Fourth Grade: Indiana’s Involvement in the Civil War Unit

Theme: Civil War—Indiana’s Involvement

Grade Level: Fourth

Overall Goal: Students will understand the role that citizens of Indiana played in the Civil War.

Rationale: The students need to understand what role citizens of Indiana played in the Civil War because all of the students live in Indiana. Someone related to them may have participated in the Civil War. Indiana’s involvement in the Civil War is part of our state’s history.

Social Studies Standard:

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

Overall Objective: Upon completion of this Civil War unit, students will list three roles that citizens of Indiana played in the Civil War.

Pre/Post Assessment:

Name:_______________________________ Date:__________________________

Directions: List three roles that citizens of Indiana played in the Civil War.

1.

2.

3.
Technology in Civil War (Indiana) Unit

In order to enrich some of my lessons, I have decided to incorporate technology. For my science lesson, the students are using computers to do research. I have them visiting various websites that discuss inventions from the Civil War. The students are given a chance to explore the internet in a controlled environment. Sometime throughout this unit, I will show the students the Civil War in Indiana website at http://civilwarindiana.com/. In the introduction of my drama activity, I am showing my students the 11th Indiana Volunteer Infantry website at http://www.geocities.com/indiana11th/ which has pictures from their reenactments. Also, I have put technology into my music lesson by using a CD of “The Star-Spangled Banner”, “America”, and “Rally ‘Round the Flag.”

Civil War Book List

1) Pink and Say by Patricia Polacco
2) Red Legs: A Drummer Boy of the Civil War by Ted Lewin
3) My Side of the Story: The Brother’s War by Patricia Hermes
4) Going to School During the Civil War: The Union by Kerry A. Graves
5) The Red Badge of Courage by Stephen Crane
6) Soldier’s Heart by Gary Paulsen
7) The Civil War: An Illustrated History by Catherine Clinton
8) Willie McLean and the Civil War Surrender by Candice Ransom
9) Civil War on Sunday by Mary Pope Osborne
10) Bull Run by Paul Fleischman
Civil War (Indiana) Unit Guest Speaker Plan

During this unit, I am going to invite a guest speaker to come into my classroom. I will get my contact information for the speaker at http://civilwarindiana.com/speakers.html. The current speaker at this website is Craig Dunn. There are five topics listed to choose from which include 19th Indiana of the Iron Brigade, 20th Indiana of Gettysburg, Indiana in the Civil War, Researching an Indiana Soldier, and Writing a Civil War Book. For this unit, I have decided to invite him to speak about Indiana in the Civil War.

Throughout this unit, the students will be learning about how Indiana citizens participated in the Civil War. I will have the guest speaker come towards the middle of the unit so that the students already have acquired some background knowledge about this topic. The speaker will share stories about Indiana’s involvement in the Civil War. Mr. Dunn will be sure to talk about Indiana’s volunteer soldiers, Twenty-eighth Regiment of the US colored troops, Camp Morton, Battle of Corydon, resistance movements, and women on the home front. This directly correlates with the fourth grade social studies standard 4.1.8 which says to summarize the participation of Indiana citizens in the Civil War. After the speaker has talked to the students, the students will be given an opportunity to ask any questions that they may have. Hopefully, the students will begin to understand the importance of Indiana’s involvement in the Civil War.

After the speaker leaves, the students will work in pairs to come up with at least three questions that they still have about Indiana’s involvement in the Civil War. This way I will know what the students want to know more about. Also, the students will be given a chance to sign a thank you card for the speaker which I will send to him.
Dear Parents,

I am excited to inform you about the new Social Studies unit that we will be starting next week! We will be learning about Indiana’s involvement in the Civil War. After completion of this unit, your child should have a better understanding of the role that citizens of Indiana played in the Civil War.

Some of activities we will be engaging in include sending morse code messages, doing an reenactment of the Civil War, making a poster for a penny drive, having a battle between the North and the South, and making hardtack along with many other interesting activities. The students will learn about the Battle of Corydon which actually took place in Corydon, Indiana. Also, I am pleased to inform you that we will be having a guest speaker, Mr. Dunn, visit our classroom to share stories with the students about Indiana’s involvement in the Civil War.

