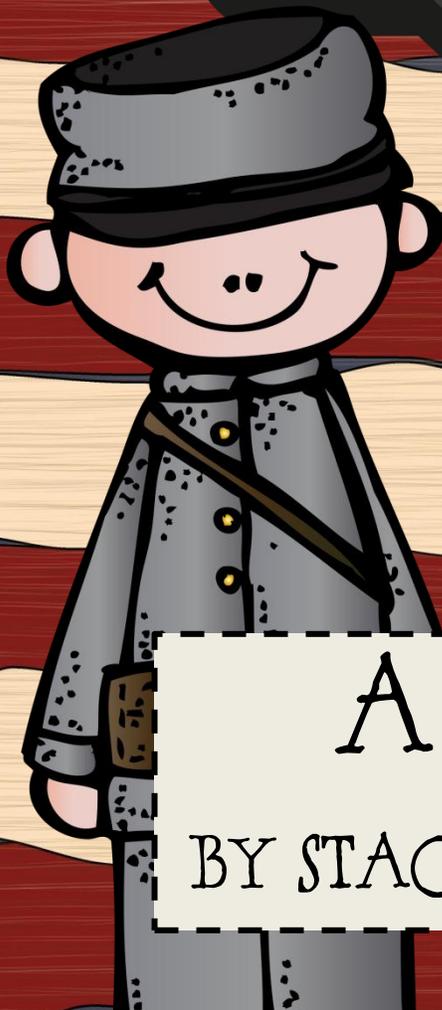


COMMON
CORE
ALIGNED!

CIVIL WAR ON SUNDAY

BY MARY POPE OSBORNE



A UNIT

BY STACY MICKELSON

HELLO AND THANK YOU FOR PURCHASING MY "CIVIL WAR ON SUNDAY UNIT". THIS UNIT OFFERS A HUGE ARRAY OF ACTIVITIES TO BUILD COMPREHENSION AND INTRODUCE HISTORICAL FICTION TO YOUR CLASS. THROUGH THE MAGIC TREE HOUSE SERIES BY MARY POPE OSBORNE, YOUR STUDENTS CAN BE TRANSPORTED INTO HISTORY IN AN ENGAGING AND EASY-TO-READ FORMAT.



ALL OF THE ACTIVITIES CONTAINED IN THIS HUGE UNIT ARE COMMON CORE ALIGNED FOR THIRD AND FOURTH GRADE STUDENTS. YOU WILL WANT A COPY OF THE TEXT FOR EACH STUDENT, OR AT LEAST FOR EACH PAIR OF STUDENTS.

THERE ARE DETAILED LESSON PLANS THAT GIVE YOU 12 FULL DAYS OF ACTIVITIES, INCLUDING ASSESSMENTS. THERE IS ALSO A HISTORICAL FIGURE STUDY ELEMENT THAT COULD EASILY ADD 4-5 MORE DAYS!

SO THANKS AGAIN AND BE SURE TO HEAD BACK TO MY TPT STORE TO FOLLOW ME AND LEAVE FEEDBACK!

~STACY

TABLE OF CONTENTS

- LESSON PLANS
- WORK PACK COVER SHEET - COLOR/BW
- VOCABULARY AND DEFINITION CARDS
- RF.4 - VOCABULARY WORKSHEETS AND KEY - COLOR/BW
- KWL CHART - COLOR/BW
- RL.1 - COMPREHENSION QUESTIONS AND KEY - COLOR/BW
- RF.4 - READER'S RESPONSE - COLOR/BW
- RL.3 - SEQUENCE OF EVENTS - COLOR/BW
 - JACK'S CONTRIBUTIONS
 - ANNIE'S CONTRIBUTIONS
 - CLARA'S CONTRIBUTIONS
- RL.5 - CHAPTER SPEAK - COLOR/BW
- RL.6 - POINT OF VIEW - COLOR/BW
 - LINCOLN VS. DAVIS
 - UNION SOLDIER VS. CONFEDERATE SOLDIER
- RI.7 - MAP - WHERE DO YOU LIVE? - COLOR/BW
- W.7 & RI.7 - MAP - WHERE WAS THIS BATTLE? - COLOR/BW
- COMPARISON CONTRAST - COLOR/BW
 - JOHN AND JACK
 - CLARA AND ANNIE
- W.7 - CLARA BARTON AND KEY - COLOR/BW
- RL.6 - GETTYSBURG ADDRESS - COLOR/BW
- RI.7 - CIVIL WAR TIMELINE AND KEY - COLOR/BW
- W.1 - OPINION PIECE GRAPHIC ORGANIZER
 - SLAVERY PRO/CON CHART
 - LINED WRITING PAPER - COLOR/BW
- W.7 - HISTORICAL FIGURE STUDY/PRESENTATIONS
 - DATA COLLECTION FORM
 - LINED WRITING PAPER - COLOR/BW
 - RUBRICS
- MAKE A QUADRAMA INSTRUCTIONS
- RI.7 - TIMELINE REVIEW CARDS
- RF.4 - VOCABULARY TEST AND KEY
- RL.1 - COMPREHENSION TEST AND KEY
- RI.7 - TIMELINE TEST AND KEY
- SOURCES
- CREDITS

LESSON PLANS

EACH DAY IS ROUGHLY 90–120 MINUTES OF WORK. YOU MAY COMPLETE EACH OF THE LESSONS FOR ANY GIVEN DAY IN ANY ORDER THAT YOU CHOOSE. I HAVE LISTED THE INSTRUCTIONS IN THE ORDER IN WHICH I WOULD CONDUCT THE LESSONS.

PREP WORK

KWL AND COMPARE–CONTRAST GRAPHIC ORGANIZERS

- YOU MAY WANT TO CONSIDER MAKING AN EXTRA COPY OF THE KWL AND COMPARE/CONTRAST G.O. TO BE PROJECTED ONTO THE BOARD VIA TRANSPARENCY OR DOCUMENT CAMERA. IF YOU HAVE A PROJECTOR OR SMARTBOARD, YOU COULD ALSO PULL THE PDF OF THE KWL/VENN UP AND SHOW IT ON THE SCREEN.

VOCABULARY AND DEFINITION CARDS

- YOU MAY WISH TO COPY EACH CARD OUT ONTO COLORED PAPER (IE. YELLOW FOR THE TERM AND BLUE FOR THE DEFINITION) OR IN BLACK AND WHITE. IF YOU CHOOSE THE BLACK AND WHITE OPTION, YOU COULD GLUE EACH CARD ONTO A COLORED PIECE OF PAPER BEFORE LAMINATING. I LIKE TO INCORPORATE COLOR WHENEVER POSSIBLE, BECAUSE IT HELPS MY VISUAL LEARNERS HOOK TO THE WORD WITH COLOR.
- CUT APART AND LAMINATE THE CARDS FOR DURABILITY.
- I PREFER TO KEEP THESE CARDS IN MY POCKET CHARTS FOR EASY REFERENCE. HOWEVER, A BULLETIN BOARD WOULD WORK JUST AS WELL. I RECOMMEND KEEPING THE WORDS VISIBLE FOR THE ENTIRE UNIT SO THAT THE STUDENTS CAN REFER TO THEM WHEN THEY ARE WORKING ON THE VARIOUS PROJECTS AND ASSIGNMENTS.

COMPREHENSION QUESTIONS/READER'S RESPONSE/VOCABULARY WORKSHEETS

- COPY EACH IN COLOR OR B/W DEPENDING ON YOUR DISTRICT'S RESOURCES.

- I ALWAYS FOUND THAT PUTTING ALL OF THESE PAPERS INTO A SINGLE BUNDLE IS A GREAT WAY TO KEEP TRACK OF THE VARIOUS PAPERS. YOU SIMPLY CAN COLLECT THE PACKETS AT THE END OF YOUR LESSONS OR HAVE THE STUDENTS STORE THEM IN EITHER THEIR DESK OR A SAFE PLACE IN THE CLASSROOM. SO YOU MAY CONSIDER STAPLING ALL OF THE PAGES INTO A PACKET. I HAVE INCLUDED A CUTE COVER IF YOU CHOOSE THIS OPTION.
- THIS METHOD PROVIDES YOU WITH THE OPPORTUNITY TO CONDUCT SPOT CHECKS OR PROVIDE FEEDBACK.
- YOU COULD ALSO INCLUDE ALL OF THE OTHER WORKSHEETS IN THE UNIT IN THIS PACKET.

VOCABULARY REVIEW GAME

- COPY AND CUT APART A SECOND SET OF VOCABULARY TERMS AND DEFINITIONS.
- SEE "OPEN FIRE! VOCAB REVIEW GAME" DIRECTIONS IN LESSON PLANS.

TIMELINE REVIEW GAME

- COPY AND CUT APART EACH CARD.
- GLUE EACH CARD TO VARIOUS COLORS OF CONSTRUCTION PAPER, THEN LAMINATE.
- SEE "MATCH IT TIMELINE REVIEW GAME" DIRECTIONS IN LESSON PLANS.

DAY 1

CCSS ALIGNMENT: RL.1, RL.10, RI.7, RF.1, RF.4

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- WRITE WHAT THEY KNOW AND WANT TO KNOW ABOUT THE CIVIL WAR.
- DISCUSS AND SHARE KEY VOCABULARY WORDS AND THEIR DEFINITIONS.
- MATCH KEY VOCABULARY WORDS WITH THEIR DEFINITIONS.
- READ WITH FLUENCY AND EXPRESSION.
- DISCUSS AND RECORD ANSWERS TO COMPREHENSION QUESTIONS ABOUT THE TEXT READ.
- THINK AND WRITE CRITICALLY ABOUT BEING BRAVE IN SCARY SITUATIONS.
- APPLY KNOWLEDGE GAINED FROM USING A MAP.

ACTIVITIES: THE STUDENTS WILL –

- COMPLETE THE FIRST TWO COLUMNS OF A KWL CHART.
- MATCH VOCABULARY TERMS TO THEIR DEFINITIONS.
- COMPLETE VOCABULARY WORKSHEET FOR CHAPTER 1–2.
- READ CHAPTER 1–2 IN THE TEXT: "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- COMPLETE COMPREHENSION QUESTIONS FOR CHAPTERS 1–2.
- COMPLETE READER'S RESPONSE QUESTION FOR CHAPTERS 1–2.
- USE A MAP TO DETERMINE IF THEY WOULD BE PART OF THE UNION OR THE CONFEDERACY.

LESSONS:

KWL

- HAND OUT THE KWL AND ASK THE STUDENTS TO THINK ABOUT WHAT THEY ALREADY KNOW ABOUT THE CIVIL WAR. HAVE STUDENT SHARE WHAT THEY KNOW AND DIRECT THEM TO PUT THEIR IDEAS IN THE K

COLUMN OF THEIR CHART. YOU MAY WANT TO COPY A FEW OF THE IDEAS ONTO YOUR OWN PAGE FOR REFERENCE LATER.

- THE STUDENTS SHOULD TRY TO THINK OF 4–5 THINGS THEY KNOW.
- NOW ASK THE STUDENTS TO THINK ABOUT WHAT THEY WOULD LIKE TO LEARN AS THEY PROGRESS THROUGH THIS UNIT. THIS SECTION SHOULD BE WRITTEN IN QUESTION FORMS. AGAIN, HAVE VOLUNTEERS SHARE THEIR QUESTIONS AND RECORD THEM ON THE MASTER KWL.
- THE STUDENTS SHOULD TRY TO THINK OF 2–3 QUESTIONS.
- EXPLAIN TO THE STUDENTS THAT YOU WILL BE COMING BACK TO THEIR KWLS AT THE END OF THE UNIT TO COMPLETE THE L COLUMN. THEY WILL BE LOOKING TO ANSWER THEIR QUESTIONS IN THE W COLUMN, AS WELL AS COME UP WITH SOMETHING NEW.

