Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
5th grade	Reading		Opposing sides of the Civil War

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days 60-90 minutes per day	3rd quarter	Level of Reading and Level of Text Complexity: 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Unit Description: Students will read *Rifles for Watie* and analyze the two different sides of the Civil War. They will note the similarities and the differences between the Confederates and the Union citizens. The Unit will include graphic organizers, reading the Book *Rifles for Watie*, writing pieces in the student journals. The assessment brings unit together when the students will write a letter as a Confederate or Union soldier.

Standards: See instructions on page 15.	5-6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The student will demonstrate understanding of the multiple accounts of the Civil War by writing a letter as a Union or Confederate soldier of the Civil War.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will be assessed using a rubric to grade the letter that is written as a Union or Confederate. The rubric focuses on if they included the similarities and differences of the perspectives of the war. Students will score a 0 if they did not address the criterion, a 1 if they partially addressed it, and a 2 if they addressed it completely. Mastery is 7 out of 10 points which is a 70%.
Materials/Resources Needed *Include all items for the entire unit.*	Class copy of *Rifles for Watie*, Student Journals, grading rubric, copy of the Gettysburg Address, Venn Diagram worksheet

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline	Objective: Students will explain the differences and similarities between the Union and Confederacy reasons for fighting during the Civil War based on the book *Rifles for Watie.* Anticipatory set: Based on what you've learned already: What were the two sides during the Civil War? What started the Civil War? Input/Modeling: Teacher will review a brief Civil War History. The students will take turns reading chapter 11 & 12 of *Rifles for Watie.* (Students will have already read chapters 1-10) Check for Understanding: Ask some questions about the text including: Why did they have to impress the Tahlequah Indians? What does Jeff realize about war? Guided Practice: Hand out venn diagram. Explain that students will write reasons that soldiers were fighting for the Union, Confederacy and	Objective: Students will demonstrate understanding of how different events during the Civil War were perceived by each side differently. Anticipatory set: How did the Union or Confederacy decide that they were successful a battle? How do you think the Confederacy perceived the attack on Fort Sumter? How did the Union perceive The first Battle of Bull Run? Input/Modeling: Teacher will lead a discussion about how each side had very different views about each battle depending on their success. Students will get into a group of 3 and take turns reading chapters 13 & 14 of *Rifles for Watie*. Guided Practice: Teacher will ask some clarification questions based on the text: How did the soldiers feel about Clardy after they went into town? Why did Lucy blame the Union when her brother went	Objective: Students will read and understand the Gettysburg address and how each side perceived it. Anticipatory set: What is the Gettysburg address? Who gave it? Why is it so famous? Today we're going to go into more dept about it. Input/Modeling: Teacher will give some background to the address, and read the Gettysburg address aloud to the class pausing to ask questions to check for understanding. Ask for clarification about what words and concepts mean. Read through it again. Guided Practice: Ask students what the most powerful parts are to them. In their journals, have them pretend that they were there when Lincoln gave the Gettysburg address. Write a paragraph telling what the address was like, what the crowd was doing, how you felt, etc. Closure: Ask students to	Objective: Students will analyze different accounts of the Civil War and noting the differences. Anticipatory Set: What side do you think you would want to fight on based on what we've learned and read in *Rifles for Watie?* Input/Modeling: We have been talking about the different accounts of the Civil War. Today, we're going to read a chapter of *Rifles for Watie* and you're going to have the opportunity to take one of the sides of the Civil War. Read Chapter 15 as a class. Guided Practice: Ask students how they felt when they read the chapter and Jeff finding with woman with the dead husband, and the horses who had to be put down. Have students get with a partner. One group member will represent a Confederate and the other a Union citizen. Discuss the following questions with your partner and	Objective: Student will demonstrate understanding of the multiple accounts of the Civil War. Anticipatory Set: How did the Confederates and Union soldiers see the war the same? How did they see it differently? Input/Modeling: Students will complete assessment. Students will write from the perspective of a Union soldier and the other from a Confederate Soldier. Write a letter home to someone in your family. The main goal will be to show the different sides of the war. Make sure to use the conventions of letter writing that you've already learned. Include what side you are fighting for, what you've seen during the war, how you feel about the side you're fighting for and how you feel about the other side. Make sure to include similarities and differences between the two sides. Give students rubric that they will be

