Theme: Civil War

Creator: Danielle Moeller
Grade: 4th

Standards:

- **4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
  
  Example: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement.

- **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

<table>
<thead>
<tr>
<th>Explicit Knowledge</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>(4.1.7) different roles in the war</td>
<td>explaining</td>
</tr>
<tr>
<td>social conflicts in the war</td>
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</tbody>
</table>

| (4.1.8) participants from Indiana | summarizing |
| what the participants did        |            |

Goal: For students to know the contributions that Indiana made in the Civil War effort.

Objectives:

- Upon completion of this unit, students will describe at least 2 people from Indiana and their contribution(s) in the Civil War.
- Upon completion of this unit, students will list at least 3 ways that women, including those from Indiana, contributed to the war effort.

Assessment:

- In one column, the students will be asked to list all of the things that they know about Indiana’s contributions before and during the Civil War. In the second column, students will be asked to list all of the things that they know about women’s contributions to the war effort. This will be done on a pre-made worksheet containing these two columns already designated for them. It is important to remind them that it is okay if they do not know anything about the Civil War. Studying the Civil War contains a lot of information, and the point of this worksheet is to find out what they do know so that we can cover other important things.

Rationale: Teaching students about Indiana’s involvement in the Civil War is very important because it changed our state as a whole. Young men died in battle, women took on new roles in the workplace, the state turned to modern machinery, and the people began to move out of the country and into the cities. Also, many important Civil War figures can be traced back to Indiana.
Indiana and the Civil War

**Directions:** In the left hand column, make a list of everything that you know about Indiana’s contributions before and during the Civil War. In the left hand column, write down everything that you know about how women contributed to the war effort.

<table>
<thead>
<tr>
<th>Indiana’s Contributions</th>
<th>Women’s contributions</th>
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</table>
**Trade Books**


*Dear Austin* by Elvira Woodruff. Scholastic, 2002.


Lesson Plan by Danielle Moeller

Lesson: “We Want You!”

Length: 35–45 minutes

Age or Grade Intended: 4th grade

Academic Standard(s):
• 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.

Performance Objective(s):
• After a discussion about recruitment, students will create a recruitment poster that includes
  a title, description, picture, date, place, and time for the try-out for either the Union or
  Confederate Army.

Assessment:
• The teacher will look at each student’s poster to make sure that it includes a title,
  description, picture, date, place, and time pertaining to where the try-out will be held.

Advanced Preparation by Teacher:
• Materials needed:
  o Large piece of white paper for each student.
  o Markers, crayons, or colored pencils for each student.
  o Magazine for students to cut picture out if needed.
  o Rubric to grade each student’s presentation.

Procedure:
Introduction/Motivation:
• Talk about the war going on right now in Iraq.
• “What are some of the ways that the US gets people to join the war effort?” (Blooms-
  Knowledge)
• Explain the important parts of a recruitment poster.
  ▪ Title, description, picture, date, time, and place
• “Today we will be recruiters for the Civil War. You will chose either the Union or the
  Confederate side and create a recruitment poster to get men to join your side. On each of
  your posters, be sure to use an eye-catching title, description of what you are recruiting for,
  picture of a soldier or the army’s patch, date, time, and place where the try-out will take
  place.”
Step-by-Step Plan:

- Talk about ways that the government gets people to join the armed forces.
- Explain that they will be creating recruitment posters for either the Union or Confederate Army.
- Hand out the large pieces of paper for them to create their posters on.
- Remind them that their poster is for the Civil War time period, so they should pay especially close attention to the date that they use.
- “Why did you choose to draw that picture?” (Blooms-Application)
- When they have finished, have them make a pile on the teacher’s desk.
- Once they clean up their area they may silently read.

Closure:

- “You created some wonderful posters! I am sure that you will get a lot of people to come out and help your side of the war. We will share our posters if we have time later on in the day. If you haven’t already put your poster on my desk and put your things away please do that. When you are finished, go back to your seats and get your Math books out.”

Adaptations/Enrichment:

- For students that need a challenge, I would have them write a paragraph describing the parts of their poster and why they chose to do what they did with each part. This can be done on the back of their poster.
- For an accommodation, I would allow the student to cut pictures out of a magazine instead of drawing the picture.

Rubric:

- Checklist:
  - Poster contains an eye-catching title.
  - Poster contains a description of what is being recruited.
  - Poster contains a picture related to the war.
  - Poster contains a date.
  - Poster contains a time.
  - Poster contains a place.

Gardner: Visual-Spatial/Intrapersonal Intelligence
Cooking Lesson

Lesson Plan by Danielle Moeller

Lesson Plan adapted from The Civil War for Kids by Janis Herbert

Lesson: “Eat Like a Soldier”

Length: 45-60 minutes

Age or Grade Intended: 4th grade

Academic Standard(s):
- 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.

Performance Objective(s):
- After learning about some of the food that the soldiers ate during the war, students will make Homemade Hardtack.

Assessment:
- The teacher will watch each group as they make their Homemade Hardtack to see how well they follow directions. They will also collect one sample from each group as proof that they completed the activity.

Advanced Preparation by Teacher:
- Materials needed:
  - Oven
  - 2 cups of flower
  - Mixing Bowl
  - ½ cup of water
  - Wooden spoon
  - Rolling pin
  - Knife
  - Skewer
  - Cookie sheet
  - Oven mitt
  - Materials listed are those needed per group. Each set makes 18 crackers.
  - Set up all of these supplies beforehand at each station.
  - Preheat oven to 350 degrees.