VOCABULARY

- GRAB THE VOCAB AND DEF. CARDS FOR THE FOLLOWING WORDS: DREARY, WOUNDED, SCORCHING, WEARY, GLARING, LEND.
- POST EACH OF THESE WORDS ON YOUR POCKET CHART OR BULLETIN BOARD.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK EACH WORD MEANS.
- POST THE DEFINITION NEXT TO EACH WORD THAT IT DEFINES.
- ASK THE STUDENTS TO BE WORD DETECTIVES AS THEY READ TO TRY AND SPOT EACH WORD IN CHAPTER 1 OR 2.

VOCABULARY WORKSHEET

- HAND OUT "VOCABULARY: CHAPTER 1–2" WORKSHEET TO THE STUDENTS.
- HAVE THE STUDENTS COMPLETE THE WORKSHEET BY WRITING THE WORD IN THE BOX OF ITS DEFINITION.

READ CH. 1–2

- GIVE EACH STUDENT – OR PAIR OF STUDENTS – A COPY OF THE TEXT "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- YOU MAY WANT TO HAVE THE STUDENTS READ ALOUD, TO A PARTNER, OR SILENTLY. IT ALL DEPENDS ON THE LEVEL OF YOUR CLASS.
- YOU MAY ALSO WANT TO INTRODUCE THE COMPREHENSION QUESTIONS BEFORE YOU BEGIN READING AS A WAY TO BUILD PRIOR KNOWLEDGE AND TO ESTABLISH A GOOD TEST-TAKING STRATEGY.

COMPREHENSION QUESTIONS FOR CH. 1–2

- AGAIN, YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE THE QUESTIONS AS A WHOLE CLASS, IN PAIRS, OR INDEPENDENTLY. THEN MEET BACK UP TO CONFER AND DECIDE ON A FINAL ANSWER FOR EACH QUESTION.
- PLEASE NOTE: THE QUESTIONS USED HERE TO CHECK COMPREHENSION ARE ALSO USED ON THE FINAL READING COMPREHENSION TEST. SO YOU CAN USE THIS AS A REVIEW THROUGHOUT THE UNIT.

READER'S RESPONSE FOR CH. 1-2

- THIS ACTIVITY GIVES THE STUDENTS THE CHANCE TO THINK CRITICALLY ABOUT WHAT THEY HAVE READ AND TRY TO CONNECT IT TO THEIR OWN LIVES.
- THIS IS BEST DONE INDEPENDENTLY AND WOULD WORK WELL AS AN EXIT SLIP.

MAP - WHERE DO YOU LIVE?

- HAND OUT THE MAP-WHERE DO YOU LIVE? WORKSHEET. SPEND SOME TIME GETTING FAMILIAR WITH THE MAP, REFERRING TO THE KEY FOR IMPORTANT INFORMATION LIKE BOUNDARIES, FREE STATES, SLAVE STATES, OR TERRITORIES.
- ASK STUDENTS TO LOCATE YOUR STATE ON THE MAP. TALK ABOUT WHERE IT IS LOCATED AND WHICH "SIDE" OF THE CIVIL WAR YOUR STATE WAS ON.
- THE STUDENTS SHOULD CIRCLE THE STATE THEY LIVE IN AND WHICH FLAG WOULD BE FLYING IN THEIR FRONT YARD IF THEY LIVED DURING THE TIME OF THE CIVIL WAR.
- NOW ASK STUDENTS TO SHARE WHY THEY WOULD EITHER BE ON THE SIDE OF THE NORTH OR THE SOUTH.

DAY 2

CCSS ALIGNMENT: RL.1, RL.10, RI.7, RF.4, W.7

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- DISCUSS AND SHARE KEY VOCABULARY WORDS AND THEIR DEFINITIONS.
- MATCH KEY VOCABULARY WORDS WITH THEIR DEFINITIONS.
- READ WITH FLUENCY AND EXPRESSION.
- DISCUSS AND RECORD ANSWERS TO COMPREHENSION QUESTIONS ABOUT THE TEXT READ.
- THINK AND WRITE CRITICALLY ABOUT THE ROLE “THE LIST” PLAYED IN THE TEXT.
- RESEARCH AND USE A MAP TO ANSWER QUESTIONS.

ACTIVITIES: THE STUDENTS WILL–

- MATCH VOCABULARY TERMS TO THEIR DEFINITIONS
- COMPLETE A VOCABULARY WORKSHEET FOR CHAPTER 3–4.
- READ CHAPTERS 3–4 IN THE TEXT : “CIVIL WAR ON SUNDAY” BY MARY POPE OSBORNE.
- COMPLETE COMPREHENSION QUESTIONS FOR CHAPTERS 3–4.
- COMPLETE READER’S RESPONSE QUESTION FOR CHAPTERS 3–4.
- USE A WEBSITE TO RESEARCH BATTLE SITES AND MAKE A DECISION BASED ON THAT RESEARCH

LESSONS:

VOCABULARY

- GRAB THE VOCAB AND DEF. CARDS FOR THE FOLLOWING WORDS: VOLUNTEER, SCENE, COTS, ELDERLY, PLANTATION, LADLE.
- POST EACH OF THESE WORDS ON YOUR POCKET CHART OR BULLETIN BOARD.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK EACH WORD MEANS.
- POST THE DEFINITION NEXT TO EACH WORD THAT IT DEFINES.

- ASK THE STUDENTS TO BE WORD DETECTIVES AS THEY READ TO TRY AND SPOT EACH WORD IN CHAPTER 3 OR 4.

VOCABULARY WORKSHEET

- HAND OUT "VOCABULARY: CHAPTER 3-4" WORKSHEET TO THE STUDENTS.
- HAVE THE STUDENTS COMPLETE THE WORKSHEET BY WRITING THE WORD IN THE BOX OF ITS DEFINITION.

READ CH. 3-4

- GIVE EACH STUDENT – OR PAIR OF STUDENTS – A COPY OF THE TEXT "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- YOU MAY WANT TO HAVE THE STUDENTS READ ALOUD, TO A PARTNER, OR SILENTLY. IT ALL DEPENDS ON THE LEVEL OF YOUR CLASS.
- YOU MAY ALSO WANT TO INTRODUCE THE COMPREHENSION QUESTIONS BEFORE YOU BEGIN READING AS A WAY TO BUILD PRIOR KNOWLEDGE AND TO ESTABLISH A GOOD TEST-TAKING STRATEGY.

COMPREHENSION QUESTIONS FOR CH. 3-4

- AGAIN, YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE THE QUESTIONS AS A WHOLE CLASS, IN PAIRS, OR INDEPENDENTLY. THEN MEET BACK UP TO CONFER AND DECIDE ON A FINAL ANSWER FOR EACH QUESTION.
- PLEASE NOTE: THE QUESTIONS USED HERE TO CHECK COMPREHENSION ARE ALSO USED ON THE FINAL READING COMPREHENSION TEST. SO YOU CAN USE THIS AS A REVIEW THROUGHOUT THE UNIT.

READER'S RESPONSE FOR CH. 3-4

- THIS ACTIVITY GIVES THE STUDENTS THE CHANCE TO THINK CRITICALLY ABOUT WHAT THEY HAVE READ AND TRY TO CONNECT IT TO THEIR OWN LIVES.
- THIS IS BEST DONE INDEPENDENTLY AND WOULD WORK WELL AS AN EXIT SLIP.

MAP – WHERE WAS THIS BATTLE?

- HAND OUT THE "WHERE WAS THIS BATTLE?" WORKSHEET TO THE STUDENTS. READ THE PROMPT AT THE TOP OF THE PAGE.
- EXPLAIN TO THE CLASS THAT THIS ACTIVITY HAS THEM DOING RESEARCH ON THE ACTUAL BATTLES AROUND RICHMOND, VA DURING

THE CIVIL WAR AND THAT MAYBE THE AUTHOR OF "CIVIL WAR ON SUNDAY" WAS TALKING ABOUT A REAL BATTLE.

- YOU DO THIS ACTIVITY ONE OF TWO WAYS - DEPENDING ON YOUR BUILDING RESOURCES. FIRST, YOU CAN DO THE RESEARCH TOGETHER, PROJECTING THE WEBSITE ONTO A SCREEN AND GO THROUGH EACH BATTLE TOGETHER. OR YOU CAN HAVE THE STUDENTS WORK IN PAIRS. I LIKE THE SECOND OPTION BECAUSE IT GETS THE STUDENTS THINKING CRITICALLY ABOUT THE BATTLES AND HOLD THEM MORE ACCOUNTABLE TO THE INFORMATION PRESENTED.
- YOU MAY CHOOSE TO HAVE EACH PAIRING PRESENT THEIR CHOICE TO THE WHOLE CLASS AND EXPLAIN THEIR DECISION.

DAY 3

CCSS ALIGNMENT: RL.1, RL.10, RF.4, W.7

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- DISCUSS AND SHARE KEY VOCABULARY WORDS AND THEIR DEFINITIONS.
- MATCH KEY VOCABULARY WORDS WITH THEIR DEFINITIONS.
- READ WITH FLUENCY AND EXPRESSION.
- DISCUSS AND RECORD ANSWERS TO COMPREHENSION QUESTIONS ABOUT THE TEXT READ.
- THINK AND WRITE CRITICALLY ABOUT MAKING A DIFFERENCE IN THE WORLD.
- RESEARCH A HISTORICAL FIGURE.

ACTIVITIES: THE STUDENTS WILL –

- MATCH VOCABULARY TERMS TO THEIR DEFINITIONS
- COMPLETE A VOCABULARY WORKSHEET 5–6.
- READ CHAPTERS 5–6 FROM THE TEXT: "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- COMPLETE COMPREHENSION QUESTIONS FOR CHAPTERS 5–6.
- COMPLETE READER RESPONSE FOR CHAPTER 5–6
- USE THE INTERNET TO LEARN MORE ABOUT CLARA BARTON.

LESSONS:

VOCABULARY

- GRAB THE VOCAB AND DEF. CARDS FOR THE FOLLOWING WORDS: CANNONS, STRETCHERS, DITCHES, MUSKET, AMBULANCE, TRENCHES.
- POST EACH OF THESE WORDS ON YOUR POCKET CHART OR BULLETIN BOARD.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK EACH WORD MEANS.
- POST THE DEFINITION NEXT TO EACH WORD THAT IT DEFINES.

- ASK THE STUDENTS TO BE WORD DETECTIVES AS THEY READ TO TRY AND SPOT EACH WORD IN CHAPTER 5 OR 6.

READ CH. 5-6

- GIVE EACH STUDENT – OR PAIR OF STUDENTS – A COPY OF THE TEXT “CIVIL WAR ON SUNDAY” BY MARY POPE OSBORNE.
- YOU MAY WANT TO HAVE THE STUDENTS READ ALOUD, TO A PARTNER, OR SILENTLY. IT ALL DEPENDS ON THE LEVEL OF YOUR CLASS.
- YOU MAY ALSO WANT TO INTRODUCE THE COMPREHENSION QUESTIONS BEFORE YOU BEGIN READING AS A WAY TO BUILD PRIOR KNOWLEDGE AND TO ESTABLISH A GOOD TEST-TAKING STRATEGY.

COMPREHENSION QUESTIONS FOR CH. 5-6

- AGAIN, YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE THE QUESTIONS AS A WHOLE CLASS, IN PAIRS, OR INDEPENDENTLY. THEN MEET BACK UP TO CONFER AND DECIDE ON A FINAL ANSWER FOR EACH QUESTION.
- PLEASE NOTE: THE QUESTIONS USED HERE TO CHECK COMPREHENSION ARE ALSO USED ON THE FINAL READING COMPREHENSION TEST. SO YOU CAN USE THIS AS A REVIEW THROUGHOUT THE UNIT.

READER'S RESPONSE FOR CH. 5-6

- THIS ACTIVITY GIVES THE STUDENTS THE CHANCE TO THINK CRITICALLY ABOUT WHAT THEY HAVE READ AND TRY TO CONNECT IT TO THEIR OWN LIVES.
- THIS IS BEST DONE INDEPENDENTLY AND WOULD WORK WELL AS AN EXIT SLIP.