I am looking forward to this unit, and I think the students are going to enjoy the lessons.
I hope that you share in our enthusiasm by asking your child about what we are learning at school. Maybe your child will be able to teach you something that you did not know before about Indiana’s involvement in the Civil War. If you any questions or comments please feel free to contact me at anytime. I would greatly appreciate any feedback that you may have about this unit.

Sincerely,

Miss Collins
Civil War--Indiana

- Battle between the North and the South
- Sing Patriotic Songs
- Make a poster for a penny drive
- Races on individual slates
- Battle of Corydon
- Explore the internet to find new inventions
- Read aloud Pink and Say

P.E. Gross Motor
- P.E. Fine Motor
- Playing Marbles
- Guest Speaker on Indiana's involvement in the Civil War
- Reenactment of the Civil War

- Making Hardtack
- Send Morse Code Messages
- Read aloud Pink and Say

- Drama
- Cooking
- Writing

- Music
- Art
- Math
- Social Studies
- Science
- Reading

- Art
- Cooking
- P.E.
Indiana’s Participation—Civil War Unit (Reading)
Lesson Plan by:  __Jeanna Collins__

Lesson: ________ Pink and Say ___________ Length _______ 30 minutes____

Age or Grade Intended: 4th grade

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to
determine the causes for that character’s actions.

Performance Objectives:
After listening to Pink and Say being read aloud, the students will use a Venn diagram to compare
and contrast three character traits of Pink and Say that influenced their feelings about their
involvement in the Civil War.

Assessment:
The teacher will be observing the students as they construct their Venn diagrams and provide assistance
as necessary. The teacher will look at the Venn diagrams to make sure the students have compared
and contrasted three character traits of Pink and Say that influenced their involvement in the Civil
War.

Advanced Preparation by Teacher:
• Get the book Pink and Say by Patricia Polacco
• Research the Twenty-eighth regiment of the United States Colored Troops

Procedure:

Introduction/ Motivation:
Was anyone in your family involved in the Civil War that took place from April 12, 1861 to
April 9, 1865? (Bloom’s Knowledge) Maybe their story has been passed on from generation to
generation. This is the case for Patricia Polacco, the author of Pink and Say, the Civil War story she
shares was passed from great-grandfather to grandmother, to son, and then to her.

Step-by-Step Plan:
1. The teacher will read aloud Pink and Say to the class. (Gardner’s Visual)
2. As the teacher is reading, he/she will think aloud making connections to Indiana citizens
   and their involvement in the Civil War.
3. The teacher will make a Venn diagram on the board. One circle will be labeled Pink and the
   other Say. The teacher will explain that where the circles overlap is for similarities.
4. The students will get out their piece of paper and put their names at the top. They will copy
   the Venn diagram from the board.
5. Have the students complete the Venn diagram by comparing and contrasting Pink and Say’s
   character traits that influenced their involvement in the Civil War.

Closure:
Ask for volunteers to share the character traits of Pink and Say and their similarities.
(Gardner’s Verbal) How did these character traits influence their involvement in the Civil
War? (Bloom’s Analysis)

Adaptations/ Enrichment:
For learning disabilities, the teacher could have the students list the character traits for each
character, and then help them compare and contrast them. For enrichment, the students can do
research on Andersonville prison to see how many other soldiers never returned home like Pinkus
Aylee.

Self-Reflection: Were the students able to complete the Venn diagram using character traits? Were
my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this
activity again, what will I do differently?
Lesson: Battle of Corydon Length 35 minutes
Age or Grade Intended 4th grade

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.1.15 Using primary source and secondary source materials, generate questions, seek answers, and write brief comments about an event in Indiana history.

Performance Objectives:
After reading the Weekly Democrat of July 14, 1863, the students will complete a graphic organizer on the Battle of Corydon in its entirety.