Procedure:
  Introduciton/Motivation:
  - “What is your favorite food?” (Blooms-Knowledge)
“What kinds of foods do you think the soldiers ate while they were at battle?” *(Blooms-Knowledge)*

“While they were fighting, soldiers did not have much of a choice of what they wanted to eat. They were given rations of uncooked food each day, and the food was very limited because they had no way of storing it. Many Yankee soldiers had to settle for a meal of hardtack and coffee. Hardtack was the name given to the flour and water biscuits rationed to the soldiers. They were often so stale and hard that the soldiers called them “teeth dullers” and “sheet-iron crackers.” Sometimes they were moldy or infested with bugs (which didn’t stop hungry men from eating them!) They ate them plain, broken up in their coffee or soup, or crumbled in cold water and fried in pork fat. (That was quoted directly from pages 79-80.) Today we are going to make some hardtack and see what it was like to have to eat these bland biscuits instead of being able to choose from a variety of delicious foods like we do today.”

**Step-by-Step Plan:**
- After going through the introduction and telling the students about what the soldiers ate, divide them into groups of 3 or 4.
- Take them down to the cooking room.
- Supplies should already be in place at each station in the room and the oven(s) should be preheated to 350 degrees.
- Have students go to a station.
- “We are going to start the process of making hardtack now, so it is very important to pay attention and follow my directions exactly.”
  - Why is it so important to follow a recipe exactly?” *(Blooms-Comprehension)*
  1. First, place the flour into the mixing bowl.
  2. Add the water and stir with the wooden spoon until ingredients are well mixed.
  3. Knead with your hands for 30 seconds.
  4. Roll out the dough on the table in front of you. When you roll it out, it should be ¼ of an inch thick.
  5. Cut the dough into 3 inch squares.
  6. With the skewer, make 8 holes in each square.
  7. Place the squares on a cookie sheet.
  8. Put in oven and bake for 20-25 minutes. *(TEACHER DOES THIS!)*
  9. Remove from oven using oven mitts and let cool.
  10. Enjoy! ☺

- As the teacher is giving the students directions, she should be walking around the classroom and monitoring what the students are doing. She should also help wherever it is needed to keep each group on track.
- As the biscuits are baking, have the students clean up their stations. The materials need to be cleaned, and the tables should be wiped off.
- If there is still time while they are cooking, the teacher should continue reading *Dear Austin.*

**Closure:**
- “You all did a wonderful job following directions and creating these yummy biscuits. (That would be funny because they are tasteless! ☺) After your group has tasted your creation, please finish cleaning up your area. Make sure that all of your clean supplies are in a pile on your table and all of your crumbs are in the trashcan. Once your area is spotless, you
may line up at the door. We will stop at the restrooms on our way back to the classroom to wash our hands and take a biology break.”

**Adaptations/Enrichment:**
- For students who need a challenge, I would give them a set of directions and encouraged them to prepare the biscuits on their own.
- I am stumped on an adaptation for this lesson, so you told me to leave it like this 😊

**Rubric:**
- **Checklist:**
  - Group completed the activity by turning in a finished biscuit. _______

**Gardner:** Bodily-Kinesthetic/Interpersonal Intelligence

→ Along with this lesson could be a minilesson about reading recipes.
Lesson Plan by Danielle Moeller

Lesson Plan adapted from Sabrina Brinkmeier

Lesson: “Lights, Camera, Action!”

Length: 20 minutes a day for 1 week

Age or Grade Intended: 4th

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

Performance Objective(s):
- After doing research, students will perform a news broadcast about the Civil War in groups.

Assessment:
- The teacher will interact with the children as they do their research to make sure that each student is participating in the researching process and to teach them how to use the camcorder. When they perform their broadcast for the class, the teacher will give each student credit for participating in the production and time them to make sure that they do not run too long.

Advanced Preparation by Teacher:
- Materials needed:
  - Internet/books for the students to do their research
  - Camcorder
  - Numbers in a hat for students to draw the order for presenting

Procedure:

Introduction/Motivation:
- “Who in this classroom likes to watch the news?” (Blooms-Knowledge)
- “Is anyone interested in becoming a news reporter when they grow up?” (Blooms-Knowledge)
- “Today we are going to try our hands at creating a news broadcast. This broadcast will be set during the Civil War. I am going to break you up into teams of 5; in your groups, you will be responsible for researching and reporting on three things: a top story about something that is happening in the war, a weather report, and a ‘back home in Indiana’ section that tells about what is going on in Indiana at the time. Two of you will be the anchors that provide the top story of the day, one of you will do the weather, one of you
will do the ‘back home in Indiana’ section, and the remaining person will be the camera man. You will have this entire week to prepare for your broadcast; they will be presented to the class on Friday. When you present, your broadcast will actually be taped by your camera man so that we can keep them in our classroom library. Don’t worry; I will teach each of your groups how to run the camera so that you will not have any problems. Are there any questions? Ok, then. Let’s get rolling!”

**Step-by-Step Plan:**
- Break the students into groups of 5.
- Tell them that their top story needs to be about something big that is happening in the war.
- “Don’t forget that as you are researching, you need to be creating a script that will be read when you are doing your newscast.”
- Give them 20 minutes each day to research, write what they will be reporting about, and practice their newscast.
  - The teacher will spend 10 minutes each day with one of the groups. While she is there, the teacher will be answering any questions that the students have, helping them organize their thoughts into a script, and teaching them how to run the camcorder.
  - Remind the students on Thursday that they should be practicing their so that they can make sure things run smoothly and there are no problems the next day.
- On Friday, have the set ready for the students when they get in from lunch recess.
- Each group will draw a number from a hat; this will be the order in which they present.
- The groups will present their newscasts in the order that they drew.
- After each broadcast is over, allow the other students to ask the news crew any questions that they might have about their stories.
- When all of the groups have gone, have the students help the teacher return the classroom back to its regular setting. The teacher should be the one responsible for putting the camcorder away so that nothing happens to it. They should then return to their seats.