CLARA BARTON

- THIS PAGE CAN BE DONE IN A SIMILAR FASHION TO THE MAP – WHERE WAS THIS BATTLE? WORKSHEET. YOU CAN COMPLETE IT TOGETHER OR PAIR THE STUDENTS UP TO COMPLETE ON THEIR OWN.
- USE THE WEBSITE PROVIDED TO COMPLETE CLARA'S SPEECH BUBBLE.

DAY 4

CCSS ALIGNMENT: RL.1, RL.10, RF.4

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- DISCUSS AND SHARE KEY VOCABULARY WORDS AND THEIR DEFINITIONS.
- MATCH KEY VOCABULARY WORDS WITH THEIR DEFINITIONS.
- READ WITH FLUENCY AND EXPRESSION.
- DISCUSS AND RECORD ANSWERS TO COMPREHENSION QUESTIONS ABOUT THE TEXT.
- THINK AND WRITE CRITICALLY ABOUT MAKING TOUGH CHOICES.
- COMPARE AND CONTRAST CHARACTERS IN THE TEXT.

ACTIVITIES: THE STUDENTS WILL –

- MATCH VOCABULARY TERMS TO THEIR DEFINITIONS
- COMPLETE A VOCABULARY WORKSHEET 7–8.
- READ CHAPTERS 7–8 FROM THE TEXT: "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- COMPLETE COMPREHENSION QUESTIONS FOR CHAPTERS 7–8.
- COMPLETE READER'S RESPONSE FOR CHAPTERS 7–8
- COMPLETE A COMPARISON/CONTRAST GRAPHIC ORGANIZER.

LESSONS:

VOCABULARY

- GRAB THE VOCAB AND DEF. CARDS FOR THE FOLLOWING WORDS: RAGGED, CANTEEN, TWILIGHT, ENEMIES, DAMPENED, DRUMBEAT.
- POST EACH OF THESE WORDS ON YOUR POCKET CHART OR BULLETIN BOARD.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK EACH WORD MEANS.
- POST THE DEFINITION NEXT TO EACH WORD THAT IT DEFINES.
- ASK THE STUDENTS TO BE WORD DETECTIVES AS THEY READ TO TRY AND SPOT EACH WORD IN CHAPTER 7 OR 8.

READ CH. 7-8

- GIVE EACH STUDENT – OR PAIR OF STUDENTS – A COPY OF THE TEXT “CIVIL WAR ON SUNDAY” BY MARY POPE OSBORNE.
- YOU MAY WANT TO HAVE THE STUDENTS READ ALOUD, TO A PARTNER, OR SILENTLY. IT ALL DEPENDS ON THE LEVEL OF YOUR CLASS.
- YOU MAY ALSO WANT TO INTRODUCE THE COMPREHENSION QUESTIONS BEFORE YOU BEGIN READING AS A WAY TO BUILD PRIOR KNOWLEDGE AND TO ESTABLISH A GOOD TEST-TAKING STRATEGY.

COMPREHENSION QUESTIONS FOR CH. 7-8

- AGAIN, YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE THE QUESTIONS AS A WHOLE CLASS, IN PAIRS, OR INDEPENDENTLY. THEN MEET BACK UP TO CONFER AND DECIDE ON A FINAL ANSWER FOR EACH QUESTION.
- PLEASE NOTE: THE QUESTIONS USED HERE TO CHECK COMPREHENSION ARE ALSO USED ON THE FINAL READING COMPREHENSION TEST. SO YOU CAN USE THIS AS A REVIEW THROUGHOUT THE UNIT.

READER'S RESPONSE FOR CH. 7-8

- THIS ACTIVITY GIVES THE STUDENTS THE CHANCE TO THINK CRITICALLY ABOUT WHAT THEY HAVE READ AND TRY TO CONNECT IT TO THEIR OWN LIVES.
- THIS IS BEST DONE INDEPENDENTLY AND WOULD WORK WELL AS AN EXIT SLIP.

COMPARE/CONTRAST GRAPHIC ORGANIZERS

- THOUGH THIS SKILL IS NOT A 3RD GRADE STANDARD, I STILL FELT IT WAS NECESSARY FOR THE STUDENTS TO DRAW ON THE SIMILARITIES AND DIFFERENCES BETWEEN CHARACTERS IN THE STORY.
- YOU MAY WISH TO HAVE THE STUDENTS ONLY COMPLETE ONE C/C PAGE OR BOTH. STUDENTS SIMPLY NEED TO THINK OF TWO SIMILARITIES AND THREE DIFFERENCES BETWEEN THE CHARACTERS, AND FILL THOSE OBSERVATIONS INTO THE APPROPRIATE BUBBLE.

DAY 5

CCSS ALIGNMENT: RL.1, RL.5, RL.10, RF.4

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- DISCUSS AND SHARE KEY VOCABULARY WORDS AND THEIR DEFINITIONS.
- MATCH KEY VOCABULARY WORDS WITH THEIR DEFINITIONS.
- READ WITH FLUENCY AND EXPRESSION.
- DISCUSS AND RECORD ANSWERS TO COMPREHENSION QUESTIONS ABOUT THE TEXT.
- THINK AND WRITE CRITICALLY ABOUT HOW TO COME TO AN AGREEMENT.
- REFER TO TEXT PARTS AND DESCRIBE HOW EACH PART BUILDS ON EARLIER SECTIONS

ACTIVITIES: THE STUDENTS WILL –

- MATCH VOCABULARY WORDS WITH THEIR DEFINITIONS.
- COMPLETE A VOCABULARY WORKSHEET 9–10.
- READ CHAPTERS 9–10 IN THE TEXT: "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- COMPLETE COMPREHENSION QUESTIONS FOR CHAPTERS 9–10.
- COMPLETE READER'S RESPONSE FOR CH. 9–10
- COMPLETE A CHAPTER SPEAK ACTIVITY.

LESSONS:

KWL

- RETURN EACH STUDENT'S KWL AND ASK THEM TO SILENTLY READ EACH OF THEIR ENTRIES ON THE K AND W COLUMNS.
- ASK THEM IF ANY OF THEIR QUESTIONS GOT ANSWERED THROUGH THE COURSE OF THE UNIT.
- HAVE THE STUDENT WRITE 4–5 THINGS THEY LEARNED.

VOCABULARY

- GRAB THE VOCAB AND DEF. CARDS FOR THE FOLLOWING WORDS: HORIZON, CEASE, CRUEL, PUZZLED, DASHED, VANISH.
- POST EACH OF THESE WORDS ON YOUR POCKET CHART OR BULLETIN BOARD.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK EACH WORD MEANS.
- POST THE DEFINITION NEXT TO EACH WORD THAT IT DEFINES.
- ASK THE STUDENTS TO BE WORD DETECTIVES AS THEY READ TO TRY AND SPOT EACH WORD IN CHAPTER 9 OR 10.

VOCABULARY WORKSHEET FOR CH. 9-10

- HAND OUT "VOCABULARY: CHAPTER 9-10" WORKSHEET TO THE STUDENTS.
- HAVE THE STUDENTS COMPLETE THE WORKSHEET BY WRITING THE WORD IN THE BOX OF ITS DEFINITION.

READ CH. 9-10

- GIVE EACH STUDENT – OR PAIR OF STUDENT – A COPY OF THE TEXT "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- YOU MAY WANT TO HAVE THE STUDENTS READ ALOUD, TO A PARTNER, OR SILENTLY. IT ALL DEPENDS ON THE LEVEL OF YOUR CLASS.
- YOU MAY ALSO WANT TO INTRODUCE THE COMPREHENSION QUESTIONS BEFORE YOU BEGIN READING AS A WAY TO BUILD PRIOR KNOWLEDGE AND TO ESTABLISH A GOOD TEST-TAKING STRATEGY.

COMPREHENSION QUESTIONS FOR CH. 9-10

- AGAIN, YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE THE QUESTIONS AS A WHOLE CLASS, IN PAIRS, OR INDEPENDENTLY. THEN MEET BACK UP TO CONFER AND DECIDE ON A FINAL ANSWER FOR EACH QUESTION.
- PLEASE NOTE: THE QUESTIONS USED HERE TO CHECK COMPREHENSION ARE ALSO USED ON THE FINAL READING COMPREHENSION TEST. SO YOU CAN USE THIS AS A REVIEW THROUGHOUT THE UNIT.

READER'S RESPONSE FOR CH. 9-10

- THIS ACTIVITY GIVES THE STUDENTS THE CHANCE TO THINK CRITICALLY ABOUT WHAT THEY HAVE READ AND TRY TO CONNECT IT TO THEIR OWN LIVES.
- THIS IS BEST DONE INDEPENDENTLY AND WOULD WORK WELL AS AN EXIT SLIP.

CHAPTER SPEAK

- THIS ACTIVITY HAS THE STUDENTS EXPLAINING AND DESCRIBE STORY EVENTS AND HOW THEY BUILD UPON ONE ANOTHER.
- HAND OUT THE CHAPTER SPEAK WORKSHEET AND DIRECT THE STUDENTS TO THE SECTION IN CH. 3 WHEN JACK AND ANNIE RECEIVE THE LIST.
- HELP THE STUDENTS FIND THE FOLLOWING SCENES IN WHICH THEY USE EACH ITEM.
- REMIND THE STUDENTS THAT THEY MUST DESCRIBE WHEN IN THE STORY AND HOW THE CHARACTERS USE THE LIST.

DAYS 6-7

CCSS ALIGNMENT: RL.3

OBJECTIVES: AS A RESULT OF THIS LESSON, THE STUDENTS WILL BE ABLE TO -

- PUT IMPORTANT EVENTS IN ORDER USING THE TERMS: FIRST, THEN, NEXT, AND LAST.
- BUILD AND ILLUSTRATE A QUADRAMA.
- DESCRIBE HOW CHARACTERS' ACTIONS CONTRIBUTE TO THE SEQUENCE OF EVENTS.

ACTIVITIES: THE STUDENTS WILL -

- DETERMINE THE FOUR MOST IMPORTANT EVENTS IN THE TEXT: "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE.
- DRAW AND COLOR THE EVENTS THAT TOOK PLACE THROUGHOUT THE TEXT.
- COMPLETE A CONTRIBUTION TO THE SEQUENCE OF EVENT WORKSHEET.

LESSON:

QUADRAMA

- THIS IS A GREAT WAY TO APPEAL TO THE VISUAL LEARNERS IN YOUR CLASS. WORK ON STORY CONTENT, AND MASTER A COMPREHENSION SKILL ALL AT THE SAME TIME!
- SEE THE INSTRUCTIONS IN THE UNIT ON HOW TO CREATE AND ASSEMBLE THE QUADRAMA.

CONTRIBUTION TO THE SEQUENCE OF EVENTS

- THERE ARE THREE CHARACTERS IN THIS STORY THAT HELP TO GUIDE THE SEQUENCE OF EVENTS: JACK, ANNIE AND CLARA. THIS ACTIVITY HAS THE STUDENTS THINKING CRITICALLY ABOUT THOSE CHARACTER'S ACTIONS AND HOW THEY CONTRIBUTE TO THE STORY LINE.
- YOU MAY CHOOSE TO HAVE THE STUDENTS COMPLETE JUST ONE CHARACTER OF THEIR CHOOSING OR ALL.

- DISCUSS WITH THE CLASS THE CHARACTER'S TRAITS, MOTIVATIONS, AND FEELINGS BEFORE HANDING OUT THE WORKSHEET. DISCUSS THAT THOSE FEELINGS AND MOTIVATIONS ARE WHAT GUIDES THEM TO THE CHOICES THEY MAKE, ULTIMATELY CHANGING THE SEQUENCE OF EVENTS.
- HAND OUT THE APPROPRIATE WORKSHEET AND DISCUSS HOW THAT PARTICULAR CHARACTER CONTRIBUTED TO "WHERE" THE STORY LED.

DAY 8

CCSS ALIGNMENT: RL.6, RL.10

OBJECTIVES: AS A RESULT OF THIS LESSON, THE STUDENTS WILL BE ABLE TO –

- DESCRIBE THE POINT OF VIEW OF HISTORICAL FIGURES ATTRIBUTED TO THE TEXT.
- DESCRIBE THEIR OWN POINT OF VIEW ABOUT THE GETTYSBURG ADDRESS.
- READ FLUENTLY AND WITH EXPRESSION.

