

Helping Students Analyze Multiple Perspectives and the Civil War

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Introduction

Pleasantville Elementary School is a K-5 public school located in the Colonial School District in New Castle, DE. It is a neighborhood school, and many students live close by and attend their school for their entire K-5 schooling. The school services about 500 students, including special education and English Language Learners. About 50% of the students are from low-income families, and all students receive free breakfast and lunch at school.

When possible in the Colonial School District, special education students are kept with their peers as much as possible to ensure they are in the least restrictive environment and are learning to the best of their potential. Students receive English language arts (ELA), math, social studies, science and writing blocks as well as a math and reading intervention or enrichment block when needed. There are currently four 5th grade classes. Many students in 5th grade do not read on grade level and perform below average of their peers across the state.

Pleasantville Elementary is also a Responsive Classroom School. Responsive Classroom is a behavior management system where students not only develop their own rules for the classroom, but come up with logical consequences if they break those rules¹. For example, if a student forgets their homework, missing recess is not a logical consequence. Completing homework during free time or while they eat lunch is. Each room in the school, even the cafeteria and gymnasium, also has a “time-out” chair where students can choose to go themselves or be sent to take a break. This system of classroom management allows both the teacher and student to step back from a stressful or troublesome situation and either have a chance to reflect upon what is happening or come up with a logical reaction to what happened. Students have a more invested interest in the rules and expectation of the classroom and school. With Responsive Classroom, there is no rewarding of behavior expected of students. They are not given tokens or prizes for walking silently in the hallway or turning in their homework. They are instead asked to practice walking quietly in the hallway if they show they cannot perform that task when necessary. This system has helped my students learn to become more reflective. This is the 4th year the school has followed this system, so these procedures have been engrained in my students since 1st grade.

I teach 5th grade, and my class in particular also has a number of students with Individualized Education Plans (IEPs) and are classified as special education students. These needs can range from math, reading or writing struggles and goals to goals for organization, social interaction with peers and adults and on task behavior. This will affect my unit, as I will be gathering student materials at different grade levels. I hope to find enough materials where students can read the same content, but on their own appropriate reading level.

Asking a student to “take a walk in another person’s shoes” can often be an insurmountable task. People, especially children, have a difficult time seeing a situation from a different perspective than their own. Although this is a difficult task and concept, having the ability to take a step back and view a situation from multiple perspectives is a skill that not only helps students’ critical thinking skills, but will make them more empathetic and understanding citizens.

Rationale

In the 5th grade standards, for both ELA and social studies, students are required to “put themselves in someone else’s shoes”. Students must learn to look at the same event from the perspective of different people involved in the event. They must also strive to understand how someone’s point of view can affect how they react in a situation. Along with these standards, 5th graders in Delaware begin the school year by studying about the Civil War and Delaware’s unique role in the war.

The idea of understanding someone else’s point of view is a difficult task for anyone, especially 5th grade students. Students must first have a deep understanding of what went on during a particular event or occurrence in history, and then they must put themselves on one side of it and dive deeply into the experiences of that person/perspective. My goal is to use a variety of first person perspectives from the Civil War to help students understand a variety of points of view. After reading different perspectives (from North and South, slave owners and slaves, children and adults), students will complete a culminating project from the point of view of a person of their choosing. The unit will also incorporate writing standards which include writing a narrative with an effective introduction and conclusion as well as adding dialogue to move the story along and develop a character.

Exposing students to different accounts from the Civil War will help them both increase their understanding of the historical event and allow them to truly put themselves in another person’s shoes. They will write from the perspective of a “character” they develop using information collected from different historical fiction texts. Emphasis will be on:

1. Looking at perspectives from

- a. Children (from North and South)Adults (from North and South)
 - b. Soldiers (from North and South)
 - c. Slaves
 - d. Slave owners
 - e. President Abraham Lincoln
2. How events make a person feel or think and how it effects their actions
 3. Narrative writing and developing a character with dialogue
 4. Delaware’s history in the Civil War
 5. Having students dive deep into a perspective of their choosing to better understand the history, and how perspective can affect how events are described or remembered

This unit will truly give students a chance to understand the Civil War and improve their critical thinking and reading skills. They will analyze sources, both primary and secondary, read different texts, both fiction and nonfiction, and choose a perspective they learned about to develop a character for their own piece of writing. The freedom of choice will allow students to become invested in whatever they choose.

