

Unit 8: Civil War

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

Objective	<p>In this two-day lesson, students will be able to identify, define and give an example of each vocabulary term within the context of the era of early Texas statehood.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify, define, and exemplify the key terms of the Civil War era. 2. <u>I will</u> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.
Key Concepts	<ul style="list-style-type: none"> • Sectional divisions between the North and the South over the issue of slavery led eleven Southern states to secede from the Union, which led to the Civil War. • The two opposing sides of the Civil War were the Northern free states of the Union and the Southern slave states of the Confederacy. • There were three major theaters of the war: the eastern theater where the majority of the fighting took place, the western theater which included states like Tennessee and Kentucky, and the trans-Mississippi theater which including Louisiana and Texas. • The Union blockade of Southern ports prevented Southern shipping during the Civil War, however, Texans were able to get around the blockade by moving their goods through Mexican ports. • One significant outcome of the Civil War was the emancipation of the enslaved people. • The Civil War was the bloodiest war in American history, with more than 750,000 casualties.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of the Civil War on short reading passages. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt

	<ul style="list-style-type: none"> Identifying variations of key terms.
Essential Question	What are the key terms we need to know to be successful in the Civil war unit?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students self-assess their own prior knowledge of four of the unit's key terms to determine their level of familiarity with each term, and provide information about what the term is related to or its meaning, when possible. <p>Lesson</p> <ul style="list-style-type: none"> Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit, and create a visual representation of each term on their chart. This lesson will take two days. All of the materials they need to complete the lesson will be distributed on the first day. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will use a word bank of different terms to choose three to five terms that are most related to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank. <p>Optional: Vocabulary Quiz (30 - 45 min)</p> <ul style="list-style-type: none"> Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz includes matching, fill-in-the-blank, and a multi-part question.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>)

	<ul style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work <p>4. Optional Vocabulary Quiz</p> <ul style="list-style-type: none"> a. Advanced Level work b. Grade Level Work c. Foundations Level work
Differentiation	<ul style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems and response options to guide student responses for short, constructed response questions 5. Reduction in amount of writing, and answer choices; some answer choices provided
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1861, Civil War begins. • 7.05(A) Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War. • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.22(A) Use social studies terminology correctly.

Teacher Guide: Vocabulary

Warm-up	<ul style="list-style-type: none"> • Students will evaluate their own prior knowledge of four vocabulary words from the lesson: casualties, blockade, emancipation, and secede. • Students self-assess choosing between the following options for each term: I am not familiar with this term; I have heard this term before. I think it means ____; I know this term. It means ____. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” Statements for the lesson.
Lesson	<ol style="list-style-type: none"> 1. Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 – 11 provide a short reading for one vocabulary term within the larger context of the unit. <ol style="list-style-type: none"> a. <u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence. b. <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term. c. <u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term. 2. Suggested methods for carrying out this lesson: <ol style="list-style-type: none"> a. <u>Individual Work</u>: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work. b. <u>Classroom stations</u>: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.

	<p>c. <u>Group work</u>: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.</p> <p>3. This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.*</p> <p>4. Slides 6 through 12 provide the readings necessary to complete student worksheets.</p> <p>5. Optional Additional Assignment: Vocabulary Quiz</p> <p>a. <u>Advanced</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer a short constructed response and a multi-part question both based on primary source excerpts.</p> <p>b. <u>Grade Level</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer a multi-part question based on a primary source excerpt.</p> <p>c. <u>Foundations</u>: Students match terms to definition with 2 answers provided, choose from multiple-choice options to complete sentences using the terms in context, and answer a multi-part question based on a primary source excerpt with one answer choice eliminated.</p> <p>d. This assessment typically takes approximately 30 to 45 minutes.</p>
Exit Ticket	<ul style="list-style-type: none"> Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose three to five terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- An Ordinance: To dissolve the union between the State of Texas and the other States, united under the compact styled "The Constitution of the United States of America." Adopted in Convention, at Austin City, the first day of February, A.D. 1861. Texas State Library and Archives Commission.
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<https://historictexasmaps.com/collection/search-results/97091-american-civil-war-political-loyalties-gis-educational-maps>
- Watts, James W., Henry Walker Herrick, and Lucius Stebbins. *Reading the Emancipation Proclamation / H.W. Herrick, del., J.W. Watts, SC*. ca. 1864. Steel engraving. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2003678043/>
- Gibson, James F, photographer. Savage Station, Va. Field hospital after the battle of June 27. United States Virginia Savage Station, 1862. Photograph.
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