ACTIVITY: THE STUDENTS WILL –

- RELATE TO AND EXPLAIN THE POSSIBLE POINTS OF VIEW OF HISTORICAL FIGURES FROM THE TIME OF THE CIVIL WAR.
- READ AND RESPOND TO THE GETTYSBURG ADDRESS.

LESSON:

POINTS OF VIEW

- THIS ACTIVITY TAKES YOUR STUDENTS OUTSIDE THE TEXT AND GETS THEM THINKING ABOUT THE POINTS OF VIEW OF KEY FIGURES FROM THIS HISTORICAL EVENT.
- START OUT BY TALKING ABOUT THE PRESIDENTS OF THE UNION AND CONFEDERACY: LINCOLN AND DAVIS. ASK THE STUDENTS HOW EACH MAY HAVE FELT ABOUT THE CIVIL WAR. WHY IT BEGAN, WHAT CAUSED IT, HOW IT COULD HAVE BEEN PREVENTED? HOW DID EACH VIEW THE WAR AND WHAT COULD BE DONE NEXT?
- YOU MAY WANT TO WRITE DOWN STUDENT RESPONSES ON CHART PAPER FOR EASY REFERENCE.
- COMPLETE THE SOLDIER POV PAGE IN A SIMILAR MANNER. HERE, THE SOLDIERS MIGHT HAVE A DIFFERENT POINT OF VIEW THAN THAT OF THEIR COMMANDER'S IN CHIEF. ASK THE STUDENTS TO SHARE HOW EACH SOLDIER MIGHT HAVE FELT ABOUT THE WAR AND WHAT SHOULD BE DONE ABOUT BRINGING IT TO A SPEEDY CONCLUSION.

- HAVE STUDENTS COMPLETE THE PAGES IN FIRST PERSON POINT OF VIEW: USING "I".

THE GETTYSBURG ADDRESS

- IN THIS ACTIVITY, THE STUDENTS GET TO VOICE THEIR OWN OPINION OR POINT OF VIEW ON PRESIDENT LINCOLN'S MOST FAMOUS SPEECH, THE GETTYSBURG ADDRESS.
- EXPLAIN TO THE STUDENTS THAT LINCOLN HAD BEEN CALLED TO GIVE THIS SPEECH AFTER THE BATTLE OF GETTYSBURG. SO MANY MEN WERE KILLED IN THIS BATTLE THAT THEY HAD TO BE BURIED RIGHT WHERE THEY LAY. PEOPLE FELT THAT THE LAND SHOULD BE TURNED INTO A CEMETERY TO HONOR THE DEAD THAT ARE BURIED THERE. LINCOLN'S SPEECH WAS MEANT TO CONSECRATE THE LAND BUT IT ENDED UP MEANING SO MUCH MORE TO THE AMERICAN PEOPLE.
- HAND OUT THE PROVIDED COPY OF THE GETTYSBURG ADDRESS AND READ IT TOGETHER. BE SURE TO EXPLAIN CERTAIN PARTS TO THE CLASS TO ENSURE COMPLETE COMPREHENSION.
- ASK VOLUNTEERS TO SHARE WHAT THEY THINK CERTAIN PARTS MEANT.
- HAND OUT THE RESPONSE SHEET. HAVE STUDENTS WRITE ABOUT WHAT THE ADDRESS MEANT TO THEM.

DAY 9

CCSS ALIGNMENT: RI.7

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- COMPLETE A TIMELINE OF EVENTS.
- UTILIZE A WEBSITE TO FIND IMPORTANT INFORMATION.
- THINK CRITICALLY ABOUT WHAT THEY LEARNED ABOUT THE CIVIL WAR.

ACTIVITIES: THE STUDENTS WILL –

- CUT AND GLUE EVENTS ONTO A TIMELINE WORKSHEET
- USE WWW.HISTORY-TIMELINES.ORG.UK/EVENTS-TIMELINES/02-CIVIL-WAR-TIMELINE.HTM TO FIND THE EVENTS THAT SURROUND THE CIVIL WAR.
- COMPLETE THE "L" OF THE KWL PREVIOUSLY STARTED.

LESSONS:

WEBSITE

- USING YOUR SMARTBOARD OR PROJECTOR, GO TO WWW.HISTORY-TIMELINES.ORG.UK/EVENTS-TIMELINES/02-CIVIL-WAR-TIMELINE.HTM AND USE THE SITE TO LEARN MORE ABOUT THE CIVIL WAR.

TIMELINE

- HAND OUT THE "CIVIL WAR TIMELINE" WORKSHEET. HAVE THE STUDENTS GLUE OR TAPE THE TWO SHEETS TOGETHER TO MAKE ONE LONG TIMELINE.
- USE THE ABOVE LINK TO FIND THE DATES AND WORK TOGETHER TO GET ALL OF THE EVENTS IN THE CORRECT ORDER.

KWL

- HAVE THE STUDENTS LOCATE THEIR KWL AND COMPLETE THE "L" OF THE CHART. THEY WILL WANT TO TRY AND ANSWER THE QUESTIONS THEY HAD FROM THE "W" SECTION, AS WELL AS, NEW THINGS.

DAY 10–11

CCSS ALIGNMENT: W.1, W.5

OBJECTIVES: AS A RESULT OF THESE LESSONS, THE STUDENTS WILL BE ABLE TO –

- WRITE AN OPINION PIECE, SUPPORTING A POINT OF VIEW WITH REASONS.
- USE THE WRITING PROCESS TO STRENGTHEN AND IMPROVE WRITING SKILLS.

ACTIVITIES: THE STUDENTS WILL –

- READ AND DISCUSS SLAVERY AND IF THERE WAS ANYTHING GOOD THAT CAME OUT OF IT.
- WRITE ABOUT THEIR OPINION ON THE TOPIC OF SLAVERY, SUPPORTING THEIR OPINION WITH REASONS.

LESSONS

WRITE AN OPINION PIECE

- PRESENT THE TOPIC TO THE CLASS. REMIND THEM THAT THEIR OPINION IS SOMETHING THAT IS THEIR OWN, NOT SOMETHING TO JUMP ON THE BAND–WAGON.
- HAND OUT THE PROS AND CONS LIST AND THE OPINION GRAPHIC ORGANIZER. ASK THE STUDENTS TO THINK CAREFULLY ABOUT THEIR OPINIONS AND USE THE PROS AND CONS LIST TO HELP SUPPORT THEIR OPINIONS WITH REASONS. THEY ALSO NEED TO USE TRANSITION WORDS SUCH AS: BECAUSE, THEREFORE, SINCE, AND FOR EXAMPLE.
- THIS GRAPHIC ORGANIZER WILL GUIDE THE STUDENTS TO WRITING A 5 PARAGRAPH ESSAY.
- FOLLOW THE WRITING PROCESS AND USE PEER AND ADULT ASSISTANCE TO PLAN, REVISE AND EDIT.
- I HAVE PROVIDED LINED PAPER FOR FINAL DRAFTS.

DAY 12

OPEN FIRE VOCAB REVIEW GAME

- TO RELEASE A LITTLE TENSION ON TEST DAY, I LIKE TO DO A VOCABULARY REVIEW GAME THAT IS FUN AND GETS THE BUTTERFLIES OUT.
- MAKE AN EXTRA SET OF VOCAB AND DEF. CARDS AND CUT EACH APART.
- HAND OUT THE STRIPS TO THE CLASS AND INSTRUCT THEM TO CRUMPLE EACH INTO A LOOSE BALL.
- ON THE COUNT OF THREE, TELL THE STUDENTS TO UNLEASH THEIR "CANNONBALLS" ON EACH OTHER. GIVE THEM A MINUTE OR TWO TO GET REALLY INTO IT!
- CALL "CEASE FIRE" AND INSTRUCT THEM TO PICK UP TWO SNOWBALLS EACH.
- ASK FOR VOLUNTEERS TO READ A WORD/DEFINITION THEY HAVE IN THEIR HAND.
- ASK THE REST OF THE CLASS IF THEY HAVE THE MATCH FOR THAT WORD/DEFINITION.
- GO AROUND THE CLASS FOR EACH WORD.
- CONTINUE WITH AS MANY ROUNDS OF FIGHTING AS YOU DESIRE!

READING VOCABULARY TEST

- HAND OUT THE READING VOCABULARY TEST TO YOUR CLASS.
- COMPLETE THE TEST CONSISTENT WITH YOUR TESTING ROUTINE.

MATCH IT TIMELINE REVIEW GAME

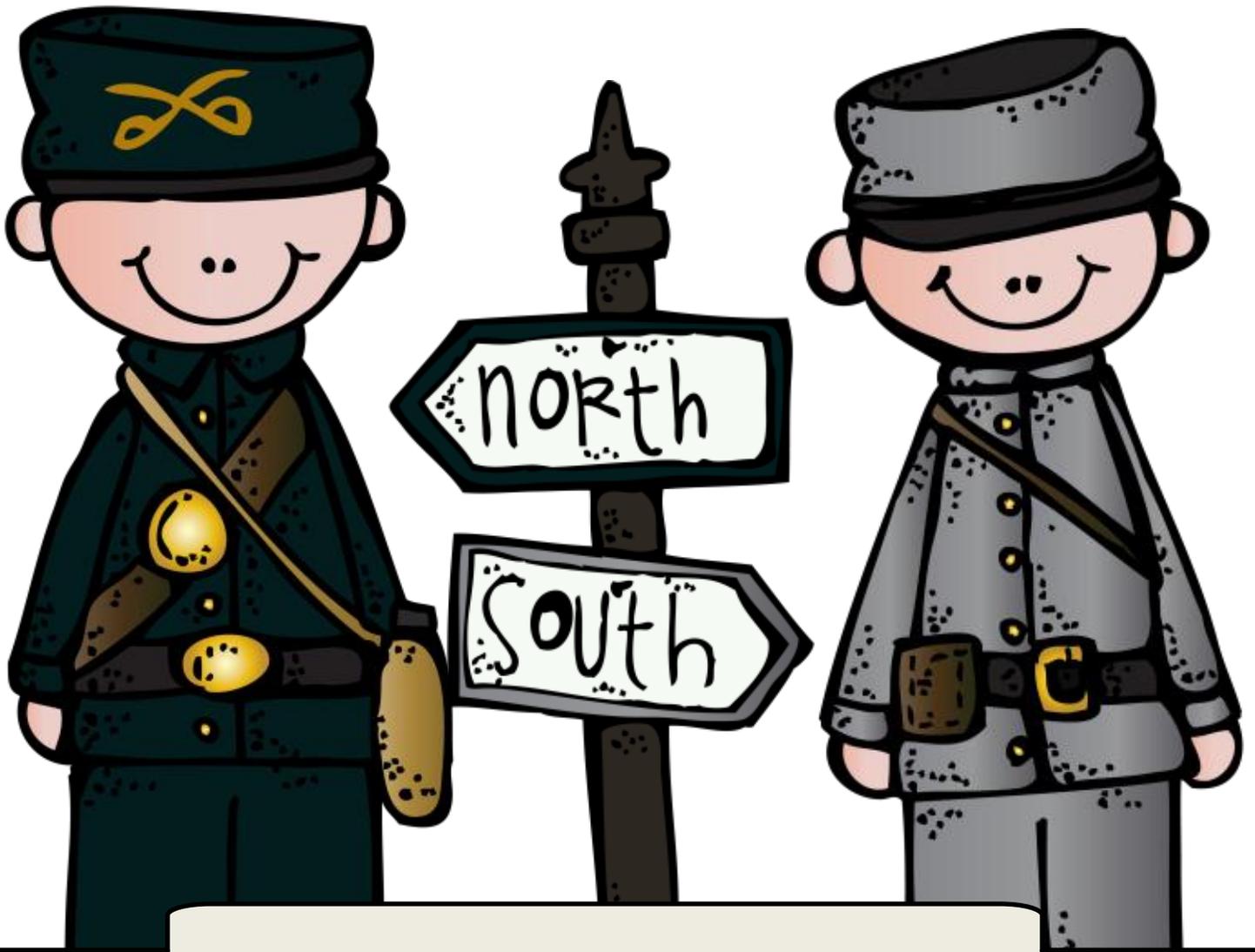
- TAKE THE SET OF TIMELINE REVIEW CARDS AND HAND THEM OUT TO THE CLASS.
- ASK THE STUDENTS TO READ THEIR CARD AND FIND THEIR MATCH.
- ONCE EVERYONE HAS MATCHED, READ THE DATES AND EVENTS ALOUD.
- IF YOU HAVE A BIG CLASS, YOU MAY NEED TO DO SEVERAL ROUND OF THIS TO GIVE EVERYONE A TURN.

