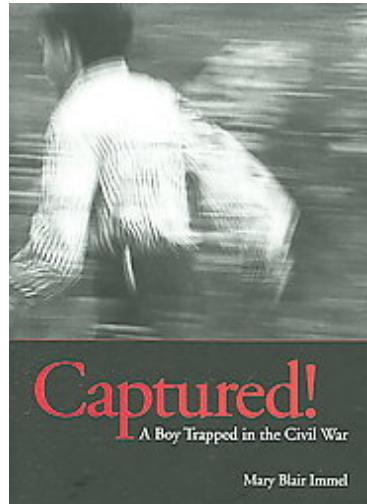


Captured in the Civil War



By Heather Wohlford



Captured: A Boy Trapped in the Civil War



By: Mary Blair Immel

Unit by: Heather Wohlford

Featured Selection:

- ⑤ Title: Captured: A Boy Trapped in the Civil War
- ⑤ Author: Mary Blair Immel
- ⑤ Publisher: Indiana Historical Society Press
- ⑤ Publishing Date: September 1, 2005
- ⑤ Intended grade: 6th
- ⑤ Summary: Johnny Ables, now the man of the house since his father died, goes out to collect wood for his mom and two sisters. While collecting wood he is kidnapped into a regiment of Confederate soldiers. After this he befriends his kidnappers, had to endure freezing cold, survive a Battle and Fort Donelson, and gets taken captive by the Union army along with his kidnappers. Johnny is taken to Camp Morton in Indianapolis to remain with the rest of the Confederate troop. Will Johnny get out of the enlistment that he never made? Will he be able to get home to his family that needs him?

Related Materials:

All available in a book basket

- ⑤ Civil War: Strange and Fascinating Facts
 - Author: Burke Davis
 - Publisher: Wings
 - Publishing Date: December 12, 1988
 - Reading level: Ages 9-12
 - Rationale: This is one that may help provide a little more motivation. It is filled with really interesting facts and oddities of the war so those that may not want to read a novel can still have a book to look at that gives them more insight into the war.
- ⑤ Civil War Medicine
 - Author: C. Keith Wilbur
 - Publisher: Globe Pequot, First Edition
 - Publishing Date: October 1, 1998
 - Reading level: grade 6-8 or higher
 - Rationale: This book many provide a little more challenge to higher level readers because of the medical terms, but it gives a good glimpse into the medical knowledge of the civil war time. I am going to read from this in my science lesson about medical knowledge of the time and it will be in the book basket for anyone to look at.
- ⑤ My Last Skirt: The Story of Jennie Hodgers, Union Soldier
 - Author: Lynda Durrant
 - Publisher: Clarion Books
 - Publishing Date: February 13, 2006)
 - Reading level: Ages 9-12
 - Rationale: It was common for women to pretend to be men to enlist in the army. This touches on this subject and gives details of the battles in the deep south.
- ⑤ The Civil War: An Illustrated History
 - Author: Catherine Clinton
 - Publisher: Scholastic Reference

- Publishing Date: April 1, 2004
- Reading level: ages 9 -12
- Rationale: This book provides pictures from that time period that can be used as examples for their art project. It also has eye witness accounts and details on the separation on issues between the North and the South.
- ⑤ Becca's Story
 - Author: James D. Forman
 - Publisher: Atheneum
 - Publishing Date: October 30, 1992
 - Reading Level: some debate but most said around age 14
 - Rationale: This love story is based on the real letters of the author's ancestor. It provides a good way of looking at how life was at home.
- ⑤ Civil War ! America Becomes One Nation
 - Author: James Robertson
 - Publisher: Knopf Books for Young Readers
 - Publishing Date: March 12, 1992
 - Reading level: 6th grade and up
 - Rationale: This book gives information about the causes and effects of the war, important leaders, and major battles. It will be a good source for information for their speeches.

Goals:

- ⑤ The students will learn about the issues surrounding the war from both sides perspective and incorporate those in their persuasive speeches.
- ⑤ The students will gain empathy for the families that were split apart by the war.
- ⑤ The students will discover differences in medicine, photography, and weaponry during the civil war.
- ⑤ The students will learn the importance of the Civil War for today's society.
- ⑤ The students will see how art and music can affect historical events.

State Standards:

- ⑤ 6.1.24 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved
- ⑤ 6.7.13 Deliver Persuasive presentations that:
 - Provide a clear statement of the position
 - Include relevant evidence
 - Offer a logical sequence of information
 - Engage the listener and try to gain acceptance of the proposition of proposal.
- ⑤ 6.5.4 Write responses to literature that:
 - Develop an interpretation that shows careful reading, understanding, and insight.
 - Organize the interpretation around several clear ideas.
 - Support statements with evidence from the text.
- ⑤ 6.5.2 Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters
- ⑤ 6.1.9 Explain how technologies can influence all living things.
- ⑤ 6.8.3 Integrate music into an interdisciplinary presentation of a specific topic

- 6.13.2 Create and integrated art product or performance and analyze how integration of disciplines enhances learning.