	similarities. Ask students for an example of a reason the Union soldiers fought that was different from the Confederates. Ask the same question about why the Confederates fought. Ask about a similarity. Have students get with a partner and fill in the rest of the diagram. Closure: The two armies experienced the Civil War in different ways and in similar ways in some cases. Ask students to share their Venn Diagram.	missing? Tell students that they will be writing in their journals as a Confederate who lived in the town that the Union army looted. Write a Journal entry in your journal about what happened and how you felt when it happened. Closure: Ask students to share their entries. Talk about that there are two sides to every event in the Civil War.	share. How do you think a citizen of the Confederacy would have felt if they were there? What would they think about the address?	answering the following questions on a sheet of paper: Pretend that you are a Confederate or a Union Citizen: Describe the account of the situation when Jeff found the woman with the dead husband? How are your accounts different? How do the soldiers feel about war? Is it the same of different based on your accounts? Why do you think that there are similarities between soldiers on the opposing sides? Give students time to discuss and answer questions with their partners. Closure: Have students share some of the similarities and differences in their accounts.	graded on. Give students time to work on the letter. Collect letters for assessment Closure: Ask students what side they are on and how they feel about the side they are on. Tell students that during the next lesson they will be working with a partner tomorrow to share their perspectives.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and	Students will read chapter 11 & 12 of *Rifles for Watie.* (Students will	Students will answer: How did the Union or Confederacy decide that	Students will answer: What is the Gettysburg address? Who gave it?	Students will discuss: What side do you think you would want to fight	Students will discuss: How did the Confederates and Union

Timeline	have already read chapters 1-10) Students will answer questions about the text including: Why did they have to impress the Tahlequah Indians? What does Jeff realize about war? Students will fill in similarities and differences on a Venn Diagram about the reasons why soldiers on both sides fought in the Civil War. Students will share their Venn Diagram.	they were successful a battle? How do you think the Confederacy perceived the attack on Fort Sumter? How did the Union perceive The first Battle of Bull Run? Students will read chapters 13 & 14 of *Rifles for Watie* in a group. Students will answer: How did the soldiers feel about Clardy after they went into town? Why did Lucy blame the Union when her brother went missing? Students will write in their journals as a Confederate who lived in the town that the Union army looted. Include what happened and how you felt when it happened. Students will share their entries.	Why is it so famous? Today we're going to go into more dept about it. Students will listen to the Gettysburg address. Students will, in their journals, pretend that they were there when Lincoln gave the Gettysburg address. They will write a paragraph telling what the address was like, what the crowd was doing, how you felt, etc. Students will discuss: How do you think a citizen of the Confederacy would have felt if they were there? What would they think about the address?	on based on *Rifles for Watie?* Students will read Chapter 15 as a class. Students will get with a partner. One group member will represent a Confederate and the other a Union citizen. Students will discuss the following questions with a partner and answer the following questions on a sheet of paper: describe the account of the situation when Jeff found the woman with the dead husband? How are your accounts different? How do the soldiers feel about war? Is it the same of different based on your accounts? Why do you think that there are similarities between soldiers on the opposing sides? Students will share some of the similarities and differences in their accounts.	soldiers see the war the same? How did they see it differently? Students will complete assessment. Students will write from the perspective of a Union soldier and the other from a Confederate Soldier.

Civil War Perspectives

Union Similarities Confederacy

The Gettysburg Address:

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Civil War Letter Content Rubric

Assessment

Did you include what side you are fighting for	___/2
Include how you feel about the side you're fighting for?	___/2
Include how you feel about the other side?	___/2
Did you include important similarities in opinion between the sides?	___/2
Did you include differences in opinion between the sides?	___/2

Score: _____/10

Each criterion is worth two points. Students will score a 0 if they did not address the criterion, a 1 if they partially addressed it, and a 2 if they addressed it completely. 7 out of 10 points is the minimum needed for mastery.

Number correct:	Percent:	
0-4	0% -49%	Falls Far Below
5-6	50%-69%	Approaches
7-10	70%-100%	Meets Mastery Level