Assessment:
The teacher will be observing the students as they are working in small groups of four. The teacher will explain the meaning to unfamiliar terms as needed. The teacher will look at the completed graphic organizers to make sure the students were able to get the main ideas from the Weekly Democrat. Also, the teacher will observe to see if the students are covering the correct answers on their Bingo boards.

Advanced Preparation by Teacher:
• The teacher will print off enough copies of the Weekly Democrat of July 14, 1863 (a newspaper constructed from personal memoirs—primary source) and graphic organizers for all students to have their own
• The teacher will print off a copy of the introduction to the Battle of Corydon and the map
• The teacher will create Bingo boards and get markers such as buttons or pieces of paper

Procedure:
Introduction/ Motivation: Only two battles were fought on northern soil throughout the Civil War. Do you know the names of these two battles? (Bloom’s Knowledge) They are the Battle of Gettysburg and the Battle of Corydon in Corydon, Indiana. The teacher will read the introduction to the Battle of Corydon aloud to the students, and then show the students a map that illustrate where the rebels were going.

Step-by-Step Plan:
1. The teacher will pass out the Weekly Democrat and graphic organizer to all of the students. (Gardner’s Visual)
2. The teacher will put the students into groups of four. (Gardner’s Interpersonal) The teacher will suggest that each of the students can read one page of the Weekly Democrat and share the information that they learned.
3. The students will fill out the graphic organizer as a group. (Gardner’s Logical-Mathematical)

Closure: Great team work! Now, let’s test the knowledge that you have gained by playing Bingo with the key terms covered in the Weekly Democrat. (Bloom’s Knowledge)

Adaptations/ Enrichment: For an adaptation, the teacher could provide the students with a word document of the Weekly Democrat that is not formatted like a newspaper. For enrichment, the teacher could have the students research the Battle of Gettysburg, the other battle that occurred on northern soil, and report this information to the class.

Self-Reflection: Were the students able to complete the graphic organizer? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Lesson: Reenactment of a Civil War Battle  Length 45 minutes
Age or Grade Intended 4th grade

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

Performance Objectives:
After reading Red Legs, the students will perform one Civil War reenactment per group with the use of appropriate words.

Assessment:
The teacher will visit the groups as the students are planning for their Civil War reenactment and provide suggestions as necessary. The teacher will make sure the students identify the Union and Confederate soldiers, and use soldier lingo from the class bulletin board.

Advanced Preparation by Teacher:

- Get the book Red Legs: A Drummer Boy of the Civil War by Ted Lewin
- Add the 11th Indiana Volunteer Infantry website at http://www.geocities.com/indiana11th/ to favorites

Procedure:
Introduction/ Motivation: Does anyone know what a reenactment is? (Bloom’s Knowledge) Go to the 11th Indiana Volunteer Infantry website, and show the students pictures from reenactments. Cover the original history of the unit as you are showing the pictures.

Step-by-Step Plan:
1. The teacher will read aloud Red Legs to the class. (Gardner’s Visual) Ask the students, why are there Civil War reenactments? (Bloom’s Evaluation)
2. The teacher will split the class in half so that there are two groups.
3. Tell the students that they will be constructing and presenting their own Civil War reenactment like the one presented in Red Legs.
4. Emphasize that every student must be involved in the reenactment.
5. Each group needs to make an outline of what they will say. Be sure to identify the Union and the Confederate soldiers, and to include soldier lingo that is on the class bulletin board. (Gardner’s Interpersonal)

Closure: Each group will present their Civil War reenactment to the class. (Gardner’s Verbal) The teacher will have an opportunity for the students to say what they like about their classmates reenactment.

Adaptations/ Enrichment: For an adaptation, students who do not feel comfortable talking in the front of the class could be given a part that does not require much talking. For enrichment, the student could take the lead role or be the director.

Self-Reflection: Did the students use words related to the Civil War in their reenactments? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Indiana’s Participation—Civil War Unit (Music)  
Lesson Plan by ___ Jeanna Collins ___

Lesson: _____ Patriotic Songs _______ Length _____ 45 minutes ______
Age or Grade Intended ___ 4th grade _____

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.1.2 Sing expressively with attention to dynamics and phrasing.