**Closure:**
- “Wow! Those broadcasts were very well done! You all should be very proud of yourselves for the work that you have done because it really showed. As a reward for your hard work, let’s line up for a short recess.”

**Adaptations/Enrichment:**
- For students that need a challenge, I could have them design a stage instead of just using a desk against the blackboard. They could create a logo for their station and dress up like someone would have dressed back in Civil War times. Decorations around the set could also be added to make the presentation look authentic.
- An adaptation for this lesson would be to allow the student to be the stage manager for their group instead of making them be an announcer or camera man. They would be responsible for making sure that all of the props are where they are supposed to be, the scripts are ready for the announcers, and all the members of the group are ready to go.

**Rubric:**
- **Checklist:**
  - The student was an active participant in the researching process. _____
  - The student participated in the group’s production. _____

**Gardner – Interpersonal/Linguistic Intelligence**
Lesson Plan by Danielle Moeller

Lesson Plan adapted from Sabrina Brinkmeier

Lesson: “He Went How Far?”

Length: 25-30 minutes

Age or Grade Intended: 4th

Academic Standard(s):

- 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.
- 4.5.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
  Example: Measure the width of a sheet of paper to the nearest millimeter.

Performance Objective(s):

- After a class discussion and example, students will determine the length of a Union or
  Confederate raid shown on a map by using the mileage key and a ruler.

Assessment:

- The teacher will give the students another map showing an advance of either a Union or
  Confederate troop. On their own, students will determine the length that they traveled
  using the mileage key and a ruler.

Advanced Preparation by Teacher:

- Materials needed:
  - Text book for each student
  - Ruler for each student
  - Blank map on which to plot Morgan’s Raid for each student
  - Transparency of the same map to plot along with the students
  - Large US map book
  - Map of another raid for assessment

Procedure:

Introduction/Motivation:

- “Who has been on vacation before?” (Blooms-Knowledge)
- “How did your family know how to get there?” (Blooms-Comprehension)
- “Before we had MapQuest and search engines like that on the internet, people used maps
  such as this one to find out how to get from one place to another. [Show students the US
  map book.] Today we are going to talk about Morgan’s Raid. Then we will look at his
  route on a map and determine how far he and his troops traveled during their raid.”
Step-by-Step Plan:
• Talk about Morgan’s Raid.
• Hand out the map on which to plot Morgan’s Raid.
• As a class, plot the route his troops took using the information from the chapter.
  o Where did it start? (Blooms-Knowledge)
  o What direction did they travel? (Blooms-Knowledge)
• Talk about the mileage key found at the bottom of the map.
  o Go back to the US map book and show them where it is found.
• Use rulers to find the length from where Morgan’s Raid started to where it ended.
• “The length that we are looking for won’t be in inches, though. How do you think we can convert our distance to miles?” (Blooms-Comprehension)
• Do the computation as a class.
• “Now it’s your turn. Use the same steps that we just used with Morgan’s Raid and find the length of the raid on this sheet.”
• Hand out map.
• “Make sure that you show me on the back of your paper or on another sheet the computations that you do to find your answer.”
• Students will work on the worksheet. The teacher will walk around the room and provide assistance to the students when needed.
• Have them turn in their completed worksheets and read silently until all of the students are finished.

Closure:
• “You all did a great job learning to use a key to determine actual distance on a map. The next time your family takes a trip, ask your parents to show you on a map where you will be starting from and where you will end up. Use your new knowledge to find out how far it is between the two points. Then, as you travel, have your parents record the actual mileage and see how close you were. Alright, it’s time for recess. Please push in your chairs and line up at the door.”

Adaptations/Enrichment:
• For students that need a challenge, I would give them a blank map. The student will research and plot another raid on the map. Then, they will find the mileage that that troop traveled on their raid.
• An adaptation for this lesson would be creating the assessment map into a transparency. This would make the information larger for the student to see. They could also be given a larger ruler if they have a problem seeing the numbers because of their size.

Rubric:

<table>
<thead>
<tr>
<th>Activity</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the distance of the raid</td>
<td>Student found the correct distance and showed their work.</td>
<td>Student found the correct distance but did not show their work.</td>
<td>Student attempted the problem but did not find the correct distance.</td>
<td>Student did not attempt to find the distance.</td>
</tr>
</tbody>
</table>

Gardner-Mathematical Intelligence
Lesson Plan by Danielle Moeller

Lesson Plan adapted from


Lesson: “Follow the Drinking Gourd”

Length: about 30 minutes

Age or Grade Intended: 4th

Academic Standard(s):
• 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
  Example: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement.

Performance Objective(s):
• After a class discussion about songs from the Underground Railroad, students will write their own song giving directions to another person.

Assessment:
• The teacher will collect the students work to see if the student has successfully created a song that tells someone directions.

Advanced Preparation by Teacher:
• Materials needed:
  ▪ Internet access to listen to “Follow the Drinking Gourd” or a CD containing the song.
  ▪ Copies of the lyrics to the song for each student.

Procedure:
Introduction/Motivation:
• Listen to the song “Follow the Drinking Gourd” (http://www.songsforteaching.com/fold/followthedrinkinggourd.htm)
• ““Follow the Drinking Gourd” is a coded song that was used in the Underground Railroad. Songs like this gave escaping slaves a route to follow as they made their way north to the free states. This particular song described a route through Alabama and Mississippi. Of all the routes out of the south, this is the only one whose details have survived. Today we will be learning a little bit about these songs and trying our hands at writing one as well.”