COMPREHENSION QUESTIONS

- STUDENTS MAY ALSO USE THE QUESTIONS AS A REVIEW FOR THE TEST.

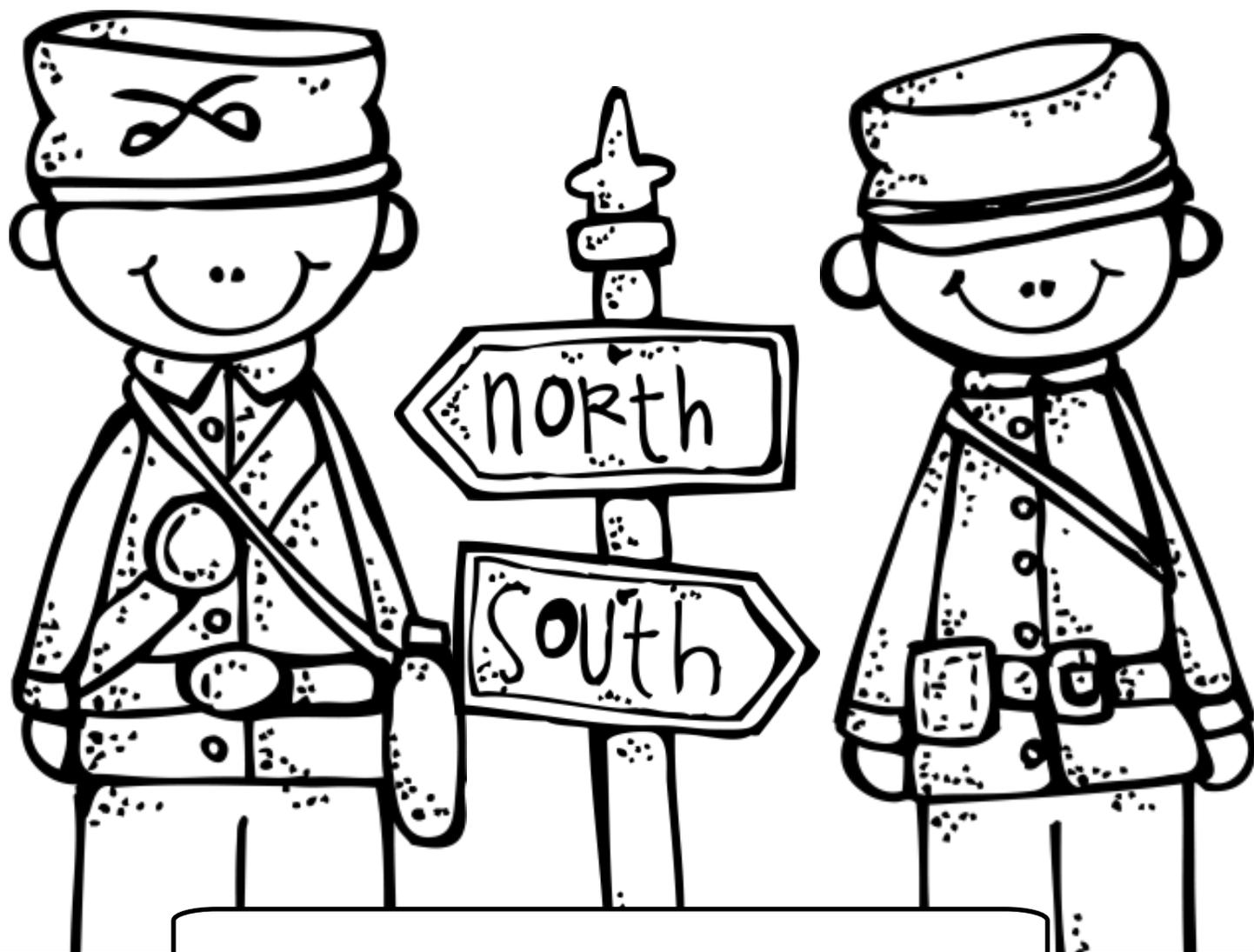
READING COMPREHENSION TEST

- HAND OUT THE READING COMPREHENSION TEST.
- COMPLETE THE TEST CONSISTENT WITH YOUR TESTING ROUTINE.



MY CIVIL WAR
ON SUNDAY
WORK PACK

NAME _____



MY CIVIL WAR
ON SUNDAY
WORK PACK

NAME _____

DREARY

HAVING NOTHING TO
PROVIDE CHEER

WOUNDED

AN INJURY

SCORCHING

BURNING, VERY HOT

WEARY

EXHAUSTED IN
STRENGTH

GLARING

A SHINING WITH
UNCOMFORTABLY
BRIGHT LIGHT

LEND

TO ALLOW TEMPORARY
USE OF

VOLUNTEER

SOMEONE WHO WORKS
WITHOUT BEING PAID

SCENE

THE VIEW OF A PLACE

COTS

A NARROW,
COLLAPSIBLE BED

ELDERLY

PAST MIDDLE AGE, AN
OLDER PERSON

PLANTATION

A LARGE FARM IN A
HOT CLIMATE

LADLE

A SPOON WITH A LONG
HANDLE

CANNONS

A WEAPON THAT FIRES
HEAVY, METAL BALLS

STRETCHERS

USED TO CARRY
SOMEONE WHO IS SICK
OR INJURED

DITCHES

A LONG, NARROW
CHANNEL DUG IN THE
GROUND

MUSKET

A GUN WITH A LONG
BARREL

AMBULANCE

A VEHICLE USED TO
MOVE PEOPLE TO A
HOSPITAL

TRENCHES

A LONG, DEEP CHANNEL,
SIMILAR TO A DITCH

RAGGED

FRAYED OR TORN

CANTEEN

A SMALL CONTAINER
USED BY SOLDIERS TO
CARRY WATER

TWILIGHT

A TIME OF DAY JUST
AFTER SUNSET

ENEMIES

SOMEBODY WHO HATES
OR SEEKS TO DO HARM

DAMPENED

TO MAKE SOMETHING
SLIGHTLY WET

DRUMBEAT

A SOUND MADE BY
BEATING A DRUM

HORIZON

THE LINE OF LAND THAT
MEETS THE SKY

CEASE

TO END

CRUEL

CAUSING PAIN ON
PURPOSE

PUZZLED

CONFUSED OR BAFFLED

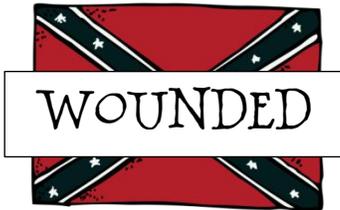
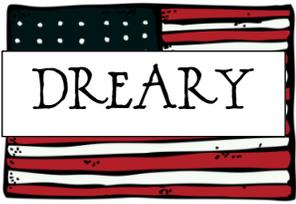
DASHED

TO RUN QUICKLY

VANISH

TO DISAPPEAR

VOCABULARY - CH. 1-2



BURNING, VERY
HOT

EXHAUSTED IN
STRENGTH

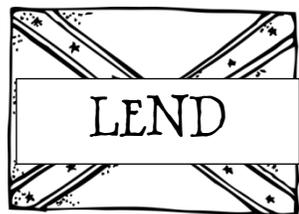
TO ALLOW
TEMPORARY USE
OF

HAVING NOTHING
TO PROVIDE
CHEER

AN INJURY

A SHINING WITH
UNCOMFORTABLY
BRIGHT LIGHT

VOCABULARY - CH. 1-2



BURNING, VERY
HOT

EXHAUSTED IN
STRENGTH

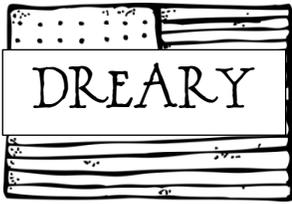
TO ALLOW
TEMPORARY USE
OF

HAVING NOTHING
TO PROVIDE
CHEER

AN INJURY

A SHINING WITH
UNCOMFORTABLY
BRIGHT LIGHT

VOCABULARY - CH. 1-2 - KEY



BURNING, VERY
HOT

SCORCHING

EXHAUSTED IN
STRENGTH

WEARY

TO ALLOW
TEMPORARY USE
OF

LEND

HAVING NOTHING
TO PROVIDE
CHEER

DREARY

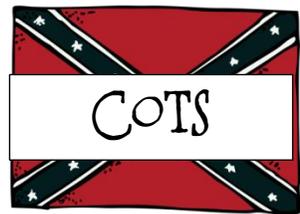
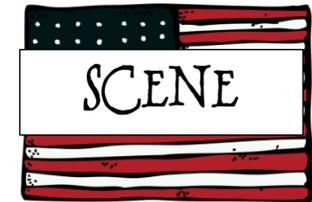
AN INJURY

WOUNDED

A SHINING WITH
UNCOMFORTABLY
BRIGHT LIGHT

GLARING

VOCABULARY - CH. 3-4

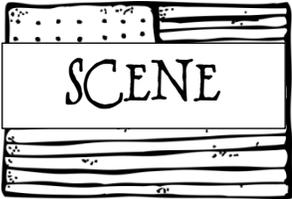


<p>A SPOON WITH A LONG HANDLE</p>	<p>A NARROW, COLLAPSIBLE BED</p>
<p>SOMEONE WHO WORKS WITHOUT BEING PAID</p>	<p>A LARGE FARM IN A HOT CLIMATE</p>
<p>PAST MIDDLE AGE, AN OLDER PERSON</p>	<p>THE VIEW OF A PLACE</p>

