

Amanda Dennis
Social Studies Methods
Stacy Stetzel
26 October 2007

Thematic Unit

Theme: Civil War

Grade: 4th Grade

Standards:

4.1.8 Summarize the participation of Indiana citizens in the Civil War

Goal:

Students will be able to explain the involvement of Indiana in the Civil War.

Objective:

Upon completion of this Civil War unit, students will identify three ways Indiana citizens were involved in the Civil War.

Assessment:

Pre and Post

Have students take out a piece of paper and list three ways that Indiana citizens were involved in the Civil War.

Rationale:

It is important to teach this unit to students so that they can gain a greater understanding in the development of this country. They are also learning important information about the state of Indiana and their involvement in the war.

Amanda Dennis

EDUC 331

Stacy Stetzel

3 December 2007

Unit Plan: Field Trip/Guest Speaker

For my unit on the Civil War I would like to take my students to Corydon, Indiana. This place is of significance, because there was an actual battle fought there. I feel that by taking students to Corydon Battle Park they could really connect with the material that has been learned in the classroom about Morgan's Raid. While there we would take a tour of the park, noticing the cabin that shows how people lived in the time, as well as looking at the markers serving as a memorial to the brave men who fought there.

Another idea would be to visit Hartford City, Indiana to watch a Civil War reenactment. Here students will get to see Union and Confederate camps as well as view a battle. While visiting students will be instructed to take note of what they see, what matches with what was learned and do they see anything that is different. At Hartford City students will be able to take the information they learned in class and see it action. When we get back to school we can then compare what we saw and what was learned from books and discussions in class.

All Field trip ideas will greatly depend on the location of my school. For my placement this spring, Hartford City is a great option as it is only an hour and an half away. However in the future Corydon might be a feasible option.

Amanda Dennis

EDUC 331

Stacy Stetzel

30 November 2007

Civil War Unit: Trade Books

1. *Pink and Say* by Patricia Polacco
2. *Children of the Civil War* by Candice F. Ransom
3. *Growing Up in the Civil War* by Duane Damon
4. *The Civil War for Kids* by Janis Herbert
5. *Hoosiers in the Civil War* by Arville L. Funk
6. *Civil War Battles and Leaders* by DK Publishing
7. *Read Aloud Plays: Civil War* by Timothy Nolan
8. *Food and Recipes of the Civil War* by George Erdosh
9. *For Home and Country: A Civil War Scrapbook* by Norman Bollotin and Angela M. Herb
10. *Burnside and Sideburns: A Tale of Civil War Days* by Suzanne Tate

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EDUC 331

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30 November 2007

Civil War Unit: Technology

In this unit students will have the opportunity to work on the computers for various activities. For the social studies lesson student will use the computers to research letters and diary entries from soldiers in the Civil War. They will then have the opportunity to type out the interview in which they created. Students will also have the choice to type their writing lesson story. The teacher could also allow students to go on a webquest for Civil War pictures for their storytelling activity. The teacher will use the overhead projector for various activities and explanations, as well show a movie one day throughout the unit.

Dear Parent or Guardian,

For the next two weeks we are going to be studying the Civil War. I have planned several fun activities to really bring the history to life for the students. We are going to be reading actual newspapers from the war, looking at Civil War photos to create a story, as well as making food that soldiers ate in camps.

My purpose for this unit is for students to learn the involvement of Indiana in the Civil War. Therefore, we will be spending time on Morgan's Raid and the Battle of Corydon, as well as looking at Indiana citizens' involvement in enlistment and producing food and other goods for the war.

To wrap up the unit I would like to visit Hartford City, Indiana. Here they have Civil War reenactments. I feel that students will benefit from seeing what they have learned. You are more than welcome to join us on this trip; in fact it would be greatly appreciated.

If you have any information on the War that you would like to share with your child, such as relatives that fought or that were involved in the war in some way; I think that it would help your child make connections with what is being presented in class.

If you have any questions about what is being presented in class or comments feel free to contact me.

Phone: 555-555-5555

Email: afdennis@someschool.k12.in.us

Thanks for all you do!!!!

