

Lesson Title: Illinois and the Civil War: Using *Across Five Aprils* by Irene Hunt

Lesson Type: Integrated Literature (using the PEP Strategy); Lecture

National Council of the Social Studies Thematic Strands:

Theme II: Time Continuity and Change

b. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

Theme IV: Individual Development & Identity

a. *Articulate personal connections to time, place, and social/cultural patterns.*

Theme V: Individuals, Groups and Institutions

b. *Analyze group and institutional influences on people, events and elements of culture in both historical and contemporary settings.*

Illinois Learning Standards:

Goal 14: *Understand political systems, with an emphasis on the United States.*

Learning Standard F: *Understand the development of United States political ideas and traditions.*

Benchmark 14.F.4a *Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).*

Goal 16: *Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.*

Learning Standard D: *Understand Illinois, United States and world social history.*

Benchmark 16.D.4b (US): *Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).*

Lesson Objectives: By the end of the lesson, students should:

1. Understand the key people, events, and places in Chapter 3 of *Across Five Aprils* by completing a PEP Reading Activity
2. Be able to create a profile of a Civil War soldier from the student's family/locality

Materials/Equipment:

1. Computer
2. LCD projector
3. Power Point presentation

4. Required number of Worksheets for research
5. List of group members (3 students per group if possible)
6. Required number of photo copied pages from *Across Five Aprils* if students do not have book

Procedures:

Pre-Class Preparation:

(Prior to day of instruction)

1. Assign Chapter 3 of *Across Five Aprils* as student reading
2. Prepare PowerPoint with the following slides
 - Slide 1: Title (with link used for Anticipatory Set)
 - Slide 2: Objectives
 - Slide 3: PEP instructions
 - Slide 4: Research instructions
 - Slide 5: Restatement of Objectives
3. Photocopy pages from *Across Five Aprils*
4. Photocopy Research Worksheet
5. Prepare student group list (if possible 3 per group)

(On day of instruction)

1. Insure computer and projector are functional
2. Cue video
3. Have handouts ready

Anticipatory Set

Show Slide 1 (Title Slide): ASK: “Does anyone know what an ‘upset’ is in a competition?” *A time when the people that are supposed to lose win instead.*

ASK: “Can you give a few examples of upsets in competitions or sports?” Field student responses until the 1980 Olympic hockey championship is mentioned or until class runs out of examples. If game is not mentioned, suggest it, then show clip of game from <http://www.youtube.com/watch?v=qYscemhmf88>.

State: “Unfortunately, not all upsets are when your side wins. The Battle of Bull Run during the Civil War, which we will go over in a bit, is a prime example of a win for someone who was expected to lose. Everyone was certain the North would win the war quickly and easily, but in one of the most devastating upsets in American history, the South proved at the Battle of bull Run that it would not be defeated so easily.”

Statement of Objectives

1. **State:** By the end of the lesson today, you will have a better understanding of the main people, events, and places in Chapter 3 of the book *Across Five Aprils* by completing a PEP Reading Activity

2. You will also be able to create a profile of a Civil War soldier from the student's family/locality

Show Slide 2 (Objectives Slide):

Outline of Lesson Contents:

Begin the PEP Activity

Show Slide 3 (Instructions for the PEP Activity)

1. Divide the class into the previously assigned groups of three. If possible, each group should contain a gifted student, an average student, and a below average student.
2. Distribute Chapter Three of *Across Five Aprils* to all of the students. Give the students approximately fifteen minutes to complete silent reading of the pages.
3. Explain the PEP Strategy to the students, and ask them to complete the handout based on pages 37-39.
4. Once the students have completed the handout, ask them to come to a consensus as a group on the people, event and place, in the reading, as well as the key ideas about each of these. The students should also assist each other in determining the meaning of any unknown words, and share their own connection, if any exists, with the contents of the reading. Such connections can be such things as prior knowledge of the Civil War, a visit to the location of the novel's setting, etc.
Note: no connection may exist. (15 minutes)
5. Round Robin through the groups and ask them to share with the class their agreed upon information about the people, event and place in the reading. Ask the students to share any words that they did not know or understand, and any connection they might have to the material in the reading. Expand the information in the responses as necessary (twenty minutes)

Questions on the PEP handout:

1. Who are the central people in this reading? (Jethro and Bill)
2. What did these people do? (After hearing of a battle in Missouri, Jethro had a bad dream and Bill talked to him about the dream and the war)
3. What are the most important things the author wants us to know about these people? (Jethro and Bill were concerned about the battles of the Civil War near

their home, the effects these battles would have on them and their family, and who would win the war)

4. What is the main event in this reading? (After learning of battle in Missouri, Jethro had a bad dream, and Bill talked to Jethro about the dream. They talked about their concerns about the war, and how they were dealt with their fears)
5. Who was involved in the main event? (Jethro and Bill)
6. Why did the event take place? (Jethro and Bill had listened to the men who had gathered in the Creighton's yard to discuss the recent battle in Missouri)
7. What are the most important things the author wants us to know about this event? (The author wants the reader to realize that as the battles got closer to Southern Illinois, the war began to weigh heavily on the minds of those who lived there)
8. Where did the event occur? (In rural Newton, Illinois)
9. What is the place where the event occurred? (In the loft where Bill and Jethro slept)
10. Why is the place important or special? (This place is important to Jethro and Bill because it is where they live. The loft is where they sleep and the site of many conversations between Jethro and Bill)
11. Were there any words that your group did not know or understand? If so, list them here.
12. Can you in any way personally connect with anything in this reading? If so, write down the connection here?