Performance Objectives:
Given patriotic songs that inspired soldiers at Union rallies, the students will expressively sing three patriotic songs.

Assessment:
The teacher will observe to make sure all of the students are singing along with the class. Also, the teacher should be able to hear the students singing from the front of the class.

Advanced Preparation by Teacher:
• The teacher will have enough copies of “The Star-Spangled Banner”, “America”, and “Rally ‘Round the Flag” for the students.
• The teacher will have a CD of the songs listed above.

Procedure:
Introduction/ Motivation:
During the Civil War, children going to school sang rallying songs. Does anyone know what a rally is? (Bloom’s Knowledge) Also, the Union soldiers and Northerners sang these inspiring songs as the soldiers marched through town or when they headed out for battle. The rallying songs were patriotic. What are some patriotic songs you know? (Bloom’s Knowledge)

Step-by-Step Plan:
1. The teacher will introduce the three songs: “The Star-Spangled Banner”, “America”, and “Rally ‘Round the Flag” to the students. The teacher will tell the students when each song was written and by who.
2. The teacher will demonstrate how to sing expressively for the students. Tell the students that you want to see them use expression as they are singing today.
3. Pass out the song sheets for “The Star-Spangled Banner.” Play the song once for the students and have them follow along. (Gardner’s Visual) Play it again and have the students sing along. (Gardner’s Verbal)
3. Repeat step number 2 for “America” and “Rally ‘Round the Flag.”

Closure: Good job class!! The Union would be proud. During the Civil War, why do you think Americans sang patriotic songs? (Bloom’s Analysis)

Adaptations/ Enrichment: For an adaptation, the students could sing with a partner. For enrichment, the students could up with an extra verse for one of the rallying songs.

Self-Reflection: Were the students able to sing all three songs expressively? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Indiana’s Participation—Civil War Unit (Storytelling)
Lesson Plan by ___ Jeanna Collins ___

Lesson: ___ Guest Speaker on Indiana in the Civil War ___ Length ___ 50 to 60 minutes ___
Age or Grade Intended ___ 4th grade ___

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

Performance Objectives:
After listening to the guest speaker on Indiana in the Civil War, the students will work in partners to identify at least three questions they still have about Indiana’s involvement in the war.

Assessment: The teacher will collect the questions that the partner’s created. The teacher will make sure that there are at least three questions, and that they relate to Indiana’s involvement in the Civil War.

Advanced Preparation by Teacher:
- The teacher will need to contact a guest speaker that knows about Indiana’s involvement in the Civil War and set up a time for him to come in and talk to the class. The teacher could go to http://civilwarindiana.com/speakers.html and contact this speaker.
- Thank you card to give to the guest speaker.

Procedure:
Introduction/ Motivation: We have been talking about the Civil War, and how Indiana citizens participated in the war. Today we have a special guest here to share some stories with us about Indiana’s involvement in the Civil War. Be sure to listen thoughtfully because there will be time for questions at the end.

Step-by-Step Plan:
1. Introduce the guest speaker to the students with a short biography.
2. Now the guest speaker will share stories about Indiana’s involvement in the Civil War being sure to mention Indiana’s volunteer soldiers, Twenty-eighth Regiment of the US colored troops, Camp Morton, Battle of Corydon, resistance movements, and women on the home front. (Gardner’s Verbal)
3. After the guest speaker has shared, the students may ask questions. (Bloom’s Evaluation)
4. The students will thank the guest for coming.
5. Assign the students a partner. Have the students work together to come up with three questions they still have about Indiana’s involvement in the Civil War. (Gardner’s Interpersonal)

Closure: Ask the students, would anyone like to share what they learned today about Indiana’s involvement in the Civil War? (Bloom’s Knowledge) The students will sign the thank you card for the guest speaker.

Adaptations/ Enrichment: For an adaptation, the teacher will provide the students with a basic outline of what the speaker will be sharing. For enrichment, the teacher could have the students search for the answers to their questions, and share them with the class.