Sincerely,

Miss Dennis

Lesson Plan Prepared By: Amanda Dennis

Lesson: P.E. fine motor foldable

Length: 30 minutes

Age or Grade Intended: 4th grade

Source: Original

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objectives:

After demonstration by teacher, students will create a foldable to record information about the Civil War.

Assessment:

Teacher will walk around and observe students during the creation of their foldable to check for fine motor abilities.

Advanced Preparation by Teacher:

Teacher will provide students with plain white computer paper

Introduction/Motivation:

Boys and girls, we are going to be learning some important information about the Civil War over the next couple of weeks, and I want us to have a safe place to keep all our notes that we can refer back to. So today we are going to make a book that we can record all our information in.

Step-by-Step Procedure:

- To begin the book the teacher will hand out two blank white pieces of paper to each student
- The teacher will instruct the children to fold both pieces of paper hamburger style (Bodily Kinesthetic)
- Next they will make a mark on both sides of the paper at the crease that is a half inch to an inch away from the outside (Spatial Intelligence)
- Students will then take one piece of paper and cut to the line on each side (Bodily Kinesthetic)
- The students will then take the other piece of paper and cut from the center to the marks on the outside. (Bodily Kinesthetic)
- To assemble the book students will take the piece of paper that has the outside cut and fold it over WITHOUT creasing it hot dog style, and slide it between the slit in the other piece of paper. (Bodily Kinesthetic)
- Next they will rotate the paper and connect the pieces
- Teacher should demonstrate all the steps for the children

Closure:

Once books are complete have students decorate their front cover. Make sure they include their name and a title that allows them to know that this book is about the Civil War. Tell students that pages will be added as needed throughout the unit.

Accommodations/Enrichment:

For students having difficulty the teacher can come around and help or have a classmate help that student. The teacher might also think about using construction paper for the cover of the book so that it is sturdier.

Enrichments: Students could create foldables for other subjects.

Reflection:

Lesson Plan Prepared By: Amanda Dennis

Lesson: Civil War Interviews (Social Studies)

Length: 45 minutes

Age or Grade Intended: 4th grade

Source: http://www.indianastandardsresources.org/files/soc/ss_4_1_8.pdf

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objectives:

After a brief discussion on the Civil War, students will use primary source materials to generate questions and write comments about Indiana involvement in the Civil War.

Assessment:

Teacher will collect student questions and responses, as well as observe them through the researching process. Teacher will check for participation and information recorded.

Advanced Preparation by Teacher:

Teacher will need chart paper, or blackboard to write generated questions.

Students will also need access to computers (teacher will need to reserve computer lab)

Introduction/Motivation:

Give students a brief overview of the causes of the war. Then write information on how Indiana was involved in the Civil War. (61,000 Indiana men enlisted within a year, Indiana provided 196,000 Union Soldiers, 7243 men from Indiana were killed in the war, soldiers were trained at Camp Morton, Battle of Corydon was one of only two battles fought in the North.) Inform students that Indiana's biggest contribution was food. Talk about Van Camp Company in Indianapolis. Now tell students they are going to pretend to be newspaper reporters.

Step-by-Step Procedure:

- Have students brainstorm questions that they would use to interview a Civil War soldier. (Bloom's Application)
- Record all student questions on the board
- Now have students visit the website <www.indianainthecivilwar.com/letters.htm> and choose a letter or diary entry.
- Have students read to find the answers to their questions (Linguistic Intelligence)
- Have students write out their interview questions and answers. (Linguistic Intelligence)

Closure:

Allow students to share their interviews.

Accommodation/Enrichments:

The teacher could allow students to work in pairs for this assignment.

Enrichment: The teacher could have students research how other Indiana citizens contributed to the war efforts.

Reflection:

Were students engaged?

Could they find the information?

Did they learn something?

Lesson Prepared By: Amanda Dennis

Lesson: Writing using pictures from the Civil War

Length: 25 minutes

Age or Grade Intended: 4th grade

Source: Me

Academic Standard:

History

4.1.8 Summarize the participation of Indiana citizens in the Civil War.

Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Writing

4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

Behavior/ Performance Objective:

After looking at different pictures from the Civil War, students will pick one picture and write a two-page story using interesting sentences that contain adjectives, verbs, adverbs, and conjunctions; the story must also contain at least two facts that students have learned about the Civil War.