Extension Activity

Show Slide 4 (Research Instructions): Give instructions and demonstrate how to reach the website. Instruct students to research independently on this website a soldier from Illinois during the Civil War. Because *Across Five Aprils* deals with a local family, students can search for a soldier by using their last name or town or battle. The students will write down facts of this soldier to present to the class. These facts include, time served, battle history, personal characteristics and their lifespan. Give students the rest of the period to research and the following day will be time for the student to present their soldier to the class.

Closure

Review with students the rigors and turmoil soldiers faced in battles during the Civil War. Connect *Across Five Aprils* with the soldier project. In chapter three, the family learns about Bull Run and Wilson's Creek. The family becomes in touch with the war because of the how close Wilson's Creek was to them. Another reason the war could become real for a town away from the fighting would be to learn about a relative or friend that may have passed away in a certain battle.

Show Slide 5 (Restatement of Objectives):

Evaluation: Grading of the PEP Sheets and the biographical activity will serve as an evaluation of the lesson's effectiveness.

This lesson plan was developed by Mark Hansen, Ben Mapes, Mitch Maxedon and Travis Wilkinson in Dr. Charles Titus' Spring semester 2011 Social Science 3400 Social Science Teaching Methods Course

PEP Reading Sheet

(The PEP Strategy is based on the work of Professors Janis Harmon and David Katims at the University of Texas at San Antonio, and classroom teacher D'Este Whittington at the Krueger Middle School, San Antonio, Texas)

Instructions: Read the selection from *Across Five Aprils* by Irene Hunt. As you read, pay special attention to the main *people* in the selection; to the *events* the reading describes; and to the *place* where the events take place. After you have finished reading the pages, go through them again and answer the questions below.

A. Person or People

1. **Who** is the main person (or who are the main people) in the reading?

2. **What** did this person (or these people) do?

3. **Why** is this person (or are these people) important?

4. **Key Ideas:** What do you think are the most important things the author wants us to know about the people you listed above?

B. Event

1. **What** is the main event in the reading?

2. **Who** was involved in the main event? **Hint:** This may be the people you identified above, but there may also be others who were involved in important ways.

3. **Why** do you think the event happened?

4. **Key Ideas:** What do you think are the most important things the author wants us to know about the event you identified above?

C. Place

1. **Where** did the event take place

2. **What** is the place where the event occurred?

3. **Why** is the place important or special?

Words

Did the author, Irene Hunt, use any words you did not understand? If so, list them here. Check with the others in your group to see if they know the meaning. If your group doesn't know the meaning, we will work together on them as a class.

Your Connection:

Can you in any way personally connect with anything in the reading? If so, note it here, and be prepared to share it with others in the class.

Civil War Soldier Research Worksheet

Your Name: _____

Date: _____

Use the following websites as you research your soldier:

<http://www.ilsos.gov/genealogy/>

Illinois Civil War Muster Website:

<http://www.cyberdriveillinois.com/departments/archives/dacivil.html#reghistory>

What was your Civil War soldier's name? _____

What did you find out about your soldier? _____

When was your soldier born? _____

When did he die? _____

How old was he when he entered the Army? _____

Where did he live before he joined the Army? _____

What kind of job did he have before he became a soldier? _____

Where did he serve (battles, forts, duties or similar things you discovered)?

If he survived the war, what did your soldier do after he returned home?

Using the above information, write a biographical sketch of your soldier.

Meaningful - This lesson will be meaningful because students will tie the lesson to their own background from their hometown, county or relative that fought in the US Civil War of 1861-1865.

Integrative - This lesson will incorporate select passages from Across Five Aprils. Thus the lesson will use literature as a means of tying readings into the students' own lives.

Value Based - Chapter 3, from Across Five Aprils clearly demonstrates many of the perils that parents, sons and daughters faced during the US Civil War. This text identifies many of the reasons that men volunteered for the Union or the Confederacy.

Challenging - From my perspective, this text and the accompanying assignment will not be overbearingly difficult. The level of difficulty is largely dependent on the Illinois soldier and unit that the student decides to research.

Active - This lesson and homework/research assignment will require the student to perform individual work both in and out of class. Student will be required to individually research a Civil War soldier who is a distant relative, from their hometown, etc. from the Illinois Secretary of State website. Civil War Muster Website:

<http://www.ilsos.gov/genealogy/>

Illinois Civil War Muster Website:

<http://www.cyberdriveillinois.com/departments/archives/dacivil.html#reghistory>