Self-Reflection: Were the students able to identify at least 3 questions? Were my adaptations and enrichments effective? Will I do this lesson again? If I do decide to do this lesson again, what will I do differently?
Lesson Plan by Jeanna Collins

Indiana’s Participation—Civil War Unit (Writing)

Lesson: Sending Morse Code Messages

Length: 30 minutes

Age or Grade Intended: 4th grade

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.5.5 Use varied word choices to make writing interesting.

Performance Objectives:
Given an International Morse Code chart, the students will write one message from a Civil War soldier’s perspective using a variety of word choices.

Assessment:
The teacher will observe the students as they write and send their messages. The teacher will provide help as necessary. The teacher will look at all the messages to make sure the students used a variety of word choices.

Advanced Preparation by Teacher:

- International Morse Code chart for each student
- Paper and pencils for each student

Procedure:

Introduction/Motivation: Have you ever sent a secret message to a friend? (Bloom’s Knowledge) Did you create a code? During the Civil War, soldiers would send messages by telegraph using Morse code. This special alphabet was named for Samuel Morse, who invented the telegraph and original code in 1837.

Step-by-Step Plan:
1. Pretend you are soldiers in the Civil War, and you are sending a message to another soldier. Be sure to use the soldier lingo from the class bulletin board.
2. Your message should be at least five sentences in length and include one question.
3. Use the International Morse Code Chart to keep your messages secret. (Gardner’s Visual) Draw a slash line between letters so your friend knows where one letter ends and another begins.
4. Assign the students a partner to trade their messages with. Have the students solve the message they received.

Closure: After the students have decoded their partner’s message, they will check with their partner to make sure they decoded their message correctly. (Gardner’s Interpersonal) Please, decode the message on the board! (The message should praise the students and tell them what to do next.)

Adaptations/Enrichment: For an adaptation, the students will type out the message on a computer. The students will be able to use a thesaurus to look up a variety of word choices. For enrichment, the students will create their own code chart.

Self-Reflection: Did the students use a variety of word choices in their coded messages from Civil War soldiers? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Indiana’s Participation—Civil War Unit (Cooking)
Lesson Plan by ___ Jeanna Collins ___

Lesson: _______ Hardtack _______ Length _______ 20 minutes _______
Age or Grade Intended _______ 4th grade _______
Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.

Performance Objectives:
After trying hardtack, the students will make a list containing at least five descriptions.

Assessment: The teacher will encourage the students to use their five senses when describing the hardtack. The teacher will make sure the students wrote down at least five descriptions for hardtack.

Advanced Preparation by Teacher:
- Make hardtack for the class
- Make a copy of the hardtack recipe for all the students to take home

Procedure:

Introduction/Motivation: How many of you get an allowance? (Bloom’s Knowledge)
Well, the soldiers were issued a daily allowance of food called rations. The Union soldier’s diet was very simple and consisted of meat, coffee, sugar, and a dried biscuit called hardtack.
The soldier’s would joke about the hardtack such as in this soldier’s parable, “Hard Times.”

"'Tis the song that is uttered in camp by night and day,
'Tis the wail that is mingled with each snore;
'Tis the sighing of the soul for spring chickens far away,
'Oh hard crackers, come again no more!"

'Tis the song of the soldier, weary, hungry and faint,
Hard crackers, hard crackers, come again no more;
Many days have I chewed you and uttered no complaint,
Hard crackers, hard crackers, come again no more!"

Step-by-Step Plan:
1. The teacher will pass out the hardtack to the students. (Gardner’s Visual)
2. The students will try the hardtack and make observations.
3. Review the five senses (smell, hear, taste, see, touch) with the students.
4. Have the students make a list of at least five descriptions for hardtack.

Closure: Give the students a chance to share some of their descriptions for hardtack.
(Gardner’s Verbal) Would you have like to have hardtack has a main part of your diet?
(Bloom’s Evaluation) Hardtack is very easy to make. Maybe you can make it at home and have your parents try some. The recipe is 2 cups of flour, ½ to ¾ cup water, 1 tablespoon of Crisco or vegetable fat, and 6 pinches of salt.