Assessment:

The teacher will assess students through their writing, checking for sentence variety appeal. As well as, checking for understanding on concepts of the Civil War.

Advanced Preparation by Teacher:

The teacher will find multiple pictures of events from the Civil War and bring them into class.

Introduction/Motivation:

Present the class with one of the Civil War pictures. Class what can you tell me about this picture (Bloom's Knowledge)? (Accept all reasonable answers.) Facilitate the class into discussing the time period, what the person or people are doing, the scenery, etc. Today we are going to use pictures from the Civil War to help us create a story.

Step-by-Step Procedure:

- Teacher will show all pictures to the class.
- Each student will then pick a picture
- Students will use the picture to write a story (linguistic intelligence)
 - Teacher should explain to students that they should make connections with what they have learned about the war and include it in their story (at least 2 facts from class must be used). As well as, work on sentence variety using adjectives, verbs, conjunctions, and adverbs.
 - Teacher should give a mini lesson on what adjectives, adverbs, conjunctions, and verbs are before students begin writing.

Closure:

Now tomorrow we are going to tell our stories, as if we were one of the characters in the picture. If you have clothing you want to wear to get into the role of your person feel free to bring it in.

Accommodations/Enrichments:

For students with fine motor delays allow them to type their story, or say it orally and have an assistant write.

As enrichment students could pick multiple pictures find ways to connect them into their story.

Reflections:

Did the students do what was asked?

Were students engaged in the activity?

Lesson Prepared By: Amanda Dennis

Lesson: Music of the Civil War

Length: 35-40 minutes

Age or Grade Intended: 4th grade

Source: <http://www.smplanet.com/civilwar/civilwar.html>

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objectives:

After listening to music that was played during the Civil War, students will create their own song describing The Battle of Corydon.

Assessment:

The teacher will assess students during group discussion. Did everybody give a response? Did they give factual information from The Battle of Corydon? Secondly, the teacher will assess participation in the creation of the song.

Advanced Preparation by Teacher:

The teacher will need to bring in a CD player, as well as music from the Civil War, or use a computer and the website civilwarmusic.net. (example songs: Jonny Comes Marching Home, and The Battle Cry of Freedom)

Introduction/Motivation:

Raise your hand if you like music. When do you listen to music? (Bloom's Knowledge) Awesome! Well soldiers in the war also listened to music, and do you know why they did? (Bloom's Knowledge) Well of course for some of the same reasons you do. They were using it as entertainment. They would hum or whistle. Some soldiers even played instruments such as the harmonica and the fiddle. Their songs told stories about their experiences. Would you like to listen to a few of these songs?

Step-by-Step Procedure:

- Listen to a song from the Civil War (Musical Intelligence)
- Did anybody hear a story in that song?
- What was that song about? (Bloom's Knowledge)
- Listen to another song and ask the same questions
- Now lets make our own song. (Interpersonal Intelligence)
- Lets pretend that our class is a regiment in the war, we are Indiana's volunteer soldiers and we fought in the battle of Corydon
- Lets think back to our lesson on that battle, what could we write in our song? (Bloom's Analysis)
- Teacher writes ideas on board
- Class then works together to arrange the facts and make a song as well as come up with a tune for the words (Musical and Linguistic Intelligence)

Closure:

Lets take a look at what we have created! Would you guys like to sing our song? Ready? 1, 2, 3.....(Musical Intelligence)
Boys and girls you did an awesome job, you took information about the battle to create a song, which is what the soldiers did. Take your hand and pat yourself on the back!!

Accommodations/Enrichments:

For students with hearing impairments makes sure there are printed off copies of the lyrics and even for visual learners.

Enrichment: Have students create their own song about another battle or aspect of the war.

Reflection:

Were students engaged?

Did they do what was asked?

Was the information used in the song factual?