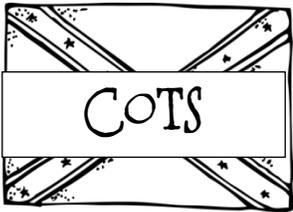
VOCABULARY - CH. 3-4



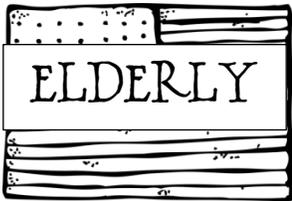
VOLUNTEER



SCENE



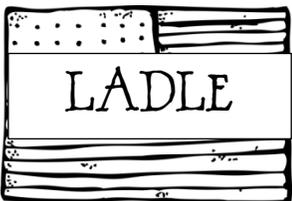
COTS



ELDERLY



PLANTATION



LADLE

A SPOON WITH A
LONG HANDLE

A NARROW,
COLLAPSIBLE BED

SOMEONE WHO
WORKS WITHOUT
BEING PAID

A LARGE FARM
IN A HOT
CLIMATE

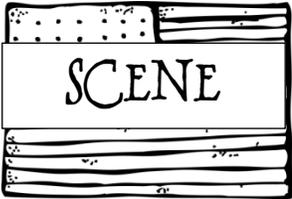
PAST MIDDLE AGE,
AN OLDER PERSON

THE VIEW OF A
PLACE

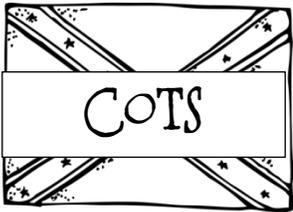
VOCABULARY - CH. 3-4 - KEY



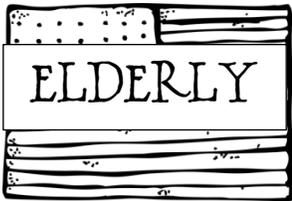
VOLUNTEER



SCENE



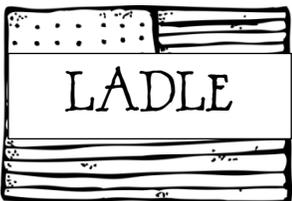
COTS



ELDERLY



PLANTATION



LADLE

A SPOON WITH A
LONG HANDLE

LADLE

A NARROW,
COLLAPSIBLE BED

COTS

SOMEONE WHO
WORKS WITHOUT
BEING PAID

VOLUNTEER

A LARGE FARM
IN A HOT
CLIMATE

PLANTATION

PAST MIDDLE AGE,
AN OLDER PERSON

ELDERLY

THE VIEW OF A
PLACE

SCENE

VOCABULARY - CH. 5-6



CANNONS



STRETCHERS



DITCHES



MUSKET



AMBULANCE



TRENCHES

USED TO CARRY
SOMEONE WHO IS
SICK OR INJURED

A GUN WITH A
LONG BARREL

A LONG, DEEP
CHANNEL
SIMILAR TO A
DITCH

A WEAPON
THAT FIRES
HEAVY METAL
BALLS

A VEHICLE USED
TO MOVE PEOPLE
TO A HOSPITAL

A LONG,
NARROW
CHANNEL DUG
IN THE GROUND

VOCABULARY - CH. 5-6



CANNONS



STRETCHERS



DITCHES



MUSKET



AMBULANCE



TRENCHES



USED TO CARRY
SOMEONE WHO IS
SICK OR INJURED

A GUN WITH A
LONG BARREL

A LONG, DEEP
CHANNEL
SIMILAR TO A
DITCH

A WEAPON
THAT FIRES
HEAVY METAL
BALLS

A VEHICLE USED
TO MOVE PEOPLE
TO A HOSPITAL

A LONG,
NARROW
CHANNEL DUG
IN THE GROUND

VOCABULARY - CH. 5-6 - KEY



CANNONS



STRETCHERS



DITCHES



MUSKET



AMBULANCE



TRENCHES



USED TO CARRY
SOMEONE WHO IS
SICK OR INJURED

STRETCHERS

A GUN WITH A
LONG BARREL

MUSKET

A LONG, DEEP
CHANNEL
SIMILAR TO A
DITCH

TRENCHES

A WEAPON
THAT FIRES
HEAVY METAL
BALLS

CANNON

A VEHICLE USED
TO MOVE PEOPLE
TO A HOSPITAL

AMBULANCE

A LONG,
NARROW
CHANNEL DUG
IN THE GROUND

DITCHES

VOCABULARY - CH. 7-8



RAGGED



CANTEEN



TWILIGHT



ENEMIES



DAMPENED



DRUMBEAT

TO MAKE
SOMETHING
SLIGHTLY WET

A SMALL
CONTAINER
USED BY SOLDIERS
TO CARRY
WATER

A TIME OF DAY
JUST AFTER
SUNSET

A SOUND MADE
BY BEATING A
DRUM

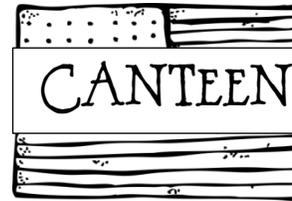
SOMEBODY WHO
HATES OR SEEKS
TO DO HARM

FRAYED OR
TORN

VOCABULARY - CH. 7-8



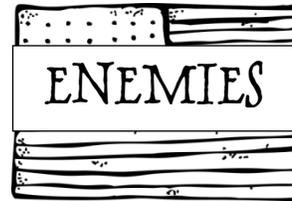
RAGGED



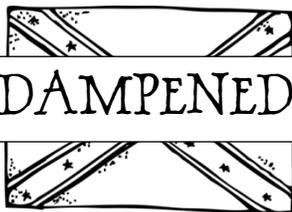
CANTEEN



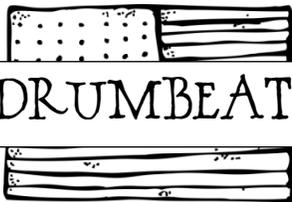
TWILIGHT



ENEMIES



DAMPENED



DRUMBEAT

TO MAKE
SOMETHING
SLIGHTLY WET

A SMALL
CONTAINER
USED BY SOLDIERS
TO CARRY
WATER

A TIME OF DAY
JUST AFTER
SUNSET

A SOUND MADE
BY BEATING A
DRUM

SOMEBODY WHO
HATES OR SEEKS
TO DO HARM

FRAYED OR
TORN

VOCABULARY - CH. 7-8 - KEY



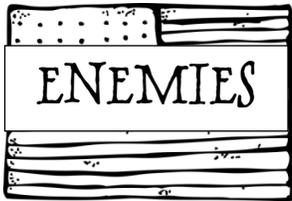
RAGGED



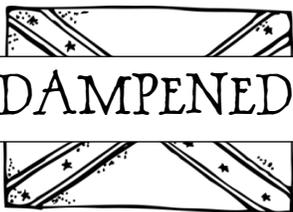
CANTEEN



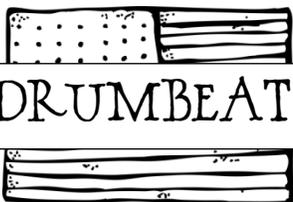
TWILIGHT



ENEMIES



DAMPENED



DRUMBEAT

TO MAKE
SOMETHING
SLIGHTLY WET

DAMPENED

A SMALL
CONTAINER
USED BY SOLDIERS
TO CARRY
WATER

CANTEEN

A TIME OF DAY
JUST AFTER
SUNSET

TWILIGHT

A SOUND MADE
BY BEATING A
DRUM

DRUMBEAT

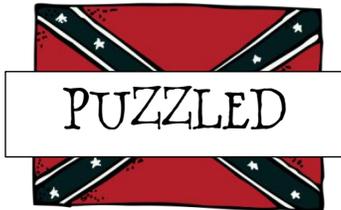
SOMEBODY WHO
HATES OR SEEKS
TO DO HARM

ENEMIES

FRAYED OR
TORN

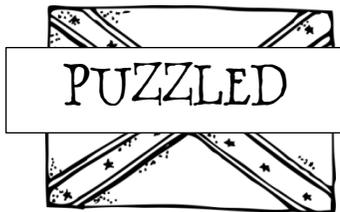
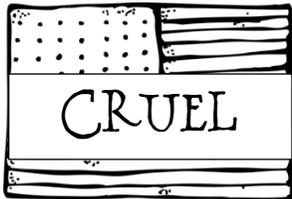
RAGGED

VOCABULARY - CH. 9-10



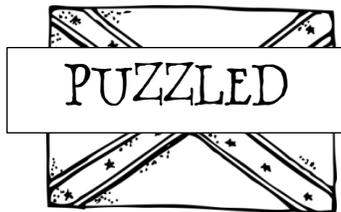
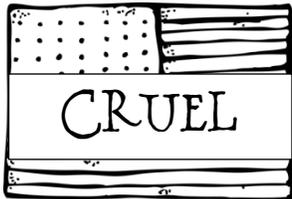
<p>THE LINE OF LAND THAT MEETS THE SKY</p>	<p>CAUSING PAIN ON PURPOSE</p>
<p>CONFUSED OR BAFFLED</p>	<p>TO DISAPPEAR</p>
<p>TO END</p>	<p>TO RUN QUICKLY</p>

VOCABULARY - CH. 9-10



<p>THE LINE OF LAND THAT MEETS THE SKY</p>	<p>CAUSING PAIN ON PURPOSE</p>
<p>CONFUSED OR BAFFLED</p>	<p>TO DISAPPEAR</p>
<p>TO END</p>	<p>TO RUN QUICKLY</p>

VOCABULARY - CH. 9-10 - KEY



THE LINE OF
LAND THAT
MEETS THE SKY

HORIZON

CAUSING PAIN
ON PURPOSE

CRUEL

CONFUSED OR
BAFFLED

PUZZLED

TO DISAPPEAR

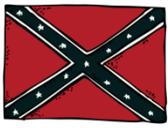
VANISH

TO END

CEASE

TO RUN
QUICKLY

DASHED



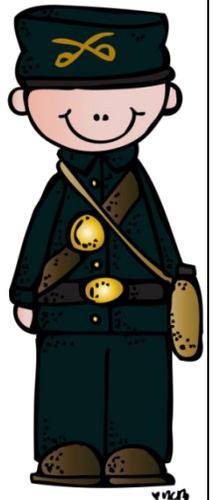
NAME _____

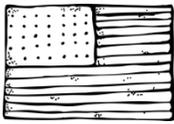
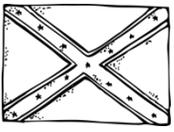
KWL - THE CIVIL WAR

WHAT I KNOW

WANT TO KNOW

WHAT I LEARNED





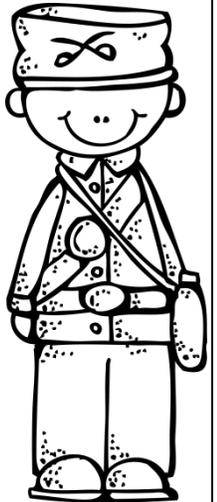
NAME _____

KWL - THE CIVIL WAR

WHAT I KNOW

WANT TO KNOW

WHAT I LEARNED



COMPREHENSION QUESTIONS

RL.1

CH. 1-2

1. WHO LEFT THE NOTE FOR JACK AND ANNIE IN THE MAGIC TREE HOUSE?
2. WHAT TIME OF YEAR DO YOU THINK IT WAS WHEN JACK AND ANNIE ARRIVED AT THE CIVIL WAR? HOW DO YOU KNOW?
3. WHERE WERE ALL OF THE INJURED MEN GOING?
4. WHEN DID THE CIVIL WAR OCCUR?
5. WHY DID JACK DESCRIBE THE CIVIL WAR AS A "CRUEL" WAR?
6. HOW DID JACK KNOW THE INJURED MEN WERE UNION SOLDIERS?

NAME _____

COMPREHENSION QUESTIONS

RL.1

CH. 3-4

1. WHO GAVE THE LIST TO FOLLOW TO ANNIE?
2. WHAT DID THE LIST SAY?
3. WHERE IS THE BATTLE THAT THE WOUNDED MEN ARE COMING FROM?
4. WHEN DID JACK WANT TO LEAVE?
5. WHY DID THE AFRICAN-AMERICAN SOLDIER ASK JACK IF HE COULD SEE THE FUTURE?
6. HOW DID ANNIE REACT WHEN SHE HEARD CLARA BARTON HAD RETURNED? WHY DO YOU THINK SHE REACTED THAT WAY?

NAME _____

COMPREHENSION QUESTIONS

RL1

CH. 5-6

1. WHO WAS CLARA BARTON?
2. WHAT WAS HER NICKNAME?
3. WHERE DID CLARA TAKE ANNIE AND JACK?
4. WHEN DID THEY ALL STOP FOR WATER?
5. WHY DID CLARA TELL ANNIE AND JACK TO KEEP LOW?
6. HOW DID JACK FEEL ABOUT THE CANNON FIRE?

NAME _____

COMPREHENSION QUESTIONS

RL.1

CH. 7-8

1. WHO WAS THE FIRST SOLDIER THAT CLARA AND THE KIDS HELPED?
2. WHAT DID CLARA SAY WHEN JACK ASKED IF THEY COULD PUT CONFEDERATE AND UNION SOLDIERS TOGETHER?
3. WHERE WERE THE SOLDIERS SITTING WHEN THEY FOUND JOHN THE DRUMMER BOY?
4. WHY DID JACK THINK "*IN ANOTHER TIME AND PLACE, THEY MIGHT HAVE BEEN FRIENDS*"?
5. HOW DID JACK AND ANNIE BRING DOWN THE INJURED SOLDIER'S FEVER?

NAME _____

COMPREHENSION QUESTIONS

RL.1

CH. 9-10

1. WHO TELLS JACK AND ANNIE TO GO HOME?
2. WHAT DOES JACK THINK ABOUT GOING HOME?
3. WHERE WERE THE SOLDIERS SINGING?
4. WHEN DID JACK AND ANNIE FINALLY GO BACK TO THE TREE HOUSE?
5. WHY DID JACK ASK ABOUT THEIR GREAT-GREAT-GREAT GRANDFATHER?
6. HOW DO JACK AND ANNIE GET HOME AGAIN?

