided Practice (if appropriate)  I will continue reading the chapter and as I read, the students will write down on a sheet of paper connections they made.  Independent practice:  The student will take the words from the KWL chart and Make a Freyer Model Vocabulary Chart. The student will use the words:  Civil War  Slavery  Emancipation Proclamation  Underground Railroad | Paper, pencils  Freyer Model |
|  | Review and Closure  We will have a class discussion on why it is important to make self-to-text connections while reading. |  |

A Picture Book of Harriet Tubman

Adler, D. (1992). *A Picture Book of Harriet Tubman.* USA. Reed Business Information.

Interest Level:  K-3     Readability Level:  4.7     Guided Reading: M

This book is absolutely beautiful and the story is captivating. It is the biography of Harriet Tubman and her part with the Underground Railroad. This book tells all about Harriet Tubman’s life and her struggles with trying to become free and help others become free. I chose this book because she played a huge role in slaves becoming free from slavery. I would use this book in order to make show text-to-text connections with A Picture Book of Abraham Lincoln.

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| Lesson Subject/Title:  A Picture Book of Harriet Tubman |
| Performance Standards:  SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  c. Identifies and uses knowledge of common graphic features (e.g., charts, maps,  diagrams, captions, and illustrations). |
| Lesson Objectives (What students will know and/or do) :  Students will make text-to-text connections with *A Picture book of Harriet Tubman* and *A Picture book of Abraham Lincoln* |
| Essential Questions:  Why is it helpful to compare similar books to each other? |
| Key Vocabulary:  Underground Railroad  Slavery  Northern  Freedom  I used chose these vocabulary words because I thought they played an Important role in the Civil War. I also wanted to see what the students knew about these words from past readings. |

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| Time | Procedures | Materials/Resources |
|  | Introduction/hook/activation of prior knowledge  We will have a group discussion on what slavery is. I will explain how we will be reading a picture book about a slave that played a big role in slaves becoming free. | A picture Book of Harriet Tubman |
|  | Instructional activities  Demonstrate/Model (if appropriate)  I will read a page from A Picture book of Harriet Tubman. Then I will read a similar page from A Picture Book of Abraham Lincoln. I will explain how both books talk about where they were born and where they were from.  Guided Practice (if appropriate)  I will continue reading the rest of the book. As I read, the students will write down text-to-text connections between A Picture Book of Harriet Tubman and A Picture Book of Abraham Lincoln.  Independent Practice (if appropriate)  The Students will then make a circle graph about Harriet Tubman. They will put Harriet Tubman in the middle and then they will write her accomplishments and facts in the outer circle and their frame of reference. | A Picture Book of Harriet Tubman, A Picture Book of Abraham Lincoln, paper, pencils |
|  | Review and Closure    Each student will share their circle map with the class so they can compare the different information they put in it. | Circle map |

Slavery and the Making of America

Slavery and the making of America . The slave experience: Freedom & emancipation. (2004). *PBS: Public Broadcasting Service*. Retrieved from <http://www.pbs.org/wnet/slavery/experience/freedom/narratives2.html>

This article is about real interviews with slaves from the Civil war. The people in the interviews talk about their past and what they went through to become free. I chose this article because we have been talking about slavery and famous slaves but I wanted the students to read an article on not so famous people that went through struggles with slavery. I want the students to use the comprehension skill summarizing because there is challenging diction.

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| Lesson Subject/Title:  Slavery and the Making of America article –Comprehension strategy-summarizing |
| Performance Standards:  SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South  **ELA5W2 The student demonstrates competence in a variety of genres.**  The student produces a persuasive essay that:  a. Engages the reader by establishing a context, creating a speaker’s voice, and  otherwise developing reader interest.  b. States a clear position in support of a proposal. |
| Lesson Objectives (What students will know and/or do) : The students will summarize the text and write a persuasive paper pretending they are a slave trying to become free. |
| Essential Questions:  Why should we summarize texts? |
| Key Vocabulary:  Plantation  Tension  Jubilee  Yankees  I chose these words because some of the words we have not gone over like: tension, Jubilee, and Yankees. The students may have been exposed to these words but I found these words to be probably the most challenging. |