Step-by-Step Plan:
• Talk about the reasons these songs were so important.
• Distribute the lyrics to “Follow the Drinking Gourd.”
• Listen to the song again. Have the students focus on the words and how they make them feel.
• Explain that songs like this were used to guide the slaves as they escaped to the North. They had to use code so that the Confederates would not know what they were communicating about. They traveled mostly by night, which helps to explain why this song is about the North Star and the Big Dipper. Escaping the south was a very dangerous thing to do. People along the routes would house the escaping slaves during the day.
  ▪ Why would they travel by night instead of by day? (Blooms-Comprehension)
  ▪ Explain why people would risk their lives to help the slaves. (Blooms-Analysis)
• “These songs were powerful messages that helped keep the slaves motivated and pushing forward. Throughout the songs, the slaves were given directions on how to get north. The lyrics to “Follow the Drinking Gourd” gave specific instructions to slaves about crossing the Ohio River. Today we are going to try our hands at giving directions to someone through song.” Some ideas for you include:
  o Tell a friend where to meet you, how to get there, and what you will do.
  o Tell your parents what you want for dinner, where you want to eat, and what time dinner will be.
  o Tell someone where you hid something, what it is, and explain how to find it.
• Walk around the classroom as the students write and see how they are doing. Any help provided should only be restating the directions or providing prompts to get them thinking.
• As the students finish, remind them to read back over their songs and make sure that they sound right and fit the criteria.
• When they are satisfied with their work, they should read silently while the rest of the class finishes.
• When all of them have finished, those that would like to can share their song with the class.

Closure:
• “Your songs do a great job of helping someone find your object or place. I am going to hang these up out in the hallway so that everyone can see your wonderful work. Please bring your songs up to my desk and put them in the tray. Then, go to your locker and get your stuff for gym.”

Adaptations/Enrichment:
• For students that need a challenge, I could have them put their lyrics to music. It would not have to be written down, just performed for the class when the songs are being shared.
• An adaptation for this lesson would be allowing the student to find a song that describes something through its lyrics. If applicable, have the student find a copy of the song to play to the class. If not, have them find a copy of the lyrics to read to the class during sharing time.

Rubric:
• Checklist:
  Student turned in a completed song. ________

Gardner – Musical/Linguistic Intelligence
Lesson Plan by Danielle Moeller

Lesson Plan adapted from *The Civil War for Kids* by Janis Herbert

Lesson: “Battlefield Bandages”

Length: 35-45 minutes

Age or Grade Intended: 4th

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

Performance Objective(s):
- After a discussion about injuries, students will wrap another student’s arm as if they had been injured in battle using the given cloth.

Assessment:
- The teacher (or aide) will observe each student wrapping their partner’s arm.

Advanced Preparation by Teacher:
- Materials needed:
  - A square cloth measuring 36 by 36 inches for each pair
  - Sling

Procedure:

Introduction/Motivation:
- Holding up the sling - “Who can tell me what this thing is called?” (*Blooms-Knowledge*)
- “What is a sling used for?” (*Blooms-Comprehension*)
- “On the day that I turned 17, I fell during volleyball practice and broke my elbow. After the doctors fixed my broken bone, they placed my arm in a cast. For the next 2 weeks, I had to keep my arm close to my body using this sling. This kept me from making any movements that would hurt my arm again. Many of the soldiers that fought in the Civil War got hurt while they were fighting. They suffered broken bones, cuts, bruises, and many other ailments. Today we are going to look at a technique that the doctors used back then to help soldiers who hurt their arm.”

Step-by-Step Plan:
- “Before we begin, let’s list some of the injuries that soldiers may have incurred during their fighting on the board.” (*Blooms-Knowledge*)
- “Very good. Battle took a toll on every single one of the men who fought. For our lesson today, you will be working in pairs. In your pairs, we are going to work on wrapping a hurt
arm. One of you will be the injured soldier, and the other will be the doctor. Don’t worry; you will both get a chance to practice this technique.”

- Pair the students up. Give each of the pairs a piece of cloth.
- “You will notice that I gave you a piece of cloth. This is what a doctor would have used back then before they had slings like I showed you earlier. I am going to walk you through the process of creating a sling. If you are the doctor, grab the cloth and get ready to help your wounded soldier who has just broken his or her right arm.”
  - As the teacher gives instructions, she will be modeling what to do with her own cloth and walking around the room to help those who need it.
  1. Fold the cloth into a triangle.
  2. Tie a knot in one corner so that it makes a little pocket.
  3. Place the cloth over the wounded person’s chest. Put the knotted end under the person’s right elbow so that the elbow rests in the pocket.
  4. Drape one corner of the cloth over the person’s left shoulder.
  5. Bring the other corner over the injured right arm, over the right shoulder, and around their neck.
  6. Tie the two ends together at the back of their neck.
- “Now that you have been told how it works, switch roles; let the other person be the doctor now and try their hand at wrapping an arm. If they struggle or forget a step, remind them of what they should do next.”
  - As the students practice, the teacher should walk around the room and make sure that they are doing it right. The teacher may remind the students what they are to do if they both forget.
- Once the students have been given ample time to complete their sling, have them put their cloths on the back table and return to their seats.

Closure:

- “Excellent job! You all would have made wonderful doctors for those poor soldiers. During silent reading time today I am going to call you in pairs to go out into the hall and show Mrs. Banks (an aide) what you learned today. (Hopeful dreaming, I know 😊) It is now time for science; you need to get your coats on because we are going to go outside for a little bit.”

Adaptations/Enrichment:

- For students that need a challenge, I could have them try and find another way that they could use the cloth to wrap an arm or take care of some other injury that wasn’t covered in the lesson.
- An adaptation for this lesson would be to provide the student with a list of the steps that they need to follow to wrap an arm. This will allow them to go at their own pace and give them a visual to look back at if they get lost or confused.