NAME _____

CH. 1–2

7. WHO LEFT THE NOTE FOR JACK AND ANNIE IN THE MAGIC TREE HOUSE?

MORGAN THE ENCHANTRESS LEAVES MESSAGES FOR JACK AND ANNIE.

8. WHAT TIME OF YEAR DO YOU THINK IT WAS WHEN JACK AND ANNIE ARRIVED AT THE CIVIL WAR? HOW DO YOU KNOW?

IT WAS SUMMER WHEN JACK AND ANNIE LANDED IN THE CIVIL WAR. I KNOW THIS BECAUSE THEY TALKED ABOUT HOW HOT THEY WERE IN THEIR CLOTHES.

9. WHERE WERE ALL OF THE INJURED MEN GOING?

THE INJURED MEN WERE LOOKING FOR A FIELD HOSPITAL.

10. WHEN DID THE CIVIL WAR OCCUR?

THE CIVIL WAR WAS FROM 1861 TO 1865.

11. WHY DID JACK DESCRIBE THE CIVIL WAR AS A "CRUEL" WAR?

HE READ ABOUT HOW THE CIVIL WAR KILLED MORE PEOPLE THAN ANY OTHER AMERICAN WAR.

12. HOW DID JACK KNOW THE INJURED MEN WERE UNION SOLDIERS?

THE MEN WERE WEARING BLUE UNIFORMS.

NAME _____

CH. 3–4

7. WHO GAVE THE LIST TO FOLLOW TO ANNIE?

ONE OF THE NURSES IN THE FIELD HOSPITAL GAVE ANNIE THE LIST TO FOLLOW.

8. WHAT DID THE LIST SAY?

THE LIST SAID: BE CHEERFUL, LESSEN SORROW AND GIVE HOPE, BE BRAVE, PUT ASIDE YOUR OWN FEELINGS, AND DON'T GIVE UP.

9. WHERE IS THE BATTLE THAT THE WOUNDED MEN ARE COMING FROM?

THE NURSE SAID THAT THE MEN WERE COMING FROM A BATTLE NEAR RICHMOND.

10. WHEN DID JACK WANT TO LEAVE?

JACK WANTED TO LEAVE AS SOON AS THEY GOT THE LIST. HE DIDN'T WANT TO STAY AROUND ALL THE INJURED MEN.

11. WHY DID THE AFRICAN-AMERICAN SOLDIER ASK JACK IF HE COULD SEE THE FUTURE?

JACK TRIED TO MAKE THE MAN FEEL BETTER ABOUT LOSING HIS FAMILY SO HE GAVE THE MAN HOPE FOR THE FUTURE.

12. HOW DID ANNIE REACT WHEN SHE HEARD CLARA BARTON HAD RETURNED? WHY DO YOU THINK SHE REACTED THAT WAY?

ANNIE WAS EXCITED. ANNIE MUST HAVE READ ABOUT CLARA BEFORE.

NAME _____

CH. 5–6

7. WHO WAS CLARA BARTON?

CLARA BARTON WAS A WOMAN WHO DEDICATED HER LIFE TO EASING THE PAIN FOR INJURED SOLDIERS DURING THE CIVIL WAR.

8. WHAT WAS HER NICKNAME?

CLARA'S NICKNAME WAS "THE ANGEL OF THE BATTLEFIELD".

9. WHERE DID CLARA TAKE ANNIE AND JACK?

CLARA NEEDED TO GO BACK TO THE BATTLEFIELD AND GET MORE INJURED MEN.

10. WHEN DID THEY ALL STOP FOR WATER?

THEY STOPPED FOR WATER RIGHT AFTER THEY SAW THE TRENCHES.

11. WHY DID CLARA TELL ANNIE AND JACK TO KEEP LOW?

CANNON AND MUSKET FIRE WERE GOING OFF ALL ROUND THEM.

12. HOW DID JACK FEEL ABOUT THE CANNON FIRE?

HE WAS VERY SCARED SO HE HAD TO KEEP TELLING HIMSELF TO BE BRAVE.

NAME _____

CH. 7–8

6. WHO WAS THE FIRST SOLDIER THAT CLARA AND THE KIDS HELPED?

THE FIRST PERSON THEY HELPED WAS A CONFEDERATE SOLDIER.

7. WHAT DID CLARA SAY WHEN JACK ASKED IF THEY COULD PUT CONFEDERATE AND UNION SOLDIERS TOGETHER?

CLARA SAID "SOMETIMES MEN ARE SIMPLY TOO SICK AND TIRED TO BE ENEMIES ANYMORE."

8. WHERE WERE THE SOLDIERS SITTING WHEN THEY FOUND JOHN THE DRUMMER BOY?

THE SOLDIERS WERE WAITING UNDER SOME TREES.

9. WHY DID JACK THINK "*IN ANOTHER TIME AND PLACE, THEY MIGHT HAVE BEEN FRIENDS*"?

JACK REALIZED THAT THE MEN FIGHTING IN THE CIVIL WAR WERE MORE ALIKE THAN DIFFERENT.

10. HOW DID JACK AND ANNIE BRING DOWN THE INJURED SOLDIER'S FEVER?

CLARA TOLD THEM TO WET SOME CLOTHS AND PAT THEIR FACES. WHEN THEY GOT BACK TO THE FIELD HOSPITAL, THEY USED ICE.

NAME _____

CH. 9–10

7. WHO TELLS JACK AND ANNIE TO GO HOME?

CLARA TELLS THEM IT IS TIME FOR THEM TO GO HOME.

8. WHAT DOES JACK THINK ABOUT GOING HOME?

HE DOES NOT WANT TO LEAVE YET BECAUSE HE FEELS THERE IS STILL SO MUCH MORE TO DO.

9. WHERE WERE THE SOLDIERS SINGING?

THE MEN WERE SINGING AROUND A CAMPFIRE.

10. WHEN DID JACK AND ANNIE FINALLY GO BACK TO THE TREE HOUSE?

JACK AND ANNIE RETURNED TO THE TREE HOUSE AS THE SUN WAS SETTING.

11. WHY DID JACK ASK ABOUT THEIR GREAT–GREAT–GREAT GRANDFATHER?

JACK THOUGHT THAT MAYBE JOHN THE DRUMMER BOY MAY BE RELATED TO THEM.

12. HOW DO JACK AND ANNIE GET HOME AGAIN?

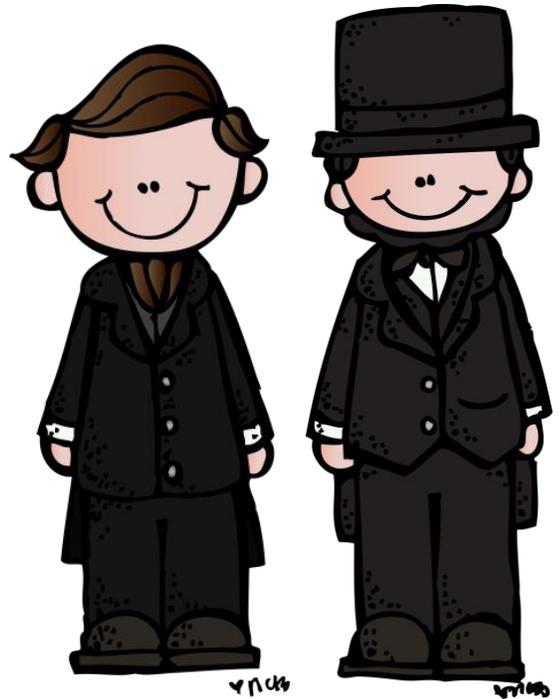
THEY POINT TO A PICTURE OF FROG CREEK AND WISH TO GO THERE.

NAME _____

CLARA BARTON HAD AN IMPORTANT ROLE IN HELPING WOUNDED SOLDIERS DURING THE CIVIL WAR. DO YOU THINK YOU COULD DO SOMETHING LIKE THAT WHEN YOU GROW UP?



CLEARLY, THE SOLDIERS FIGHTING
IN THE WAR WANTED IT TO END
QUICKLY. IF YOU WERE
PRESIDENT LINCOLN OR
PRESIDENT DAVIS, WHAT WOULD
YOU DO TO BRING AN END TO
THE CIVIL WAR?



RL.3

NAME _____

JACK AND HIS CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE JACK'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE TWO EXAMPLES OF HOW
JACK'S ACTIONS CONTRIBUTED TO THE
SEQUENCE OF EVENTS.



RL.3

NAME _____

JACK AND HIS CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE JACK'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE TWO EXAMPLES OF HOW
JACK'S ACTIONS CONTRIBUTED TO THE
SEQUENCE OF EVENTS.



RL.3

NAME _____

ANNIE AND HER CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE ANNIE'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE TWO EXAMPLES OF HOW
ANNIE'S ACTIONS CONTRIBUTED TO THE
SEQUENCE OF EVENTS.



RL.3

NAME _____

ANNIE AND HER CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE ANNIE'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE TWO EXAMPLES OF HOW
ANNIE'S ACTIONS CONTRIBUTED TO THE
SEQUENCE OF EVENTS.



RL.3

NAME _____

CLARA AND HER CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE CLARA'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE ONE EXAMPLE OF HOW
CLARA'S ACTIONS CONTRIBUTED TO
THE SEQUENCE OF EVENTS.



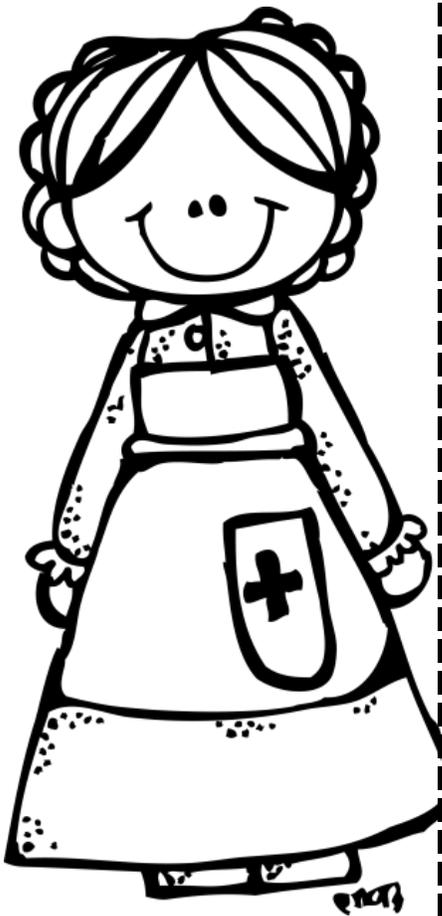
RL.3

NAME _____

CLARA AND HER CONTRIBUTION TO THE SEQUENCE OF EVENTS

DESCRIBE CLARA'S TRAITS, MOTIVATIONS, AND FEELINGS.

NOW GIVE ONE EXAMPLE OF HOW
CLARA'S ACTIONS CONTRIBUTED TO
THE SEQUENCE OF EVENTS.



RL.6

LINCOLN V. DAVIS - POINT OF VIEW



"MY NAME IS JEFFERSON DAVIS. I AM THE
PRESIDENT OF THE CONFEDERACY.

"

"MY NAME IS ABRAHAM LINCOLN. I AM THE
PRESIDENT OF THE UNION.

"



LINCOLN V. DAVIS - POINT OF VIEW



"MY NAME IS JEFFERSON DAVIS. I AM THE PRESIDENT OF THE CONFEDERACY.

"

"MY NAME IS ABRAHAM LINCOLN. I AM THE PRESIDENT OF THE UNION.

"



CONFEDERATE V. UNION SOLDIER - POINT OF VIEW

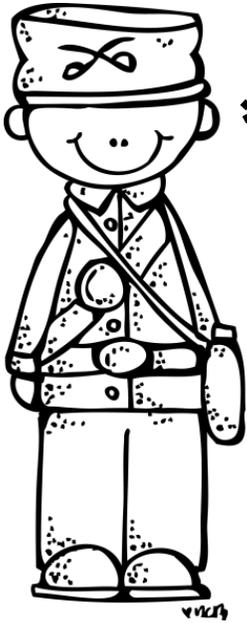


"MY NAME IS JOHN. I AM A UNION SOLDIER.