Adaptations/Enrichment: For an adaptation, the teacher could provide the students with a sheet that has the five senses listed, and the students have to come up with a description for each sense. For enrichment, the students could turn their list of descriptions into poetry such as a Haiku.

Self-Reflection: Were the students able to make a list of five descriptions? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Indiana’s Participation—Civil War Unit (Math)  
Lesson Plan by __Jeanna Collins__

Lesson: __Multiplication Races__  
Length __15 minutes__  

Age or Grade Intended __4th grade__

Academic Standard(s):
4.1.8 Summarize the participation of Indiana citizens in the Civil War.
4.2.5 Use a standard algorithm to multiply numbers up to 100 by numbers up to 10, using relevant properties of the number system.

Performance Objectives:
Given a small slate board and chalk, the students will race to complete 20 multiplication problems consisting of numbers up to 100 by numbers up to 10 like students during the Civil War would have.

Assessment:
The teacher will have all the students show their slate boards when they have finished the given problem. The teacher will observe to see which students understand this topic and who may need some one-on-one instruction. This activity should be used as a review and not as a way to teach multiplying bigger numbers.

Advanced Preparation by Teacher:
- Will prepare at least 20 multiplication problems
- Get enough slate boards, chalk, and damp cloths (erasers) for all of the students to have their own

Procedure:
**Introduction/ Motivation:** Ask the students to imagine it is 1863, and they are attending school during the Civil War. They have just finished studying reading, writing, and spelling from their McGuffey’s Readers. Therefore, it is time to solve some arithmetic problems. The entire class will race to see who can solve the arithmetic problem the fastest on their slate board.

**Step-by-Step Plan:**
1. Pass out a slate board, piece of chalk, and a damp cloth to each student.
2. Give the students a multiplication problem, and then have the students race to see who completes the problem first. (Gardner’s Logical-Mathematical) Be sure to have all the students finish the problem.
3. Have the student who completes the problem first share their answer to the class. (Gardner’s Verbal)

**Closure:** During the Civil War, this was the standard method for teaching math/arithmetic. Would you like to have math races everyday? (Bloom’s Evaluation) Next, we are going to practice your penmanship using quill pens and ink. Since, penmanship was an important school subject in 1863.

Adaptations/ Enrichment: For an adaptation, the teacher will give the students a sheet with the math problems written out. For enrichment, the students will tutor one of their peers that are having difficulty with this math concept.

Self-Reflection: Were the students able to complete the multiplication problems using the slate boards and chalk? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Lesson: Make a Poster for a Penny Drive  
Length: 25 minutes  
Age or Grade Intended: 4th grade  

Academic Standard(s):  
4.1.8 Summarize the participation of Indiana citizens in the Civil War.  
4.7.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.  

Performance Objectives:  
After choosing a local group to support, the students will create one poster for a penny drive that clearly communicates his/her ideas through the use of a variety of symbols.  

Assessment:  
After helping the students choose a local group for a penny drive, the teacher will observe the students as they are creating their colorful posters, and provide help as necessary. Before hanging the posters around the school, the teacher will collect the posters and look at them to make sure the students used a variety of symbols to communicate their ideas.  

Advanced Preparation by Teacher:  
- Poster paper, coloring utensils, construction paper, and other materials to make the posters  
- Clear jars to hold the pennies (one for each class participating in the penny drive)  

Procedure:  
Introduction/Motivation: During the Civil War, many northern children supported Union soldiers by participating in fundraising events. We are going to hold our own fundraiser to support a local group. As anyone heard of a penny drive before? (Bloom’s Knowledge)  

Step-by-Step Plan:  
1. Ask the students to give suggestions for a local group to support. (Gardner’s Verbal) Once the whole class agrees on a group, the teacher will contact this group to make sure they do not have any special rules about accepting donations.  
2. Set a start date and an end date for the penny drive (one week is usually sufficient).  
3. Invite other classes to join the penny drive to help support the local group. Consider holding a contest to see which class brings in the most pennies.  
4. Have the students create posters to place around the school to remind people to bring in their pennies. Encourage the students to use a variety of symbols. (Gardner’s Visual)  
5. During the week of the penny drive, encourage everyone to bring in pennies. On the last day, each class should count their pennies, and then add them together for a grand total.  
6. Arrange for the money to be donated to the local group.  