Rubric:

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Wrapped their partner’s arm</th>
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<tbody>
<tr>
<td>Student’s Name</td>
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Gardner - Bodily-Kinesthetic/Interpersonal Intelligence
PE: Gross Motor Lesson

Lesson Plan by Danielle Moeller

Lesson Plan adapted from Stacy Stetzel

Lesson: “Try-outs Today!”

Length: __45-50 minutes

Age or Grade Intended: 4th

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

Performance Objective(s):
- After a discussion about what characteristics of a good soldier are, students will participate in a try-out for the Union Army.

Assessment:
- The students will record the scores that the students get at each station. Each student gets credit for completing each activity.

Advanced Preparation by Teacher:
- Materials needed:
  - Large piece of butcher paper with a bulls-eye painted on it.
  - Chunks of clay
  - Tape to mark where the students should throw from.
  - Large area for students to march in preferably outlined in some fashion (such as the basketball court on the playground or in the gym).
  - A rubric for each group on which each group will record their scores.

Procedure:
Introduction/Motivation:
- “How many of you know people in the military?” (Blooms-Knowledge)
- “What did they have to do to get into the military?” (Blooms-Knowledge)
- “Today you are going to be young citizens of Indiana who want to join the Union forces. In order to join, however, you must go through a try-out to see if you have what it takes to be a part of the Union Army. The first station will test your aim. You will take a ball of clay and see how close you can get to hitting the bulls-eye. Each student will get 3 shots. At the second station, you will test your stamina by marching around the designated area for 3 minutes. The third station will test your teamwork skills. Your group will be trying to get out of a human knot. You will start off by getting into a circle.
Each student will grab with their right hand the right hand of someone across the circle. You will then grab with your left hand the left hand of a different person in the group. Your task is to unwind yourselves without unlocking hands. Now that you know what to do, let’s get going!”

Step-by-Step Plan:
- Talk about friends and family in the military.
- Talk about what it takes to get into the military.
- Explain each station.
- Break students into 3 groups. Assign a station for each group to start at, and give each group a clipboard to record their scores on.
- Take the students to the designated area.
- Send them to their stations, and let them begin their try-outs.
- As they perform each task, the teacher should walk around and monitor their progress. The most emphasis will probably be on the teamwork task because that can be difficult to understand.
- After about 10 minutes, have the groups rotate to the next station.
- Have them rotate again after another 10 minutes.
- Have the students clean up the clay area by putting all of the clay into a bucket and folding up the bulls-eye. As the students line up to head back to the classroom, collect the rubrics from each group.
- When you get back to the classroom, have a discussion about what happened at the different stations.
  - “Which station was your favorite?” (Blooms-Knowledge)
  - “Why was that your favorite?” (Blooms-Comprehension)
  - “Why would accuracy (throwing the clay) be a good trait in a soldier?” (Blooms-Analysis)

Closure:
- “You all did a great job with your try-outs today. I feel very confident that we will be able to use each and every one of you in our military. I’m sure that all of that hard work has made you really thirsty. Let’s take a 5 minute biology break so that you may get a drink and use the restroom if necessary. When you come back, join me on the carpet for reading time.”

Adaptations/Enrichment:
- For students that need a challenge, have them see if they can march backwards for the same amount of time or scoot them back further away from the bulls-eye.
- An adaptation for this activity could be moving the line for the throwing section closer to the bulls-eye. For the marching activity, allow the student to simply walk or move in place instead of making them march and move in a pattern.

Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Test Your Aim</th>
<th>March Along</th>
<th>All in a Knot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s Name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gardner-Bodily-Kinesthetic
Lesson Plan by Danielle Moeller

Lesson Plan adapted from Marsha Banks

Lesson: “Dear Austin”

Length: 25-30 minutes

Age or Grade Intended: 4th

Academic Standard(s):
- **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.
- **4.1.6** Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).

Performance Objective(s):
- After completing a vocabulary study on words found in Dear Austin, students will correctly answer 8 out of 10 questions on a vocabulary test.

Assessment:
- The teacher will collect and grade the students’ vocabulary tests.

Advanced Preparation by Teacher:
- Materials needed:
  - *Dear Austin*
  - Vocabulary sheet for each student
  - Vocabulary test
  - Paper for each student to create a foldable

Procedure:
Introduction/Motivation:
- “Explain to me what the Underground Railroad was.” (*Blooms-Knowledge*)
- “What was the significant difference between the Northern and the Southern states at this time?” (*Blooms-Comprehension*)
- Dear Austin is set in 1853, the time of the Underground Railroad. Austin lives in Pennsylvania where he spends his time writing letters to his brother Levi out west and causing trouble with his friends. Through the letters that Austin writes to his brother, we are going to find out about the tragedy that turns Austin’s world upside down. As we read, we will be taking a look at some of the unfamiliar words that we find along the way.”
Step-by-Step Plan:

- Read Dear Austin as a class. Each student will be given a copy of the book, but the teacher will do all of the reading. This reading will take place on the carpet so that distractions will be at a minimum and they will be more likely to follow along in their books as directed.
- Reading will be done for 20 minutes a day.
- As she reads, the teacher will think aloud and involve the students by asking them questions about the story and about any connections that they may be making with the story.
- The teacher will use these opportunities to point out and talk about the words on the vocabulary list. With words like determination and sympathy that can have more than one meaning, have the students use context clues to determine a meaning that best suites the story before you talk about them in a vocabulary study. If desired, the teacher can mark or highlight the vocabulary words before she reads.
- After the 20 minutes of reading aloud each day, the class will return to their seats and go over 2 or 3 of the vocabulary words.
  - Students will record all of their words on a foldable. They will write the word along the bottom of the flap and draw a picture that goes along with the word to help them remember its meaning above it.
- When the book has been finished, the teacher will review all of the words that the students have put in their foldable.
- Students will take their foldable home to study for the test the next day.