Unit Plan:

Pre-reading:

- To give them an introduction to the book we are going to have a short lesson on the issues surrounding the start of the war and the event that caused its going into war. I will be presenting this using a power point with pictures of things and people such as Abraham Lincoln, Fort Sumpter, Ships (since they will change during the war), and Jefferson Davis. There will be a worksheet to go along with this since they will use this information in their persuasive speeches later. Social Studies
- Teacher Read Alouds:
 - Civil War: Strange and Fascinating Facts
 - The Civil War: An Illustrated History

Reading:

- We are going to have a continuous map showing the path that Johnny takes in the book and important locations that are mentioned. Social Studies
- While talking about the drills and training I am going to teach them some of the civil war songs such as "Goober Peas". Music
- When we get to chapters 4 and 5 we are going to talk about the new inventions of the Rifle Musket, Artillery, Minie Balls, and the Ironclad. I am going to have a guest speaker come in if possible to talk to the students about these and how they changed the war. This will hopefully be one of the re-enactors that we will see later so that he can talk about how they changed the war tactics. (Science)
- In Math class we will measure the distances of the weaponry ranges and of Johnny's travels using different units. They will record work on a worksheet. Math

Responding:

- At the end of the book they do not know what happens to Johnny because there is no record of him. So before they read the Afterwards section that gives some suggestions, the students are going to finish the story. Written Language
- Then we are going to play a civil war game to both talk about the idea of fighting against neighbors and friends but also to point out different battles. The class will be split into two groups (of my choosing so that I can have friends against friends). Then I will have them stand on opposite sides of the gym/ parking lot/ open space. In front of each group there will be four bowling pins. These represent the battles or forts in the war. They will also have a kickball/ soccer ball/ basketball for each student. They are going to try to knock down the other teams bowling pins without crossing the center line. They can throw or roll the balls but they can not defend the pins with their body. Just as a soldier can stand in front of a fort to protect it the students will have to throw the balls to block and protect their forts. We go until all of the pins are down on one side. We will play this a few times and then discuss it in a grand discussion. PE/Movement

Exploring:

- The Civil War doctors used very different medical practices then than doctors do now. In our science/health class I am going to use the book Civil War Medicine to tell the

students about the field hospitals. Then I will have them pick one of the things that is different (the effect of a stomach wound, the greenery to sanitize, etc) and look up how it was done then and how it is done now. They will make a Pamphlet comparing and contrasting the methods. Science

- Photography was new then so they did not have a way of copying pictures. In order to do this they had to first redraw the picture so that they could then publish it in newspapers. The students will be able to look up a civil war picture from a book or online and they will try to reproduce the picture like the artists did then. I will use The Civil War: An Illustrated History to show them examples and they can pick from that book too. If I need to I can make copies of the pictures if more than one student wants one from that book. Art

② Applying:

- The students are going to take their knowledge that they gained throughout the unit to create a persuasive speech. In this speech I want them to pretend that they have been chosen to go speak at Washington D.C. to persuade the leaders of both sides to come to a compromise. They will give their speeches at or after the Culminating activity. Oral Language
- Culminating Activity: There are a group of re-enacters in Indianapolis so I was going to take a field trip and have my students watch a real enactment of the Civil War. While we are in Indianapolis I would also make sure to stop at the Memorials of Camp Morton.

③ Time Schedule:

Day 1: Social Studies: Intro to Civil War Civil War: An Illustrated History	Day 2 Civil War: Strange and Fascinating Facts Introduce book basket	Day 3 Read Aloud Chapter one Journal entry Start map Assign Ch. 2	Day 4 Buddy read ch.3 Lesson on drilling and music Journal Entry Assign ch. 4 -5	Day 5 Quiz New Inventions Guest Speaker Journal entry
Day 6 Read Aloud ch. 6 Individual reading ch.7 Grand discussion Update map	Day 7 Buddy Read ch. 8- 9 Journal entry and then Group discussions	Day 8 Fascinating facts Individual reading ch. 10 Journal entry Assign ch. 11	Day 9 Read Aloud ch. 12 Written Language: new ending	Day 10 Civil War game Lesson on medical knowledge and Pamphlets

Day 12	Day 13	Day 14	Day 15	Day 16
Start art Projects Explain persuasive speech and have sign ups (so not all on one side)	Work on art project Allow research and question time for speeches	Conference with individuals about speeches Time to work on art project	Field Trip Speeches given	Art Projects finished and hung up.

Assignment Checklist

- Pre-reading worksheet
- Checklist for participation in music/drill lesson
- Math Worksheet
- Essay Ending
- Checklist for participation in PE/Movement Activity and discussion
- Medical Pamphlet
- Art Project (that they did try to recreate the photograph without tracing).
- Speech rubric
- Field Trip attendance (or alternative if necessary)
- Reading Journals