Closure: Thank you for supporting this local group!! I am very proud of all your efforts. How do you feel about your participation in this community service project? (Bloom’s Evaluation)  

Adaptations/Enrichment: For an adaptation, the students will discuss their ideas for the poster with a peer. For enrichment, the teacher will allow the students to help count the pennies.  

Self-Reflection: Did the students use a variety of symbols on their posters to communicate their ideas? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?  

Source: Kerry A. Graves, Going to School During the Civil War: The Union (Mankato, Minnesota: Capstone Press, 2002).
Lesson Plan by __Jeanna Collins__

**Lesson:** Battle Between the North and the South **Length:** 45 minutes

**Age or Grade Intended:** 4th grade

**Academic Standard(s):**
- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
- 4.7.2 Interact with classmates and friends in physical activities.

**Performance Objectives:**
During a battle between the North and the South, the students will interact with their classmates in 4 events.

**Assessment:** The teacher will be observing the students throughout the events to make sure they are interacting with one another in a proper manner. The teacher will be looking for the students to cheer on their teammates and to try their best.

**Advanced Preparation by Teacher:** (24 students in the class)
- 2 hula hoops, 2 wooden horses (can make your own using a broom stick), jump ropes, masking tape to make hopscotch grid (make ahead of time), 8 orange cones (4 for each side), and 4 medals on sticks
- Get approval to use the gym
- Cut out 12 blue slips of paper and 12 red slips of paper

**Procedure:**

**Introduction/ Motivation:** As the students enter the gym, have them pick up a colored slip of paper. Everyone one with a blue slip of paper is part of the Union. Which side does the Union represent? (Bloom’s Knowledge) Instruct these students to sit on the north side of the gym. Everyone with a red slip of paper is part of the Confederacy. Which side does the Confederacy represent? (Bloom’s Knowledge) Have these students sit on the south side of the gym.

**Step-by-Step Plan:**
1. Today we are going to have our own battle between the North and the South.
2. There will be four events in this battle: Hoops, Jump Rope, Hopscotch, and a Horse Race. The group with the most medals is the winner. Each event needs 3 participants except for the Horse Race which needs four. Everyone needs to be in one event and someone will need to go twice. Decide as a team who will do which event. (Gardner’s Bodily-Kinesthetic and Interpersonal)
3. The teacher will be the announcer for the battle, and will decide the winner of each event.
4. Before each event, the announcer will explain the rules to the participants. Encourage the students to cheer on their teammates.(Gardner’s Verbal)
5. After each event, a winner will be announced and a medal placed in the cone!

**Closure:** Congratulate the side that won!! Have the students come together. Ask the students, do you know which side won during the Civil War? (Bloom’s Knowledge) Go back to the classroom and discuss the ending of the Civil War with the students.

**Adaptations/ Enrichment:** For an adaptation, the teacher could talk to the student before the activity to come with proper modifications so that he/she can participate. For enrichment, the student could be assigned as the general of either the Union or the Confederacy.

**Self-Reflection:** Were the students able to interact with their classmates in the events? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Lesson Plan by Jeanna Collins

Lesson: Inventions of the Civil War Length 45 minutes
Age or Grade Intended 4th grade

Academic Standard(s):
4.1.9 Summarize the participation of Indiana citizens in the Civil War. (social studies)
4.1.8 Recognize and explain that any invention may lead to other inventions. (science)

Performance Objectives:
Using the internet to research inventions from the Civil War, the students will record the significance of at least 5 inventions on a piece of paper to begin to recognize that one invention may lead to other inventions.

Assessment:
The teacher will be observing the students as they are using the internet to do research to make sure they are going to appropriate sites. The teacher will assist the students in locating information as necessary. Afterwards, the teacher will look at the students’ pieces of paper to make sure they have named at least 5 inventions and their significance.

Advanced Preparation by Teacher:
- Bookmark or make a sheet of some must see sites for the students to visit which include:
  - http://www.alincolnlearning.us/civilwarweapons.html
  - http://www.tqnyc.org/NYC030405/inventions.htm
- Request use of the computer lab

Procedure:
Introduction/ Motivation: During the Civil War, airplanes had not been invented so they could not be used to report on troop movements and battles. Does anybody know what they used instead? (an observation balloon—used for military purposes) Abraham Lincoln was in support of using new devices in the Civil War.

Step-by-Step Plan:
1. Today, you are going to learn more about inventions from the Civil War by doing research using the internet. (Gardner’s Intrapersonal)
2. Give all of the students a sheet of the websites you would like them to visit. (Gardner’s Visual)
3. Tell the students to find at least 5 inventions and their significance. They will need to record them on the back of the websites sheet or another piece of paper.
4. Encourage the students to research the Civil War inventions to find out more information about them.

Closure: What are some inventions from the Civil War? (Bloom’s Knowledge) Can you think of an invention from the Civil War that may have inspired another invention? (Bloom’s Analysis) Discuss as a class how one invention can lead to another invention.

Adaptations/ Enrichment: For an adaptation, the teacher could pair the students with other classmates. For enrichment, the teacher could have the students research inventions that may have been created due to a Civil War invention.

Self-Reflection: Were the students able to record at least 5 inventions from the Civil War and their significance? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?
Indiana’s Participation—Civil War Unit (PE-Fine)
Lesson Plan by ___Jeanna Collins___

Lesson: Playing Marbles Length 15 minutes
Age or Grade Intended 4th grade

Academic Standard(s):
4.1.10 Summarize the participation of Indiana citizens in the Civil War.

Performance Objectives:
Given marbles, the students will play a marble game at least 2 times in groups of 4.

Assessment:
The teacher will be observing the students as they are playing marbles in small groups of 4 to make sure they are following the rules. The teacher will be walking around the playground to provide assistance as necessary.

Advanced Preparation by Teacher:
- Get at least 13 (5/8 inch) marbles per group, and one shooter per student
- Sidewalk chalk to make the circle on the blacktop (could trace a hula hoop)

Procedure:

Introduction/ Motivation: If you went to school during the Civil War, you may have played marbles at recess with your friends. As anyone ever played marbles before? (Bloom’s Knowledge)

Step-by-Step Plan:
1. Divide the students into groups of four, and assign each group a circle on the blacktop of the playground. (Gardner’s Interpersonal)
2. Have each student choose a shooter. Tell the students to place the 13 (5/8 inch) marbles in the center of the circle to form an “X”.
3. Tell the students the directions for the game: to begin the game one student will place their shooter at the end of the circle and flick their shooter. The object is to knock out one or more of the marbles without your shooter leaving the circle. If player has been successful, then the player can shoot again from the place where the shooter rested. After the player has missed and his/her shooter ends up outside the circle, this player is out. The player should place his/her shooter inside the circle, and the next player takes a turn. (Gardner’s Bodily-Kinesthetic)
4. Each marble or any other player’s shooter that is in the circle that is knocked out is worth one point.
5. Continue the game until all of the original marbles have been knocked out. The player with the most points wins. (Gardner’s Logical-Mathematical)
6. Be sure to play this game at least twice!! Have fun!!

Closure: Would you choose to play this game during your recess? Why do you think marbles is no longer played at recess? Why do you think marbles is no longer played at recess? (Bloom’s Evaluation)

Adaptations/ Enrichment: For an adaptation, the teacher will let the students have an object to push the marble with if they have difficulty flicking it. For enrichment, the students will invent another game that could be played with the marbles.

Self-Reflection: Were the students able to play the marble game? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?