Overarching Understandings and Questions to Keep in Mind for the Development of the Unit

Enduring Understandings

Students will understand:

- That someone’s point of view of a situation may affect their account
- That there are many different accounts from the Civil War
- That Delaware had a unique role in the Civil War
- What the different accounts and viewpoints may be

Essential Questions

- How do I analyze multiple accounts to understand a variety of perspectives on the same topic?
- What role did Delaware play in the Civil War?
- How does a narrator’s point of view impact how the events are recounted?
- How does analyzing different accounts helps me learn about an event?
- How can adding dialogue to a narrative add information for the reader?
- How can I introduce and conclude my narrative in a meaningful way?

Content

By the end of this unit, I want my students to have learned three different skills. First, they should have a better understanding of the Civil War and how Delaware was involved. Second, they should have skills and strategies to analyze multiple viewpoints of

the same event. Third, they should be able to create and write their own historical narrative from the perspective of a character they create who “witnessed” the Civil War. Using a variety of different historical fiction, students will choose a viewpoint (soldier, child, slave, slave owner, president) and a narrative from that character’s point of view. Over the course of the unit, students will truly develop a better understanding of how to use various accounts to become informed on an event. They will also develop stronger critical thinking skills and critical reading skills. Students will begin questioning information presented to them and developing their own point of view and stance on situations.

The Civil War

Social studies is a subject dreaded by many 5th grade students. It is not as hands on as science, does not involve as many games and activities as math and does not lend itself to choice in readings as English Language Arts (ELA) does. There is often a set curriculum by the state, in this case Delaware, which teachers have to cover and certain articles school districts strongly encourage educators to use. I have found that students do not come to enjoy social studies time, and even vocally express their feelings.

Primary sources are an exciting and hands-on way to make this subject area more exciting and appealing to students. McCarthy and Sterne (2006) found that using primary sources when teaching social studies allowed students to better connect with the people and events they are studying². The authors had 4th grade students develop their own play using primary and secondary sources from a variety of places. They found that the use of these sources made the content more interesting and relevant.

In my classroom, I will introduce the Civil War with a variety of sources. As an activating strategy, we will explore different artifacts (both primary and secondary) and discuss what they might have been used for. As we continue our exploration of this time period, I will continue to use sources to keep the content engaging and relevant. When it comes time for students to write their own narrative with a fictional character they created, whatever they choose will be more connected to them because they would have viewed something they person might have worn or used during the 1800s.

The Civil War is a difficult period of history to teach. There are many resources for the North and Union States, but discussing, teaching and exploring the Confederate States tends to be more a more difficult and confusing for concept students. They have a hard time grasping the idea that the country was once divided. In addition, the discussion of people once owning African American slaves is also complex and can leave students feeling confused and upset. Using primary sources, accounts from people who were there, and having open and honest conversations (at a grade appropriate level) can help with the topic. Again, Responsive Classroom hones in on the idea that your learning area

is a safe space for all students. Conversations should be able to happen in a meaningful and accepting way so that no student feels their viewpoint is invaluable.

In thinking how I will present the North and South to my students, I plan on teaching them to think about that part of our nation's past in a "historically conscious" way. Robertson (2010) says that in working with primary and secondary sources, students will look at the past and instead of automatically thinking that whatever they did was wrong, stop and think of it from their perspective³. Having students put themselves in the time they are discussing, in this case the Confederate States, will allow them not to think of it was "right" or "wrong" but truly start to understand why the South thought their rights and values were so important they made their own country. They can also relate the thinking and ideas from the past to those in our current day. It is not to say that the goal of the lesson is to excuse the South from things that happened in the past. The goal of the lesson and exploring the Confederate states in general, is to have a better understanding of things that have happened in our country's past and how they shaped the future.

Using texts and resources from the perspectives of people who were a part of the Confederate States (soldiers, civilians, and government leaders) will also enhance understanding of this part of the content. Journal entries, books, and texts (both fiction and nonfiction) can be used to help students grasp what happened during this part of history. The book *Confederate Soldiers of the American Civil War: A Visual Reference* is an excellent resource with many sources⁴. Books like these will help the students towards the ultimate goal of truly understanding different perspectives.

