

Domain-Based Unit Overview

Title of Domain: The Civil War, Grade 2

Learning Time: 11 Days

Big Idea

The controversy between the North and the South over slavery, as well as differing points of view on other issues, resulted in the Civil War.

What Students Need to Learn

- That some people living in the Southern states had differing points of view about using enslaved labor compared to some people living in the Northern states.
- That Abraham Lincoln was the president of the United States at the time the Civil War started and that he believed it was important to “keep the Union together”.
- That soldiers who fought for the United States during the war were called Yankees, and soldiers who fought for the Confederacy were called Rebels.
- That Ulysses S. Grant was the general who led the Union army during the war, and Robert E. Lee was the general who led the Confederate army.
- The Underground Railroad and Harriet Tubman’s role in its activities.
- That Harriet Beecher Stowe called attention to the suffering of slaves through her book, *Uncle Tom’s Cabin*.
- Clara Barton and her role during the Civil War.
- The main idea of the Emancipation Proclamation.

MN Academic Standards

2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.

2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources, and workers as human resources.

2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.

2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.

2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.

Pre-Assessment

Display a KWL chart on the Smartboard and fill it out together.

Domain Lesson 1	Chapter 1: Slavery in the United States
MN Academic Standards	2.3.1.1.4 2.4.1.2.1
Objectives	<ul style="list-style-type: none"> - Understand that when Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there. - Understand that there were disagreements about slavery between people living in the Northern states and people living in the Southern states.
Vocabulary	Slavery, enslaved, South, generation, freedom, North, territories, Union, evils
Procedure	<ul style="list-style-type: none"> - Distribute and show students the World Map (AP 1.2), briefly reviewing the name and location of each continent. Ask students to point to the approximate location of the United States on the map. - Distribute and show students the Map of the United States During the Civil War. Discuss the time period of the unit and the state the U.S. was in at the time. - Distribute copies of the Student Book to the class, and call students' attention to the images on the cover as you read aloud the captions. - Travel back in time to visit America about 160 years ago, before the Civil War! - Read "Chapter 1: Slavery in the United States" aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students how people living in the United States differed in their views about slavery.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 2: Harriet Beecher Stowe and Harriet Tubman
MN Academic Standards	2.2.1.1.1 2.2.4.5.1
Objectives	<ul style="list-style-type: none"> - Understand the role of Harriet Beecher Stowe and her book in changing Americans' views about slavery.

	- Describe who Harriet Tubman was and her role in the Underground Railroad.
Vocabulary	Character, slave catchers, escaped, transportation, survive, wilderness
Procedure	<ul style="list-style-type: none"> - Review what students learned in the previous chapter. - Give each student a copy of the Student Book. - Read “Chapter 2: Harriet Beecher Stowe and Harriet Tubman” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students what Harriet Beecher Stowe and Harriet Tubman did to fight against slavery. - Complete the ‘Harriet Tubman: An American Hero’ activity by watching the available video and reading the poem(s). - Complete the ‘African American Songs of the Civil War’ activity by listening to the songs “Follow the Drinking Gourd” and “Swing Low, Sweet Chariot.”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 3: Abraham Lincoln and the Coming of War
MN Academic Standards	2.2.1.1.1 2.2.3.3.1 2.4.1.2.1
Objectives	<ul style="list-style-type: none"> - Explain why people living in the Southern states were worried about Abraham Lincoln. - Explain what some Southern states did when Abraham Lincoln became president. - Explain what Lincoln and people living in the Northern states believed was the only way to save the Union once Southern soldiers attacked a fort in South Carolina.
Vocabulary	Debated, ran for president, lawyer, politician, Confederate States of America, tensions
Procedure	<ul style="list-style-type: none"> - Review what students learned in the previous chapters. - Give each student a copy of the Student Book. - Read “Chapter 3: Abraham Lincoln and the Coming of War” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students why the North and South went to war.

	- Read the poem titled “Lincoln” by Nancy Byrd Turner aloud to students. Read it all the way through the first time. Then read each stanza and stop after each one to discuss and define difficult terms.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 4: The War Begins
MN Academic Standards	2.3.1.1.4 2.3.4.9.1 2.4.1.2.1
Objectives	- Recognize the term Yankees as a term used to refer to soldiers of the Union army. - Recognize the term Rebels as a term used to refer to soldiers of the Confederate army. - Explain what the Emancipation Proclamation is.
Vocabulary	Uniforms, battle, victory, retreated, factories, general, invasion
Procedure	- Review what students learned in the previous chapters. - Give each student a copy of the Student Book. - Read “Chapter 4: The War Begins” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students about what the Emancipation Proclamation was. - Tell students that music is one way we remember the Civil War. Play the song “When Johnny Comes Marching Home” and discuss its meaning as a class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 5: Lee and Grant
MN Academic Standards	2.3.1.1.4 2.3.4.9.1 2.4.1.2.1
Objectives	- Recognize the roles of Robert E. Lee and Ulysses S. Grant in the Civil War as the commanders of the Confederate and Union armies, respectively.
Vocabulary	Military academy, commander, capital