Closure:

- “Why did Levi and Jupiter head south?” (Blooms-Knowledge)
- “What is one thing that the boys encountered on their journey south?” (Blooms-Knowledge)
- “Why were the letters from Darcy at the end of the book significant?” (Blooms-Application)
- “You all have done a great job following along and participating as we read this book. I am anxious to see how you have done on your exams. I have a feeling that you have done great because of all the hard work you put into your foldables. It is now time for art, so please push in your chairs and line up at the door.”

Adaptations/Enrichment:

- For students that need a challenge, I would have them write a sentence on the other side of the flap that correctly uses the word and helps them remember its meaning.
- An adaptation for this lesson would be to allow the student to find pictures on the internet or in magazines and paste them on their foldable.

Rubric:

- **Grading scale for the vocabulary test:**
  
  
<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100% (A+)</td>
</tr>
<tr>
<td>-1</td>
<td>90% (A)</td>
</tr>
<tr>
<td>-2</td>
<td>80% (B)</td>
</tr>
<tr>
<td>-3</td>
<td>70% (C)</td>
</tr>
<tr>
<td>-4</td>
<td>60% (D)</td>
</tr>
<tr>
<td>-5+</td>
<td>F</td>
</tr>
</tbody>
</table>

Gardner – Spatial/Linguistic Intelligence
Lesson Plan by Danielle Moeller

Lesson: “Wounded”

Length: 45-60 minutes

Age or Grade Intended: 4th

Academic Standard(s):

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

Performance Objective(s):

- As a group, students will describe one of the diseases discussed in class on a PowerPoint slide using the three required elements.

Assessment:

- The teacher will look at each groups’ PowerPoint slide to make sure that they included the name of the disease, what happens in the body when a person gets the disease, and at least one way that people have tried to cure the disease. If any one of these three cannot be found, the group can tell how the disease is usually caught or include another interesting fact that they can find about the disease.

Advanced Preparation by Teacher:

- Materials needed:
  - Computer with PowerPoint and internet access for each group
  - Information about the diseases to share at the beginning
  - Flash drive to save each of the pages

Procedure:

Introduction/Motivation:

- “How many of you have ever been sick before?” *(Blooms-Knowledge)*
- “What were some of the names that the doctor gave to your illnesses?” *(Blooms-Knowledge)*
- “Sickness has been around for as long as we know. Over the years, medicine has been able to find cures for some of the sicknesses while cures for others have yet to be discovered. Today we are going to look at some of the diseases that the men who fought the Civil War faced on the battlefield. When we are finished, we will be doing a special project.”
Step-by-Step Plan:

- Talk about the different diseases that the soldiers faced and detail the two most common (dysentery and diarrhea).
- Mention that more soldiers died from disease than battle.
  - “Why do you think this was?” (Blooms-Comprehension)
- Talk about the body’s reaction to getting these diseases.
  - Discuss what the body does to fight illnesses.
  - Discuss that they were more susceptible to disease while they fought because of their condition before entering the service, the lack of nutritional foods and water, and the poor living conditions.
- Talk about the ways that the soldiers caught these diseases.
- “Catching these diseases was a huge issue because they did not have the medical advancements that we have today to cure the soldiers. When they got a disease, most of the soldiers simply waited to die.”
- “Now that you have basic background knowledge about the illnesses that the soldiers had to face during the war, I am going to put you in groups and ask you to create a PowerPoint slide about one of the diseases. On your slide, I want you to put the name of the disease, what happens in the body when a person gets this disease, and at least one of the ways that people have tried to cure the disease. You are more than welcome to add any other interesting information that you might find. If you have any problems finding the answers to any of the three requirements, let me know and we will figure something out.”
- Divide the children into groups, assign each group a disease, and go into the computer lab so that they can work.
- The teacher will spend 5 minutes with each group showing them how to use PowerPoint.
- When all of the students have finished their page, they will have the teacher come and save it to a flash drive. Students will log off of the computer and turn their attention to the teacher.

Closure:

- “What is one of the diseases that we talked about today?” (Blooms-Knowledge)
- “Explain to me why catching a disease was almost always fatal.” (Blooms-Analysis)
- “Your PowerPoint pages look wonderful! You all did a great job finding the information and designing your pages. I am going to put all of your pages together, and tomorrow we will use them to review and study the different disease that you researched. If you need to take a Biology Break, please do so on our way back to the classroom.”

Adaptations/Enrichment:

- For students that need a challenge, I could have them do their PowerPoint page by themselves. This would give them the responsibility of finding all of their information and designing the PowerPoint page on their own.
- An adaptation for this lesson would be for me to create the template for that student’s group. Then they would only have to fill in the given spots instead of making it all up on their own.
Rubric:

- Checklist:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group PowerPoint page</strong></td>
<td>Group included all three required elements</td>
<td>Group included two of the required elements</td>
<td>Group only included one of the required elements</td>
<td>Group did not complete a PowerPoint page</td>
</tr>
</tbody>
</table>

Gardner- Linguistic/Interpersonal Intelligence

**Choices for PowerPoint slide:**
- Dysentery
- Diarrhea
- Measles
- Small pox
- Malaria
- Pneumonia
- Camp itch

**Information about some of the diseases**

Dysentery and diarrhea claimed many lives. Diarrhea and dysentery alone claimed more men than did battle wounds. The Civil War soldier also faced outbreaks of measles, small pox, malaria, pneumonia, or camp itch. Malaria was brought on by usually camping in damp areas (that were conducive to breeding mosquitoes) while camp itch was caused by insects or a skin disease. In brief the large amount of disease was caused by a) inadequate physicals before entering the Army; b) plain old ignorance; c) the fact many troops came from rural areas; d) neglect of camp hygiene; e) insects and vermin; f) exposure; g) lack of clothing and shoes; h) poor food and water. Many unqualified recruits entered the Army and diseases cruelly weeded out those who should have been excluded by physical exams.