Analyzing Multiple Perspectives

A standard in 5th grade required students to read multiple accounts of the same event. Over my teaching career in 5th grade, I have used both the Titanic sinking and the Civil War as events to analyze. This can be a very difficult task, as many students have trouble seeing the world in anything but "black and white". Although some have had experience with racism or classism, they do not label it is that in their minds and do not know how to explain how another person may have seen them or someone in their family. I usually begin the concept with the familiar story of *The Three Little Pigs* and also read *The True Story of the Three Little Pigs*. This takes a situation and looks at it from multiple viewpoints. Students are familiar with one, or both, stories and can argue who they think is right (the pigs or the wolf).

In a study done in 2009, Leland, Ociepka and Kuonon found that in their 8th grade classrooms students had a difficult time going against the grain of an author. They challenged their students to not read and comprehend, but interpret texts as they read them⁵. They found if they had students read a text in one of six ways (metaphorical, philosophical, aesthetic, analytic, intertextual, critical) and answer questions in that style, they were able to better understand what they were reading. Students used evidence from

the text to support their particular style when answering questions. The study found that reading through different perspectives allowed their students to see a situation from multiple viewpoints and become more flexible and critical thinkers.

I found this study to be particularly interesting, because it has students practicing with a picture book and the teacher leading. Interactive modeling is a huge part of Responsive Classroom, and good teaching in general, and practicing with a lower Lexile reading can help students hone the skills needed for doing the strategy on their own and on a grade level text. The study also had students doing multiple readings of the same text, each time engaging in a different perspective. I have found that repeated readings allow students to become familiar and comfortable with a text. In my classroom, I will adapt this strategy for my classroom by giving them a point of view to read a text through for each reading. For example, when using *Pink and Say*, I will have them read the text as the character Pink, then as the character Say, and a 3rd time as the character of Pink's mother. After modeling and then having students on their own, students will record how they felt as that character during the reading of the text.

A second article, by McLaughlin and DeVogd, states that in today's world, children have information coming at them from all directions⁶. Many students, even in 5th grade, have their own cell phone or tablet connected to the internet. One morning they may read an article about why they should eat vegetables and later that afternoon read an article about why vegetables are not good for you. Students need to learn at an early age that not everything they read, hear or see is true and learning skills critical thinking skills is imperative.

McLaughlin and DeVogd discuss that reading and comprehending a text is not enough for 21st century learners. They must also understand where the text is coming from and how it affects the author's point of view. They must not only ask themselves questions to ensure they understand what is being read, but they must also take into consideration author's purpose, background or message. The article has suggestions of questions readers need to ask themselves while reading, to ensure they are critically thinking and analyzing information presented to them. They also include questions for videos and pictures. Some questions they include are "Whose viewpoint is expressed?", "What does the author want us to think?" and "How might alternative perspectives be represented?".

This information found is crucial to the success of my students and developing their ability to look at a source through multiple perspectives. As their teacher, I will teach my students types of questions like above so they can be more critical readers and thinkers. I will give my students question stems for them to ask themselves and we will also develop our own question stems that apply to sources are reading in class.

The unit will help my students not only develop strategies to understand multiple view points, but they will also become stronger critical readers and thinkers. They will be able to analyze information thrown at them and make decisions better for their lives by using information they learn in a beneficial way for them.

Narrative Writing

Each and every day, students come in and tell me stories. What they had for dinner the night before, what happened on the bus on the way to school, even what they are doing this coming weekend or next summer. I know what they are being for Halloween, what they want for Christmas, what teachers they like and are not so fond of – even who their best friend is that week. All day long, children are storytellers. With that being said, they have a very difficult time writing a narrative writing piece. Even when they are asked to write a story about an event that has already happened to them, they struggle to put their experiences on paper. I have found this to be true for almost all students, no matter how much writing experience they have or how much interactive modeling I do.