Lesson Plan Prepared By: Amanda Dennis

Lesson: P.E. Gross Motor Civil War strategy

Length: 30 minutes

Age or Grade Intended: 4th grade

Source: Sam Kent (Fundamental Movements Lesson)

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
 Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objectives:

After a discussion on battle strategies for the Civil War, students will play dodge ball using those strategies.

Assessment:

The teacher will observe the game watching to make sure students are using civil war tactics in the game.

Advanced Preparation by Teacher:

The teacher will bring in five soft, medium size balls. The teacher will also need to reserve the gym or wait for a nice day so the students can play outdoors.

Introduction/Motivation:

Boys and girls, have you noticed anything through pictures and the videos we have watched about how soldiers during the Civil War fought battles (Bloom's Comprehension)? Exactly, they just stood in straight lines while they fought. Well today we are going to use those same tactics while we play dodge ball.

Step-by-Step Procedure:

- The teacher first needs to explain expectations of dodge ball. There will be no balls thrown at the head, etc.
- Next go over accommodations, in today's game of dodge ball both teams will be in a straight line. The teacher will mark the line in which they are to stand. The only time they can leave the line is get a ball.
- The teacher will split the class into two teams
- Place balls equidistant in the center of the playing square.
- Yell GO
- Once a student has been hit with a ball they are to stand over to the side. If a team member catches a ball one player that got out can return to the game. The game is continued until an entire team is out.
- The teacher can continue the game for as long as time allows.

Closure:

Bring students back together as a group. How did that strategy work (Bloom's Analysis)? What might the soldiers have tried instead (Bloom's Synthesis)? Those are some great ideas. Those ideas are called guerilla warfare, which in some cases is what soldiers used. Which way do you think is most effective (Bloom's Analysis)? I want you to think about that answer and we are going to write about it in our writer's notebook.

Accommodations/Enrichments:

For students with physical disabilities that could not participate in the actual game of dodge ball, the teacher could make them the general of one of the teams. Telling them when to fire and when to pull back. The teacher should have them involved as much as possible.

The teacher could change the game around and play one game where they are in line and another where they can be anywhere in the square on their side. The game in which they are scattered could represent guerilla warfare.

Reflection:

Lesson Plan Prepared By: Amanda Dennis

Lesson: Reading for main idea in Civil War books and newspapers

Length: 30 minutes

Age or Grade Intended: 4th Grade

Source: Original

Academic Standards:

History

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Reading

- 4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).

Behavioral/Performance Objectives:

After reading a piece of text about the Civil War, students will identify the main idea and four supporting details presented.

Assessment:

The teacher will assess students written responses. The main idea should be identified with 4 supporting details.

Advanced Preparation by Teacher:

The teacher will provide students with books, and copies of *Harper Weekly*, a newspaper produced during Civil War times.

Introduction/Motivation:

Can anybody explain to me the main idea of an article or story (Bloom's Knowledge)? Exactly, the main idea is the main thing the article or story is about. The rest of the text supports the main idea. Today we are going to read text about the civil war, paying close attention to the main idea and supporting details of the text.

Step-by-Step Procedure:

- Allow students to pick out a piece of Civil War text from the materials the teacher provided.
- Then allow students time to read the text silently. (Linguistic Intelligence)
 - Remind them to be looking for the main idea
- After students have completed the text, they are to write down the main idea and four supporting details from the text. (Bodily Kinesthetic Intelligence)
- Turn in once finished.

Closure:

Ask for student volunteers to share what they read (Verbal Intelligence). Explaining to the class the main idea and the supporting details they recorded.

Accommodations/Enrichments:

Students could work in pairs, buddy reading.

Enrichments: Provide students with more complex texts, or different types of newspapers allowing them to highlight the main ideas, and important details.

Reflection:

Can students identify the main idea?

Can they identify supporting details?

Were students engaged?

Lesson Plan Prepared By: Amanda Dennis

Lesson: Ordered Pairs (Civil War game) (Math)

Length: 35 minutes

Age or Grade Intended: 4th grade

Source: Mrs. Walpole

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
 Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

** No math standard was found to meet this lesson

Behavior/Performance Objectives:

After a lesson on ordered pairs, students will use ordered pairs to name points on a grid while playing a Civil War game.