(I started this lesson a couple of weeks ago and didn’t mark where I got the information.©️)
Lesson Plan by Danielle Moeller

Lesson: “Thanks Mom!”

Length: 20-25 minutes

Age or Grade Intended: 4th

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

Performance Objective(s):
- After a class discussion, students will list 3 contributions that women made in the war effort.

Assessment:
- The teacher will collect the students’ papers and make sure that the three contributions they listed are ones that were talked about in class or are feasible answers.

Advanced Preparation by Teacher:
- Materials needed:
  - Piece of paper and a pencil

Procedure:

Introduction/Motivation:
- “How many of your mothers have a job?” (Blooms-Knowledge)
- “What are some of the jobs that they have?” (Blooms-Knowledge)
- Even though women did not fight in battle, they still made huge contributions to the war effort. Today we are going to find out what some of those contributions were.”

Step-by-Step Plan:
- “What were women’s roles before the war?” (Blooms-Knowledge)
- “What are some of the jobs that you think women held during the war?” (Blooms-Knowledge)
  - Make a T-chart (before the war during the war) on the board using these two questions.
- Have the students turn to page 257 and read that page with their partner starting at Supporting the Troops.
- When they finish reading, go back to their list on the board and see if there are any more things that women did during the war that they need to add to the list.
• Talk about the jobs and why women entering the workforce was such an important movement.
• “Now I want to see how well you paid attention. Take out a sheet of paper and write down three contributions that women made to the war effort.”
• When students are done, have them put their paper in the basket on the teacher’s desk and read silently until all the students have finished.

Closure:
• “What is one of the contributions that you listed?” (Blooms-Knowledge)
• “Women played a crucial part in keeping the society running while the men were off fighting in the war. Ever since then, women’s role in society has not been the same. It is now time for music, so please put your books in your desks and line up at the door.”

Adaptations/Enrichment:
• For students that need a challenge, I would have them create a Venn diagram comparing and contrasting women’s roles in society before and after the war.
• An adaptation for this lesson would be to allow the student to tell me the 3 contributions that they would have written on their paper.

Rubric:

<table>
<thead>
<tr>
<th>Listing 3 contributions of women to the war effort</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was able to list 3 contributions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to list 2 contributions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to list 1 contribution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student did not turn in a paper or did not give reasonable contributions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gardner – Linguistic Intelligence

Enrichment Activity:
Storytelling Lesson

Lesson Plan by Danielle Moeller

Lesson: “When I Was a Soldier”

Length: 1 week

Age or Grade Intended: 4th grade

Academic Standard(s):
• 4.7.11 Make narrative presentations that:
  • relate ideas, observations, or memories about an event or experience.
  • provide a context that allows the listener to imagine the circumstances of the event or experience.
  • provide insight into why the selected event or experience should be of interest to the audience.
• 4.1.8 Summarize the participation of Indiana citizens in the Civil War.

Performance Objective(s):
• Students will present a researched story of a Civil War soldier from Indiana using first-person point of view.

Assessment:
• The teacher will fill out a checklist for each student’s presentation.

Advanced Preparation by Teacher:
• Materials needed:
  o Computers and books for the students to do research.
  o Paper for the students to print off their stories or record their findings.
  o Rubric to grade each student’s presentation.

Procedure:
Introduction/Motivation:
• “Life as a soldier is very different than the life that you and I live. Let’s make a list of the similarities and difference between the two lifestyles. What are some similarities? What are some differences?” (Blooms-Knowledge)
• “Finding out about how life was in times before us can be very interesting. Today we are going to research an Indiana soldier who fought in the war. Then, you will present the story that you have found to the rest of the class in first-person point of view.”

Step-by-Step Plan:
• Discuss what it means to do research.
• Talk about what it means to present something in first-person point of view.
• Explain that they will be doing research using books and the internet about the soldiers from Indiana who fought in the war and finding a story that they have about the war. When they have found a story, they will prepare a presentation in which they will tell their soldier’s story as if they were that soldier (first-person point of view). Throughout their story, the student should include at least 3 comments about how the soldier’s life was different than their own today. They will tell their stories to the rest of the class throughout the rest of the week.
• Let the students do their research.
  o The teacher can help the students find sources if they are struggling, but the summarizing and other related things should be done by the students.
• Give them time to start writing out what they want to say when they give their story.
  o As they write, ask them about the person that they are telling about and what they found out about that person. (Blooms-Comprehension)
  o “What differences are you finding between your life and your person’s life?” (Blooms-Analysis)
• Assign the dates that the students will be presenting their stories.

Closure:
• “You all have done a wonderful job researching and preparing for your presentations. I cannot wait to hear what you have to share! We’ll start telling our stories tomorrow after lunch.”

Adaptations/Enrichment:
• For my student who is a selective mute, I can allow her to write out exactly what she would say during her presentation. When it is her turn to read, another student or I will read her story to the rest of the class.
• For those students who need to be challenged, I could encourage them to dress up as the person that they are presenting. It is obvious that they will not be able to look exactly like them, but have them be creative in their choices.

Rubric:
• Checklist:
  o Student turned in their research papers.
  o Student told the class their story.
  o Student told the story in first-person point of view.
  o Student gave at least 3 comments about the differences between their life today and the soldier’s life during the war.