In seminar, we learned that you cannot have a good story without a good conflict. There has to be something for the character to solve, an obstacle to overcome. In the day to day lives of my students, their story problem or conflict may have been who they played with at recess or what candy to buy at the corner store. When in reference to the culminating project of my unit, it may be what to do when your point of view does not align to that of your brother or sister or parent's. A story must have a good antagonist, or the protagonist has nothing to do.

Just as important as a good plot, a well written and developed narrative must have an interesting and meaningful setting. In seminar, we also discussed that setting shapes the story. This could not ring more true than in the stories my students will develop. While the characters may be fiction, the setting is very real. They will choose a character to develop, and insert their character into the North or the South, the Union or the Confederate.

I plan on teaching good story telling by reading my class the book *Pink and Say* by Patricia Polacco. This is a book about two Union soldiers during the Civil War, one white and one African American. This book is a unique teaching tool where war is the antagonist and the two boys share being the protagonist equally⁷. The book explores two boys with very different backgrounds and how they can come to show respect and become empathetic towards each other. Another story to use is *Cecil's Story* by George Lyon, explores the story of a boy during the Civil War⁸. The boy's father was injured and he has to wait with neighbors to hear about him. Both books are told from the perspective of a young character. Students will better relate to someone their age. Chick (2006) says using picture books helps students better to connect to the content being taught than if

you presented it in a factual way⁹. Students need to connect to what they are learning and characters need to be relatable.

Helping students develop skills for narrative writing are important. Within the context of the Civil War, I will be teaching narrative writing strategies and what is expected in a writing piece. Along with what we discussed about good story telling in seminar, Dunn and Finley (2010) explain that good narrative writing has to have these things: “Who the main characters are, when and where the story takes place, what does the main character want, what happens when the main character tries to get it, how does the story end, how does the main character and other characters feel?”¹⁰ Teaching these skills first within reading books together, then helping students develop these parts of their story by themselves, will help the story writing process. Their article also discusses using picture books to model good storytelling, especially for Special Education Students and English Language Learners. Students need to know what a good story looks like before they can write their own.

Strategies

Quick Writes

Quick writes is a strategy that allows students time to just write. They have minimum sentence goal, there work is not graded, and it is only read by them. This strategy is best when you want to find out what a student’s background knowledge is or what they are thinking about a particular subject. All students must write during this time (usually 3-5 minutes), but the writing is for them. For students who need more “think-time”, this allows them to gather their thoughts on paper before sharing with class.

Graphic Organizers

Graphic organizers are a tool that allows students a space and way to organizer their thoughts and information. They are helpful in planning what to write, organizing information read or as a review technique. Although there are thousands of graphic organizers online, I often create my own to allow enough space for students to write or type. Students with special needs may need added lines, bigger spaces or chunking of the organizer.

Exit Ticket

An exit ticket can be many things, including in these lessons as a “ticket out the door” or a “show what you know”. It is a quick wrap up of the lesson and a check in to see what students have taken away from the day. It can be an answer to a question, a chance for them to share how they are feeling or to ask questions about anything that is unclear to them.

i-Movie

The tool of i-Movies is great for students who wish to integrate technology into their work. Using an i-Pad, students can make a movie of themselves or others adding in music, pictures and text.

Google Drive

Google Drive is a tool all students in my district have access to. Students can create and share word documents and slide presentations (similar to PowerPoint). Once they create something, they can share with a classmate or teacher who can then comment and edit their work. During this project, students who are struggling writers may wish to complete assignments or graphic organizers on Google Drive. You can edit the graphic organizers into a Google Document for students to type on.

Word Splash

A word splash is a quick activating strategy where the teacher writes a word, phrase or concept on the board and students add their ideas either by sharing orally or writing them on the board. All ideas are recorded, no matter how relevant they are to the concept. This strategy allows teachers a chance to find out what their students know and allows students to have a chance to think about their own prior knowledge. For students who may have learning disabilities, this allows them to hear other ideas without feeling “on the spot”.

Turn and Talk

This strategy is great for activating a lesson or for a quick check in. The teacher poses a question, then students turn to someone near them and discuss question. After allowing for 2-3 minutes of discussion, students who wish to share out share ideas with class. Oftentimes students who do not like to write will share more during this activity.

Classroom Activities

Activity One – What do we already know about the Civil War?

Activating strategy: Students will do a 3 minute “quick write” on what they already know about the Civil War, things they want to know, and any questions they may have. When students are done, teacher will make a “word splash” on the board with all ideas from students. This discussion can take anywhere from 10-20 minutes depending on the background knowledge of class.

Lesson: Students will watch a “Brain Pop” video on the Civil War. This is a student-friendly resource with videos (many free without subscription) on many different subject areas. Students will watch the video twice through, and will answer questions during the second viewing as well as at the end. This lesson will allow students to gain a better understanding of the war.

Key vocabulary: Union States, Confederate States, secede, battle

Assessment prompt: Students will be assessed on their answers to the questions that accompany the video

Summarizing strategy: Students will complete a “ticket out the door” on a post-it note. They will write one thing they learned that was brand new, and one thing they found interesting.

Lesson two – Perspectives of the Civil War

Activating Strategy: Have students look back on their questions from the previous lesson. In groups of 3-4, ask them to create a list of different perspectives/sides from the civil war (students have had previous lessons on what a perspective is). Share out ideas from class. Take time to review what a perspective is (how a person views a situation) if needed.

Lesson: Students will explore different perspectives from the civil war, what their beliefs were and why they felt the way they did. This lesson will be on-going as one or two perspectives will be looked at in a class period. All information will be kept in one graphic organizer. In this lesson, students will be exposed to all different perspectives as well as their beliefs during this time. This lesson is focused on introducing the different perspectives as well as filling in the section (in appendix b) on which side the person was on. It is teacher led and students will copy the information down on their graphic organizers. In the following lessons, students will be reading selections to explain why these people felt the way they did.

Key Vocabulary: civilian, slave, perspective

Assessment prompt: Students will be assessed on having the “side of the Civil War” column from the graphic organizer filled in.

Summarizing strategy: After telling students a preview of the final project (exploring one perspective deeply and completing a project on it), ask them to choose a perspective they may be interested in. Explain that this is not a final decision, just allowing you as their teacher to get an idea of what they are thinking.

Lesson three – exploring from a Union soldier’s perspective

Activating strategy: Pose question: How do you think it would have felt to be a student or a kid during the Civil War? Turn and talk to a partner. After students are done discussion, orally share ideas as a class.

Lesson: In this lesson, students will read *Pink and Say* by Patricia Polacco. This book is about two boys, one Caucasian and one African American, who are both soldiers in the Union Army. Reading this book will allow students to hear about the perspective from a Union Soldier, both white and African American. Students can fill in the “Reasons WHY” column of their graphic organizer for both Union Soldiers and Slaves (Pink was a slave before he was made to fight in the war) with things such as “service to their country”, “obligation to fight” and “stop the fighting of the country”. This book can be read as a read aloud, or if you have multiple copies in small groups.

Assessment prompt: Students will be assessed on having information filled in for African American Slaves and Union Soldiers on their graphic organizer.

Summarizing strategy: Students will turn and talk to a partner to answer “What is one thing that surprised you in the story *Pink and Say*?”

Lesson four – Exploring from a women’s perspective

Activating strategy: Students will complete a quick write answering this question “What do you think it was like for women during the Civil War? Do you think women were allowed to fight in the war?”

Lesson: During this lesson, students will read an article on Emma E. Edmonds, a woman who dressed as a man so she was able to fight in the Civil War. The article is “A Female Soldier in the Civil War” by Christine Hoerneman (link in bibliography). Students will learn not only about Edmond’s bravery, but also about roles for women in general during this time period. Students should read this article in groups of 3-4 and fill in information on their graphic organizers about why women wanted to fight and what their perspective may have been.

Assessment prompt: Students will be assessed on their completion of their graphic organizer.

Summarizing strategy: As an exit ticket, students will write on a post-it note one thing they think has changed for women since the Civil War when thinking about what women are now allowed to do.

Lesson five – exploring a Confederate Soldier’s perspective

Activating strategy: Ask students to silently think about this question in their head “Has there ever been something you believe in that everyone else thinks is wrong?” Have students think, and then allow anyone to share.

Lesson: Tell students that today they will be looking at the perspective of the Civil War from a Soldier on the Confederate side. Review why the South seceded and what beliefs a soldier from the South may have. Take this time to review the question from the activating strategy and allow and expect discussion on why people from the South felt this way. After discussing that it is wrong to own anyone or have slaves, ask students “why did people in the South think it was acceptable? Was it how they were raised? Was it all they knew?” This lesson will likely raise questions, but can be a great time for discussion. After discussion, or wherever it fits in, students can read *Confederate Soldier of the American Civil War: A Visual Reference* by Denis Hambucken – the first section “War Between the States”. This section gives information about why the south was fighting, and goes beyond just the issue of slavery and explains other reasons for the South seceding.

Assessment Prompt: Students will now need to have their entire graphic organizer filled in.

Summarizing strategy: Students will complete a “ticket out the door” deciding which perspective for the Civil War to complete their project on. Their choices are “Confederate Soldier, Union Soldier, African American Slave and Woman in the War”.

Lesson six – Introducing project and research time (this may take 2-3 class periods depending on length of time)

Activating strategy: Students will share with three other classmates what perspective they are going to do their project on.

Lesson: Using “Directions for Final Project” in appendix E, introduce project to students. This lesson is assuming students have had instruction in both narrative writing, writing with dialogue and exposure to narrative stories. After handing out project and explaining directions, go over rubric as a class. You can also give students the website list to use to research and the graphic organizer to organize their ideas. Some students may not need this extra help, but it is a resource available.

Assessment prompt: As students are working, teacher will check in with each one to see how project is going. They may have a conference list to ensure meeting with all students, or visit each one at their workspace.

Culminating activity: The project, graded using the rubric, is the final assessment of the unit.

Lesson 7 – Presentation

After projects are complete, students should present them to the class. It is up to each teacher to decide if they wish to make this an event where other students/teacher and families are invited. Having students dress up in Civil War Era clothing or pretending to be their character may be a fun culminating activity for students and an opportunity for them to show off their hard work.

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Appendix A

Common Core Standards for 5th Grade

5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

5.RI.6: Describe how a narrator's or speaker's point of view influences how events are described

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history

4-5: students will develop an understanding of Delaware history and its connections with United States history, including:

--Native American inhabitants before European contact

--Exploration and settlement (1609-1775)

--From the first state to the Civil War (1776-1865)

--Growth of commerce, industry, transportation, and agriculture

(1865-1945)

--Modern Delaware (1945-present)

Appendix B

Questions for Brain Pop Civil War Video

Name: _____

1. How many states seceded from the Union at the start of the Civil War? _____
2. What were the states that stayed in the United States called?

3. What did the states that left the United States call themselves?

4. Who was president of the North? _____
5. Who was president of the South? _____
6. What was Delaware's stance in the Civil War? _____

7. What is the Emancipation Proclamation? _____

8. What battle was the beginning of the Confederacy's downfall?

9. When and where was President Abraham Lincoln assassinated?

10. At the end of the Civil, how many total Americans lost their lives?

Appendix C

Perspective	Side of the War	Reasons WHY
Union Soldier	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Confederate Soldier	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
African American Slave	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Woman Soldier	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Appendix D

List of Resources for Students' Projects

<http://www.civilwar.org/education/students/?referrer=https://www.google.com/>

<http://www2.lhric.org/pocantico/civilwar/cwar.htm>

<http://www.nps.gov/fosu/learn/historyculture/upload/SLAVERY-BROCHURE.pdf>

<https://kidskonnct.com/history/civil-war/>

<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/students.html>

<http://mrnussbaum.com/civil-war-for-kids/>

Appendix E

Directions for Final Project

Now that you are an expert on four different perspectives of the Civil War, you are going to pick one and create a character to go along with the perspective. You will give your character a name and create a project from that character's perspective. Your final project can be a Google Slides document, i-Movie, and diary entry by character, oral presentation or anything else approved by teacher.

****If you choose to do an oral presentation or video, you must have a script written that includes all necessary information****

Your presentation/project must include:

- Character's name and how old they are
- Where they are living
- Job they may have had before war
- Their role in the Civil War
- What their beliefs are/perspective of Civil War

*You may also include additional information

You will have time in class to collect information and develop your project. **Part of your grade will be presenting it to the class.** Please see the teacher for any questions! The rubric is attached. Please read it before starting project!

Appendix F

Rubric for Final Project

Score	4	3	2	1
Content	Presentation includes character description, location, role before war, role in war and perspective for position as well as other related facts or information	Presentation includes character description, location, role before war, role in war and perspective for position	Presentation includes 4 of the following: character description, location, role before war, role in war and perspective for position	Presentation includes 2 or less of the following: character description, location, role before war, role in war and perspective for position
Organization	All information is organized in a clear, logical way. Presentation flows smoothly between slides and uses transitions between ideas.	Most information is organized in a clear, logical way. Most of presentation flows smoothly between slides and uses transitions between ideas.	Some information is organized in a clear, logical way. Most of presentation flows smoothly between slides and uses transitions between ideas.	Information is organized in an illogical way, including no transitions.
Presentation	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	Student's voice is clear and pronounces most words correctly. Most audience members can easily hear the presentation.	Student's voice is low-medium, incorrectly pronounces some terms, audience still has some difficulty hearing presentation	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear
Conventions/ Mechanics	Zero grammatical errors in presentation	2-3 grammatical errors in presentation	4-5 grammatical errors in presentation	Student does not speak clearly during presentation

Appendix G

Name: _____

Character: _____ **Who are they?:** _____

<p>How Old and Where they Live:</p>	<p>What did they do before war?</p>
<p>What is their role during the war?</p>	<p>Why is their perspective this?</p>

Notes

- ¹ Home | Responsive Classroom." Accessed October 22, 2015.
 - ² McCarthy, Alan, and Sandra Sterne. "Fighting the Civil War with Primary Resources
 - ³ Robertson, Emily. "The Role of Understanding in Meeting the Moral Demands of Remembrance." 136-138
 - ⁴ Hambucken, Denis. *Confederate Soldier of the American Civil War: A Visual Reference*.
 - ⁵ Leland, Christine, Anne Ociepka, and Kate Kuonen. "Reading from Different Interpretive Stances: In Search of a Critical Perspective." 428-437
 - ⁶ McLaughlin, Maureen, and Glenn DeVoogd. "Critical Literacy as Comprehension: Expanding Reader Response." 52-62
 - ⁷ Polacco, Patricia. *Pink and Say*.
 - ⁸ Lyon, George Ella, and Peter Catalanotto. *Cecil's Story*.
 - ⁹ Chick, Kay. "Fostering Student Collaboration Through The Use Of Historical Picture Books." 152-57.
 - ¹⁰ Dunn, Michael, and Susan Finley. "Children's Struggles with the Writing Process: Exploring Storytelling, Visual Arts, and Keyboarding to Promote Narrative Story Writing."
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Curriculum Unit
Title

Helping Students Analyze Multiple Perspectives and the Civil War

Author

Meghan Harrington

KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Students will understand the multiple perspectives of people during the Civil War. They will emerge themselves in a chosen perspective in order to tell a story from that person's point of view.

ESSENTIAL QUESTION(S) for the UNIT

What is the Civil War?
How does analyzing a number of perspectives help us to better understand an event?

CONCEPT A

The Civil War

CONCEPT B

Analyzing Multiple Perspectives

CONCEPT C

Narrative Writing

ESSENTIAL QUESTIONS A

What role did Delaware play in the Civil War?
What were the different accounts during the Civil War?

ESSENTIAL QUESTIONS B

How do I analyze multiple accounts to understand a variety of perspectives on the same topic?
How does a narrator's point of view impact how the events are recounted?
How do analyzing different accounts helps me learn about an event?

ESSENTIAL QUESTIONS C

How can adding dialogue to a narrative add information for the reader?
How can I introduce and conclude my narrative in a meaningful way?

VOCABULARY A

Civil War, Confederate, Union, Secede, Battle, Civilian, Slave

VOCABULARY A

Perspective, Analyze

VOCABULARY A

Dialogue, Narrative, Introduction, Conclusion

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Pink and Say, Patricia Polacco
Confederate Soldier of the American Civil War: A Visual Reference, Denis Hambucken
Cecil's Story George Ella Lyon, and Peter Catalanotto