Assessment:

Teacher will observe students while playing the game, listening and looking for correct use of ordered pairs.

Advanced Preparation by Teacher:

Teacher will need to make copies of the game, or provide students with grid paper and place markers.

Folders to place between pairs so they can't see where their markers are.

***Houghton Mifflin Math* book

Introduction/Motivation:

Introduce ordered pairs to the students. Explain that today they are going to use ordered pairs to play a game similar to battleship.

Step-by-Step Procedure:

- Have students open math book to page 616. Briefly go over lesson.
- Draw a grid on the board. Use the ordered pair (3, 6)
- Who can mark this point on the grid? (Bloom's Application)
- Give a couple more examples and have volunteers come up and mark locations.
- Next hand out Civil War game boards for each student and have them place their markers on their board. (Spatial Intelligence)
- After they have placed their markers ask them to write down their ordered pairs. (Logical Mathematical Intelligence)
- Next explain how the game is to be played. (give the rules of battleship) Once their opponent guess the ordered pair in which their equipment is on, their opponent gets the piece.
- They continue play until a player has lost all equipment.

Closure:

Once all pairs have finished, review ordered pairs. Ask why it is important to know both coordinates of an ordered pair (Bloom's Comprehension).

Accommodation/Enrichments:

If necessary teacher can pre cut the markers. Might also use larger grid paper for students with visual problems or fine motor development.

Enrichments: Have students make their own grid of the classroom and locate where they are seated using ordered pairs.

Reflection:

Did students understand the concept?

Were they engaged?

Lesson Prepared By: Amanda Dennis

Lesson: Bacteria (Science)

Length: 35 minutes

Age or Grade Intended: 4th grade

Source:

<http://www.lessonplanspage.com/SciencePEBacteriaFriendOrFoeAndProperHandWashing45.htm>

Academic Standards:

History:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Science:

- 4.4.10 Explain that if germs are able to get inside the body, they may keep it from working properly. Understand that for defense against germs, the human body has tears, saliva, skin, some blood cells, and stomach secretions. Also note that a healthy body can fight most germs that invade it. Recognize, however, that there are some germs that interfere with the body's defenses.

Behavior/Performance Objective:

After a class discussion, students will define bacteria.

After a class discussion and experiment, students will list two reasons why disease spread so rapidly during the war.

Assessment:

Teacher will collect student's written responses at the end of lesson.

Advanced Preparation by Teacher:

Materials: Shortening, Nutmeg, Soap, Paper Towels, Buckets of warm and cool water if sinks are not available, Pictures of bacteria, Print offs of worksheet

Introduction/Motivation:

Who wants to play a little game? I am going to give you clues and I want you to try and figure out what this thing that I am talking about is. Everybody put your thinking caps on! Your first clue is, it is something that is alive. (listen for responses between each clue) They multiply rapidly. Can live in extreme temperatures. They are everywhere. They are so small we can only see them with a microscope. Give up? They are bacteria!

During the Civil War diseases from bacteria were the biggest cause of death. The most common diseases were typhoid fever, diarrhea, and dysentery, all of which were caused by bacteria that were ingested. So today we are going to learn about bacteria and then do a little experiment.

Step-by-Step Procedure:

- Explain that bacteria are living things with only one cell
- Do you think bacteria are good or bad? Well you are all right, because they are both. There are good bacteria and bad bacteria. When bad bacteria gets inside the body it often keeps our body from working properly.
- During the war bad bacteria was ingested in many soldiers causing them to catch diseases. This bad bacteria being spread was mainly due to camp filth.
- One of the best ways to avoid ingesting bad bacteria is to wash our hands
- So today we are going to do a hand washing experiment
- Have students get in pairs (Interpersonal Intelligence)
- Provide them with materials and worksheet
- Have students put the shortening and nutmeg on their hands
- One student washes hands with just cool water and the other uses soap and warm water (Bodily Kinesthetic Intelligence)
- Have them record results

Closure:

What happened during the experiment (Bloom's Comprehension)? What did we learn? Plain water cannot fight off all the bad bacteria, we need to use soap and water. With that in mind, can we think of some reasons why disease might have spread so much during the war (Bloom's Application)? (Accept all reasonable answers: they weren't able to wash all the time, food was not stored properly, lack of medical knowledge) I want you all to take out a piece of paper, and write two reasons why you think soldiers were affected by so much bad bacteria during the war. I also want you to define bacteria. When you are finished please turn it into the science tray.