Procedure	<ul style="list-style-type: none"> - Review what students learned in the previous chapters. - Give each student a copy of the Student Book. - Read “Chapter 5: Lee and Grant” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students who Robert E. Lee and Ulysses S. Grant were.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Chapter 6: The War Ends
MN Academic Standards	2.2.1.1.1 2.2.3.3.1 2.4.1.2.1
Objectives	- Describe the events leading to the end of the Civil War.
Vocabulary	Advancing, supplies, surrender
Procedure	<ul style="list-style-type: none"> - Review what students learned in the previous chapters. - Give each student a copy of the Student Book. - Read “Chapter 6: The War Ends” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students about which side won the Civil War: the United States or the Confederacy. - Complete the ‘Important People and Places in the Civil War’ activity by creating a venn diagram labeled with “Union” and “Confederacy” and filling it out together as a class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Chapter 7: Clara Barton
MN Academic Standards	2.2.3.3.1 2.4.1.2.1
Objectives	<ul style="list-style-type: none"> - Understand why Clara Barton was called “the angel of the battlefield.” - Recognize Clara Barton as the founder of the American Red Cross.
Vocabulary	Harvest, spied
Procedure	- Review what students learned in the previous chapters.

	<ul style="list-style-type: none"> - Give each student a copy of the Student Book. - Read “Chapter 7: Clara Barton” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions. - Ask literal and evaluative questions following the chapter and think-pair-share with students about who Clara Barton was. - Complete the ‘Civil War Photography’ activity by flipping through the portraits and other images in the Student Book and discussing each photo as a class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Review Day
MN Academic Standards	2.2.1.1.1 2.2.3.3.1 2.2.4.5.1 2.3.1.1.1 2.3.1.1.4 2.3.4.9.1 2.4.1.2.1
Objectives	Understand that the controversy between the North and the South over slavery, as well as differing points of view on other issues, resulted in the Civil War.
Vocabulary	Vocabulary from all previous lessons.
Procedure	<ul style="list-style-type: none"> - Making My Book About the Civil War - Distribute a pre-assembled copy of My Book About the Civil War to each student. Explain that they will be making a mini-book version of their Student Book, which they have been using in class. - Allow time for students to make the cover of the book, prompting them with questions about the most important things they learned throughout the unit. - Students will be making one page in their book for each chapter read in their Student Book. Allow time for students to make pages for their mini-books that coincide with the chapters in their Student Books. Guide students in short discussions to make sure they are including key points and information in their mini-books for each chapter/page. - Allow students to take their books home to share with their families and to review for the unit test.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Assessment
MN Academic Standards	2.2.3.3.1 2.2.4.5.1 2.3.1.1.4 2.3.4.9.1 2.4.1.2.1
Objectives	Understand that the controversy between the North and the South over slavery, as well as differing points of view on other issues, resulted in the Civil War.
Vocabulary	Vocabulary from all previous lessons.
Procedure	<ul style="list-style-type: none"> - Use the Unit Assessment Questions from the CKHG book <i>The Civil War</i>. - Allow time for students to take the assessment. - Once all students are done with the test (if time allows) preview the next few lessons with them.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Group Research Project
MN Academic Standards	2.4.1.2.1
Objectives	<ul style="list-style-type: none"> - Understand the role of Harriet Beecher Stowe and her book in changing Americans' views about slavery. - Describe who Harriet Tubman was and her role in the Underground Railroad. - Explain what Lincoln believed was the only way to save the Union once Southern soldiers attacked a fort in South Carolina. - Recognize the roles of Robert E. Lee and Ulysses S. Grant in the Civil War as the commanders of the Confederate and Union armies, respectively. - Understand why Clara Barton was called "the angel of the battlefield." - Recognize Clara Barton as the founder of the American Red Cross.
Vocabulary	Vocabulary from all previous lessons.
Procedure	- Organize the class into small groups, assigning each group to a different person covered in the Civil War unit. Give each group its corresponding stick puppets (Activity page CA.1): Abraham Lincoln, General Grant, General Lee, Harriet Tubman, and Clara Barton.

	<ul style="list-style-type: none"> - Allow students time to ‘research’ their group’s person and write a presentation about them. Each group will present about their given person from the Civil War unit. - Make sure each group includes information about their person regarding their own personal life, as well as what actions the person took that impacted the Civil War and/or history. - Once presentations are written, groups may color and cut out their corresponding stick puppets.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Group Research Project
MN Academic Standards	2.4.1.2.1
Objectives	<ul style="list-style-type: none"> - Understand the role of Harriet Beecher Stowe and her book in changing Americans’ views about slavery. - Describe who Harriet Tubman was and her role in the Underground Railroad. - Explain what Lincoln believed was the only way to save the Union once Southern soldiers attacked a fort in South Carolina. - Recognize the roles of Robert E. Lee and Ulysses S. Grant in the Civil War as the commanders of the Confederate and Union armies, respectively. - Understand why Clara Barton was called “the angel of the battlefield.” - Recognize Clara Barton as the founder of the American Red Cross.
Vocabulary	Vocabulary from all previous lessons.
Procedure	<ul style="list-style-type: none"> - If necessary, allow students extra time to ‘research’ their group’s person and write a presentation about them, as well as their stick puppets. - When all groups are finished, invite them up one-by-one to present their research to the class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>