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| Time | Procedures | Materials/Resources |
|  | Introduction/hook/activation of prior knowledge  I will start by reminding the students of Harriet Tubman and how she was a famous slave. Then I will tell the students that we are going to read a few articles about slaves that are not that famous but they became free. I will explain how we are going to practice summarizing so we understand what we are reading | Articles |
|  | Instructional activities  Demonstrate/Model (if appropriate)  I will read two sentences from the article. Then I will summarize what I have read so far.  Guided Practice (if appropriate)  I will continue reading the article. As I read I will call on different students to summarize what we have read.  Independent Practice (if appropriate)  As a writing activity, I will have the students write a persuasive paper. The students will pretend they are slaves during the Civil War. The student will pretend I am the master and they are writing to try to persuade me to let them go free. When the students finish, they will turn in their papers to me for a grade. |  |
|  | Review and Closure  We will discuss why it is important to summarize after reading. |  |

Slavery and the Making of America Writing Prompt

Pretend you are a slave during the Civil War. I am your master and you are going to write a letter to me persuading me to let you go. When you finish, turn your paper into me!

**Helpful Websites:**

1. [**www.nps.gov/gett/forkids/index.html**](http://www.nps.gov/gett/forkids/index.html)
2. [**www.nps.gov/archive/gett/getttour/sidebar/leebio.htm**](http://www.nps.gov/archive/gett/getttour/sidebar/leebio.htm)
3. [**http://www.worldalmanacforkids.com**](http://www.worldalmanacforkids.com)
4. [**http://bensguide.gpo.gov/3-5/documents/proclamation/index.html**](http://bensguide.gpo.gov/3-5/documents/proclamation/index.html)
5. **www.Readinga-z.com**

Brittany Fouquette

**Topic: Civil War Content Area: Social Studies**  **Grade-Level: 5th**

**Primary Content GPS Standards:**

**SS5H1 The student will explain the causes, major events, and consequences of the Civil War.**

b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.

d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.

e. Describe the effects of war on the North and South.

**Unit Description/Summary**: In this unit, students will be learning about will be learning about Abraham Lincoln and slavery.

**Vocabulary Activities:**

1. Vocabulary Knowledge Rating
2. Guess the Meaning of the Word
3. Freyer Model for the vocabulary words in The Mostly True Adventures of Homer P. Figg

**Comprehension Strategy Activities:** (Bulleted List – If you do not have space to include all, just choose the 3 best activities to list and explain – Example: Students used a Question/Answer chart to record their questions and answers)

1. Text-to-text the two biography picture books on Harriet Tubman and Abraham Lincoln
2. Summarizing the Newspaper Article
3. Main ideas and supporting details- Abraham Lincoln: from Log Cabin to White House

**Graphic Organizers:** (Bulleted List – Example: KWL chart on the Solar System)

1. **Double bubble map comparing *A Picture Book of Abraham Lincoln***
2. **KWL on important events and terms from *The Mostly True Adventures of Homer P. Figg***
3. **Circle map on Harriet Tubman**

**Writing Activities:** (Bulleted List – Brief explanation of each writing activity)

1. **The students wrote a narrative about what they would do if they were a captain in the army.**
2. **The students did an expository writing on Abraham Lincoln’s life from his early years until he became president.**
3. **Persuasive writing on being a slave and convincing me (the slave master) on why they should be free**

**Helpful Websites:**

1. [**www.nps.gov/gett/forkids/index.html**](http://www.nps.gov/gett/forkids/index.html)
2. [**www.nps.gov/archive/gett/getttour/sidebar/leebio.htm**](http://www.nps.gov/archive/gett/getttour/sidebar/leebio.htm)
3. [**http://www.worldalmanacforkids.com**](http://www.worldalmanacforkids.com)
4. [**http://bensguide.gpo.gov/3-5/documents/proclamation/index.html**](http://bensguide.gpo.gov/3-5/documents/proclamation/index.html)
5. **www.readinga-z.com**

**Texts:**

1. The Emancipation Proclamation: Would You Do what Lincoln Did? By: Elaine Landau
2. Abraham Lincoln: from Log Cabin to White House By: Bea Silverberg (reading a-z)
3. A Picture Book of Abraham Lincoln by: David A. Adler
4. The Mostly True Adventure of Homer P. Figg By: Rodman Philbrick
5. A Picture Book of Harriet Tubman By: David A. Adler
6. Slavery and the Making of America Article on PBS