Accommodations/Enrichment:

For students with autism who may not like touching things of certain textures the teacher could allow them to be in trio, observing the other students as they complete the experiment.

Enrichments: Have students research how medicine has changed since the Civil War.

Reflection:

Were students engaged?

Did they understand the purpose of the experiment?

Lesson Prepared By: Amanda Dennis

Lesson: Make a Flag (Art)

Length: 35-40 min

Age or Grade Intended: 4th Grade

Source: http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-51826--,00.html

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
 Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavioral/Performance Objectives:

After a brief discussion on the importance of flags, students will create a flag that represents Indiana as there home.

Assessment:

Teacher will observe students during the activity.

Advanced Preparation by Teacher:

Materials

Dowel Rods

Red, white, and blue felt (and other colors if you wish)

Scissors

Glue

Paint

Stickers

Etc.

The teacher might want to consider pre-cutting rectangles for the base of the flag

Introduction/Motivation:

Boys and Girls what can you tell me about flags (Bloom's Knowledge)? Exactly, flags are symbols; they stand for something. During the Civil War soldiers had flags that were symbols of home. Each regiment in the war had their own flag, it allowed them to know where they should be on the battlefield. Communities also often made a flag for their soldiers. So, today we are going to make a flag that represents us and our home in Indiana, that we might have given to some of the volunteer soldiers to carry with them.

Step-by-Step Procedure:

- Show students example flags from the war (this website is a helpful source: <http://www.nps.gov/museum/exhibits/flags/imagegallery.htm>)
- Give each table supplies
- Allow students to work and create their own flag (Bodily Kinesthetic and Spatial Intelligence)
- Encourage them to be creative!

Closure:

When students have finished allow them to share their flags and explain their symbolism. (Linguistic Intelligence)

Accommodations/Enrichments:

You might allow students to work in small groups or pairs to create a flag.

Enrichment: Have students research different flags from the Civil War and find the symbolism behind them.

Reflection:

Were students engaged?

Did they understand the concept?

Lesson Prepared By: Amanda Dennis

Lesson: Civil War Cooking

Length: 20 minutes (let cook) then another 10-15 minutes

Age or Grade Intended: 4th grade

Source: http://www.educationworld.com/a_lesson/00-2/lp2001.shtml

Academic Standard:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objective:

After a brief discussion on the foods that Civil War soldiers consumed, students will make and consume their own Civil War hardtack.

Assessment:

The teacher will observe students as they follow the recipe to make their hardtack.

Advanced Preparation by Teacher:

Materials needed:

- Flour
- Salt
- Water
- Rolling pin
- Knife
- Fork
- Baking sheet
- Mixing bowl
- Measuring cups

Ask cooks for permission to use oven

Check for any food allergies in students

Introduction/Motivation:

During the war, feeding the troops was the responsibility of the Commissary Department. They would purchase food items for the army and distribute them. Due to the lack of preservation their food choices were limited. That is why hardtack became a huge part of a Union soldier's daily ration. Large factories would make these crackers and then send them out to the soldiers. (<http://www.nps.gov/archive/gett/gettkidz/hardtack.htm>) Would you boys and girls like to make and try hardtack? Great!

Step-by-Step Procedure:

- Split class into two groups
- Give each group their materials and recipe and allow them to get started (Bodily Kinesthetic)
 - Mix together 2 cups of flour, $\frac{3}{4}$ cup of water, and six pinches of salt (Logical Mathematical)
 - Flatten dough to a uniform thickness of about $\frac{1}{2}$ inch (Bodily Kinesthetic)
 - Cut the dough into 3 or 4 inch squares (Bodily Kinesthetic and Spatial)
 - Poke four rows of four holes in each dough square (Bodily Kinesthetic)
 - Bake for 30 minutes at 400 degrees
 - Turn dough over and bake for another 30 minutes
 - Let hardtack cool and eat!
 - While hardtack is baking teacher should go on with another lesson or can continue discussion on a soldier's daily diet.