Gardner- Linguistic
Lesson Plan by Danielle Moeller

Lesson: Letter Home

Length: 30 minutes

Age or Grade Intended: 4th

Academic Standard(s):
- 4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.
- 4.1.8 Summarize the participation of Indiana citizens in the Civil War.

Performance Objective(s):
- After a class discussion, students will write a letter as one of the soldiers writing to their family back in Indiana using correct letter form.

Assessment:
- The teacher will look at the format of the student’s letter to make sure that it follows the format talked about during the class discussion.
- The teacher will read the student’s letter to make sure that their letter is historically accurate and contains actions and attitudes that would be relevant to the Civil War time period.

Advanced Preparation by the Teacher:
- Provide the student’s with a visual example of how a letter is formatted (large poster, PowerPoint, or overhead).
- Paper for writing letter
- Writing materials

Procedure:
Introduction/Motivation:
- Ask the students what they remember about the changes that occurred in Indiana over the course of the war. (Blooms, Knowledge)
- Tell the students that today they will be writing a letter. This not just any letter, though. They will be pretending that they are soldiers from Indiana fighting in the war, and they will be writing a letter to a fellow soldier describing how much their home has changed since they left for the war.
Step-by-Step Plan:

• Brainstorm a list of things that they remember happening to soldiers in battle. Write what the students come up with on the board. (*Blooms-Knowledge*)
• Teach the students about formatting a letter. The teacher should have their example out for the students to look at as they talk.
• “How does this look different from an essay?” (*Blooms-Analysis*)
• Now that they have an idea of what they might write about, set the students free to write their letter.
• Walk around the room and make sure that students are formatting their letters correctly.

Conclusion:

• Have each student share one thing that they wrote about.
• Tell the students that they did a wonderful job with their letters. Their friend will be very interested in hearing about their lives back home now that the war is over. Mention that they will be making envelopes to send their letters in tomorrow.

Adaptations/Enrichment:

• For students who need a challenge, allow them to type their letters on the computer after they have written it down on paper. This will give them the challenge of transferring what they have done on paper onto the computer screen.
• For students who may struggle with writing for long periods of time, the teacher can break down the process into a couple of steps. After the completion of each part, allow the student to get a drink or take a short walk around the classroom to help regain their focus.

Rubric:

• Checklist:
  The student completed a letter. _____
  The letter was done in the correct format. _____

**Gardner** – Linguistic Intelligence
**Technology Plan**

Throughout my thematic unit, there will be many opportunities for my students to interact with technology. One of the biggest uses of technology across my lessons is utilizing the internet to do research. In my storytelling lesson, I have my students researching a soldier that participated in the Civil War; the students then present the soldier’s story in first-person point of view. One of the methods of obtaining this information could be using the internet. My drama lesson also has students doing research in order to create a newscast set in Civil War times. When the students present their newscast to the class, they will record themselves using a camcorder to make it feel like a real newscast. In order to do this, the students will be taught how to run the camera so that one of them can act as the camera man. Besides doing research and running a camera, the students will be using PowerPoint in my science lesson. Teaching them how to do the basics in this program will be very beneficial for them to use in the future both in and out of the classroom.
Guest Speaker

After my PE fine motor lesson on how doctors wrapped injured arms during the Civil War, I would have a local athletic trainer visit my classroom as a guest speaker. The focus of her visit will be to show the students some of the things that she does when athletes get hurt. After the visit, we would discuss as a class the similarities and differences between what the trainer had shown them and what the doctors did during the Civil War. These comparisons and contrasts would be used to create a Venn diagram as a class.

If I was teaching at Manchester Elementary School, I would ask one of the athletic trainers at Manchester College to be the guest speaker. In order to see what I would need to do to set this up, I talked with Erin, one of the head athletic trainers. She told me that the best time for trainers to do things like this would be in the morning because their afternoons and nights are booked with sporting events and practices. When asked if there would be a fee for coming, Erin quickly replied that it would not be necessary to pay her; she would love to help out.

The presentation would require no preparation on my part except for finding the time to fit her into my schedule. Erin estimated that she would need about 40 to 45 minutes to have a good in depth discussion about the topic with my students. She would be bringing all of her own supplies to show and use with the kids such as first aid equipment, gauze, and tape. When I told her that her main focus would be on dealing with an injured arm, she excitedly expanded on my expectations; she told me that she could cover wrapping arms and ankles, controlling bleeding, and handling an amputee situation. That last part is something that I know that the students would enjoy! Overall, Erin seemed extremely thrilled to have been asked to do this for me and contributed immensely to making the trip even more memorable for my students.
Dear Parents,

For the next two weeks, we will be studying the Civil War. This is my favorite time of the year because I absolutely love teaching about this monumental battle in our nation’s history. As we study what led up to the war and the role that Indiana played in it, we will be doing some really fun activities! Your child will be learning how to use PowerPoint, producing a newscast set in the time of the Civil War, and seeing if they have what it takes to become a part of the Union Army.

As we look at the medical aspect of the war, we will have a special visitor coming to our room. A local athletic trainer will be spending some time showing the students how she helps injured athletes. The focus will be on how she wraps a hurt arm, but other things such as controlling bleeding will be covered as well. After her visit, we will use the information that she taught us to create a Venn diagram comparing and contrasting what she uses today with what we learned doctors did during the Civil War to help soldiers who injured their arms.

Teaching students about Indiana’s involvement in the Civil War is very important because it dramatically changed our entire state. Young men died in battle, women took on new roles in the workplace, the state turned to modern machinery, and the people began to move out of the country and into the cities. Also, many important Civil War figures can be traced back to Indiana. I am extremely excited about this unit, and I hope that you and your student are as well! If you have any questions, concerns, or comments about what we will be doing, please feel free to contact me at school.

Sincerely,

Miss Moeller
School phone number:
School email address: