Lesson Plan By: Jeff Mendenhall

Lesson: Civil War & Beyond (freeze tag-P.E.)

Grade: 6th

Length: 30

Academic Standards:

P.E.: 6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

S.S.: 6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

Objective(s):

- The student will perform the correct locomotor action that the teacher instructs within 10 seconds of the direction. (Example: If the teacher says “skip” all students must skip.)
- At the end of the period the student will come up with one cause-and-effect relationship for why the Civil War began.

Assessment:

- The teacher will observe the students perform locomotor skills.
- Beginning of the Civil War (cause-and-effect).

Prep/Materials:

- Red jerseys

Intro/Motivation:

The teacher will begin by discussing some of the key facts from what we have already in order to tie them in with the start of the Civil War. The students will have a chance to share background knowledge while the teacher is building schema. The teacher will next tell the students that they will be playing a game in the gym today. Hopefully the students become excited because it is a chance for them to exert energy and learn at the same time.

Step-by-Step:

- The teacher will begin by discussing how the Civil War began. The instructor should talk about the Slavery Issue, Missouri Compromise, the differences between the North and the South, and presidential election of 1860 in which Abraham Lincoln was elected.
- The teacher should encourage the students to raise their hands in order to ask questions or comment about events that they recall from past classes or what they have learned from outside resources.
- Together the class will read page 227-229 in the book and then the focus will turn back to the Civil War.
- During the discussion the teacher will help define the terms abolitionist, seceded, and Emancipation Proclamation. (Gardner’s: Interpersonal) (Bloom’s: Comprehension)
- The students will then go to the gym to play the game called “freeze tag.”
- The students will sit down as the teacher gives instructions. There will be sixteen players on one team (Union) and eight players on the other team (Confederate) who will be wearing the red jerseys. The goal is for the Confederates to get from one sideline to the other without getting tagged by any members of the Union. To accommodate P.E. the students will have to listen to the teacher as he calls out locomotor skills (walk, skip, hop, jump, leap, gallop) and perform these as instructed. When a player on the Confederate side is tagged they will stay in their spot as if they are a fallen soldier. The fallen soldier will also have a ball to bounce in place which will make it harder for the Union team to communicate. This also works on the students’ movement in place. (Bloom’s: Application) (Gardner’s: Bodily-Kinesthetic)
- Once all of the Confederate team members are out the activity will be discussed. The students should see that the teams weren’t exactly fair and it would have been easier for the Confederate team to get from one side to the other if they had the same number of “players.” This is to represent the war, though, as the Union army had about twice the number of soldiers as the Confederates. (Gardner’s: Linguistic) (Bloom’s: Analysis)
- The students will each come up with one cause-and-effect relationship for why the Civil War began. Participation will be key as they will be placed on a large sheet of paper in the classroom. (Gardner’s: Intrapersonal)

Closure:

The students will discuss the activity as well as how the Civil War led to events such as the Civil Rights Movement, although it took 100 years for it to come along. (Bloom’s: Synthesis) Tomorrow we will begin discussing separate regions of the United States, beginning with the Northeast.

Adaptations/Enrichment:

- Students that cannot perform one of the locomotor skills may choose one in which they can do.
- If a student feels uncomfortable or does not want to participate in the activity then they will have to draw what is being taught.—the union had twice the number of soldiers and describe how this was an advantage.
Reflection:

Did the students have fun with the activity?

Did the activity engage the students into what was trying to be taught?
Why did the Civil War begin?

Cause-and-Effect Relationship

(0)______ The student did not give a valid cause-and-effect relationship

(1)______ The student gave a valid cause-and-effect relationship, but did not elaborate.

(2)______ The student gave a valid cause-and-effect relationship and elaborated on its importance.