Closure:

Ask students what they thought of the hardtack. Did they like it? Would they like to eat this everyday for every meal? How do they think the soldiers might have felt? (Bloom's Application)

Accommodations/Enrichments:

If there are students with food allergies the teacher could find another recipe that they could try. One group of students could make hardtack, while the other could make "Johnnie cakes."

For enrichment students could research other foods that soldiers ate, and make a list of their daily diet.

Reflection:

Were students engaged?

Did they follow the recipe?

Did they like the hardtack?

Lesson Plan Prepared By: Amanda Dennis

Lesson: Battle of Corydon Plays (Drama)

Length: 2 part lesson 30 to 40 minutes for research and creation 15 to 20 for presentation and discussion. Can be done on separate days if teacher desires.

Age or Grade Intended: 4th grade

Source: Original

Academic Standards:

- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Behavior/Performance Objectives:

After researching The Battle of Corydon, students will create a skit about the battle using information that they discovered.

After creating a skit about The Battle of Corydon, students will act out their skit to the rest of the class.

Assessment:

The teacher will collect the written skit after their performance to check for factual information about the battle.

Advanced Preparation by Teacher:

Provide students with books and Internet access to research The Battle of Corydon

Introduction/Motivation:

We have briefly talked about The Battle of Corydon when we discussed Morgan's Raid. Do any of you remember where Corydon is located (Bloom's Knowledge)? That's right, Indiana. So today we are going to do some quick research, to create a skit about that battle!

Step-by-Step Procedure:

- Teacher will explain expectations and split students into groups of 4 or 5
- Teacher will show students books they can use, and let them know they are allowed to research on the computers in the classroom.
- Allow students 15 to 20 minutes to find information on the battle (Verbal-Linguistic and Interpersonal Intelligence)
- Then tell them to take that information they found and create a skit, explain that all partners must have a part in the skit. (Interpersonal and Verbal-Linguistic Intelligence)
- Allow another 20 minutes to create skit.

Closure:

Students will present their skits to the class (Bodily Kinesthetic Intelligence). Then lead students in discussion. What was learned from the skits (Bloom's Comprehension)? Were they all the same?

Accommodations/Enrichments:

For students with physical disabilities the teacher could let them narrate the skit for his/her group.

Enrichments: Students could make a poster or model over what they have learned about the battle.

Reflection:

Did the students complete the activity?

Were they engaged?

Could they find information?

Lesson Prepared By: Amanda Dennis

Lesson: Civil War Storytelling

Length: 30-40 minutes

Age or Grade Intended: 4th grade

Source: Me

Academic Standard:

History

4.1.8 Summarize the participation of Indiana citizens in the Civil War.

Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

LISTENING AND SPEAKING: Skills, Strategies, and Applications

4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

Behavior/Performance Objective:

After completing their Civil War stories, students will share their stories engaging the audience with appropriate words, facial expressions, and gestures.

Assessment:

The teacher will assess students through their use of words, facial expressions, and gestures.

Advanced Preparation by Teacher:

No advance preparation is really necessary.

Introduction/Motivation:

Boys and girls, I would like for you to all get out your stories from yesterday as well as the picture that your story was based off. We are now going to take turns telling our stories, do I have any volunteers to go first?

Step-by-Step Procedure:

- The first student will show the class their picture
- Then they will tell the class their story (linguistic intelligence)
- Then the next student and so on

Closure:

Discuss with the class their thoughts on the stories they heard. Take any questions and try to facilitate the class into a conversation of the war, and how the people might have felt, as well as the changes to the states.

Accommodations/Enrichments:

A possible accommodation would be to allow the students to work in groups. This way they do not feel as much pressure presenting to the rest of the class. The groups of students could get together and discuss their stories and find a way to tie them together so that they could present together.

To enrich the lesson the teacher could decorate a corner of the classroom as if it were a battlefield and have the students present there. This would really help bring the stories to life.

Reflection:

Were the students engaged?

Did they meet my objective?