"MY NAME IS JAMES. I AM A CONFEDERATE
SOLDIER.



CONFEDERATE V. UNION SOLDIER - POINT OF VIEW



"MY NAME IS JOHN. I AM A UNION SOLDIER.

"

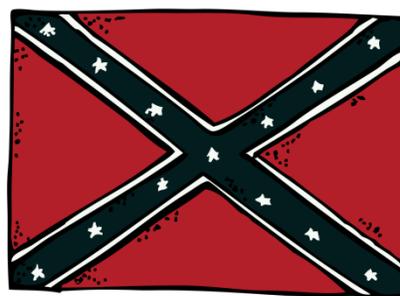
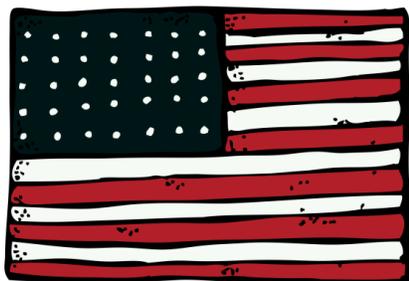
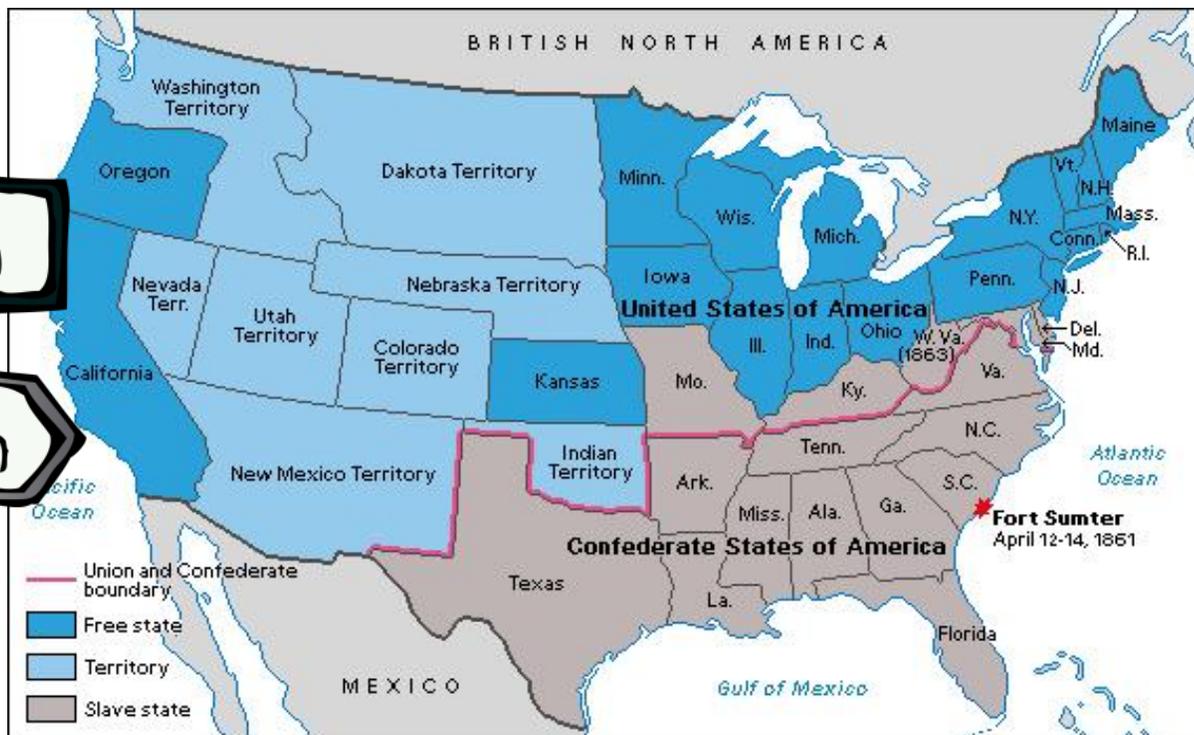
"MY NAME IS JAMES. I AM A CONFEDERATE
SOLDIER.

"



RI.7

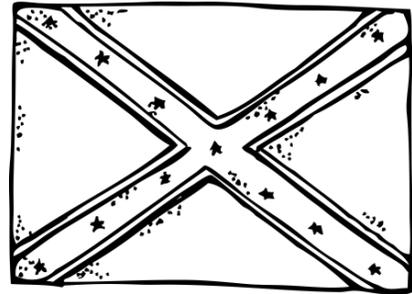
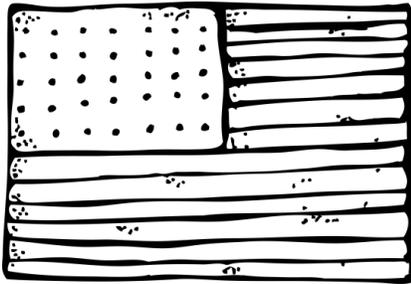
MAP - WHERE DO YOU LIVE?



FIND AND CIRCLE YOUR STATE ON THE MAP. IF YOU LIVED DURING THE TIME FOR THE CIVIL WAR, CIRCLE WHICH FLAG WOULD BE FLYING IN YOUR FRONT YARD.

WHY?

MAP - WHERE DO YOU LIVE?



FIND AND CIRCLE YOUR STATE ON THE MAP. IF YOU LIVED DURING THE TIME FOR THE CIVIL WAR, CIRCLE WHICH FLAG WOULD BE FLYING IN YOUR FRONT YARD.

WHY?

MAP – WHERE WAS THIS BATTLE?



IN CHAPTER 3, A NURSE AT THE FIELD HOSPITAL SAID THEY WERE GETTING WOUNDED SOLDIERS FROM A BATTLE NEAR RICHMOND, VIRGINIA. THE REAL CLARA BARTON WAS IN FIELD HOSPITALS NEAR RICHMOND IN JUNE AND JULY OF 1862. USE THE WEBSITE BELOW TO RESEARCH WHICH BATTLE MAY HAVE BEEN OCCURRING WHILE JACK AND ANNIE WERE THERE.

[HTTP://WWW.NPS.GOV/HPS/ABPP/BATTLES/BYSTATE.HTM](http://www.nps.gov/hps/abpp/battles/bystate.htm)

NOW FILL IN THE INFORMATION ABOUT THE BATTLE YOU CHOSE. BE SURE TO INCLUDE EXAMPLES FROM THE STORY TEXT TO SUPPORT THE REASON FOR YOUR ANSWER.

NAME OF BATTLE: _____

DATE: _____

U.S. COMMANDER: _____

CONF. COMMANDER: _____

TOTAL NUMBER OF CASUALTIES: _____

U.S.: _____

CONF.: _____

RESULT OF BATTLE: _____

WHY I THINK IT WAS THIS BATTLE:

MAP – WHERE WAS THIS BATTLE?



IN CHAPTER 3, A NURSE AT THE FIELD HOSPITAL SAID THEY WERE GETTING WOUNDED SOLDIERS FROM A BATTLE NEAR RICHMOND, VIRGINIA. THE REAL CLARA BARTON WAS IN FIELD HOSPITALS NEAR RICHMOND IN JUNE AND JULY OF 1862. USE THE WEBSITE BELOW TO RESEARCH WHICH BATTLE MAY HAVE BEEN OCCURRING WHILE JACK AND ANNIE WERE THERE.

[HTTP://WWW.NPS.GOV/HPS/ABPP/BATTLES/BYSTATE.HTM](http://www.nps.gov/hps/abpp/battles/bystate.htm)

NOW FILL IN THE INFORMATION ABOUT THE BATTLE YOU CHOSE. BE SURE TO INCLUDE EXAMPLES FROM THE STORY TEXT TO SUPPORT THE REASON FOR YOUR ANSWER.

NAME OF BATTLE: _____

DATE: _____

U.S. COMMANDER: _____

CONF. COMMANDER: _____

TOTAL NUMBER OF CASUALTIES: _____

U.S.: _____

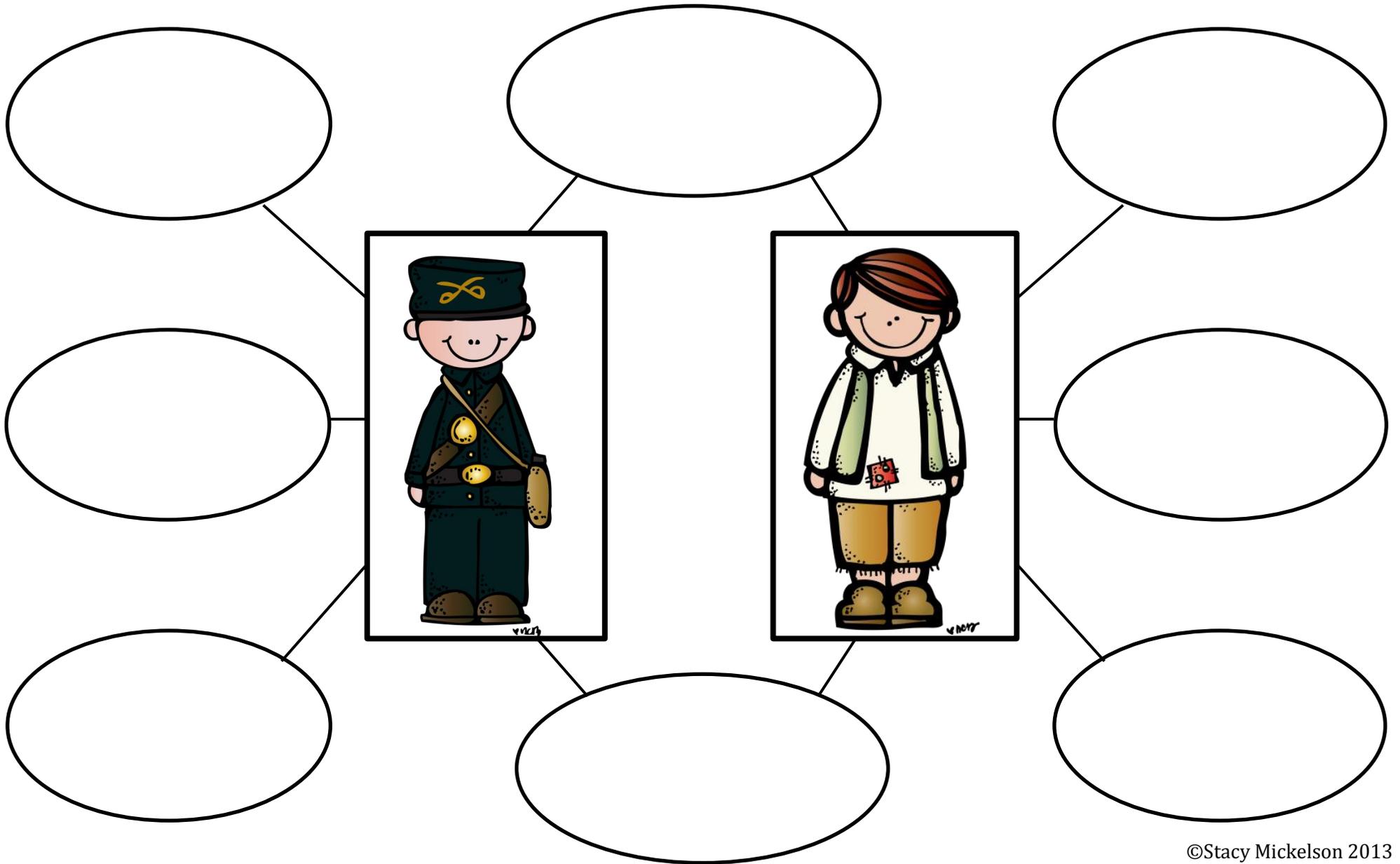
CONF.: _____

RESULT OF BATTLE: _____

WHY I THINK IT WAS THIS BATTLE:

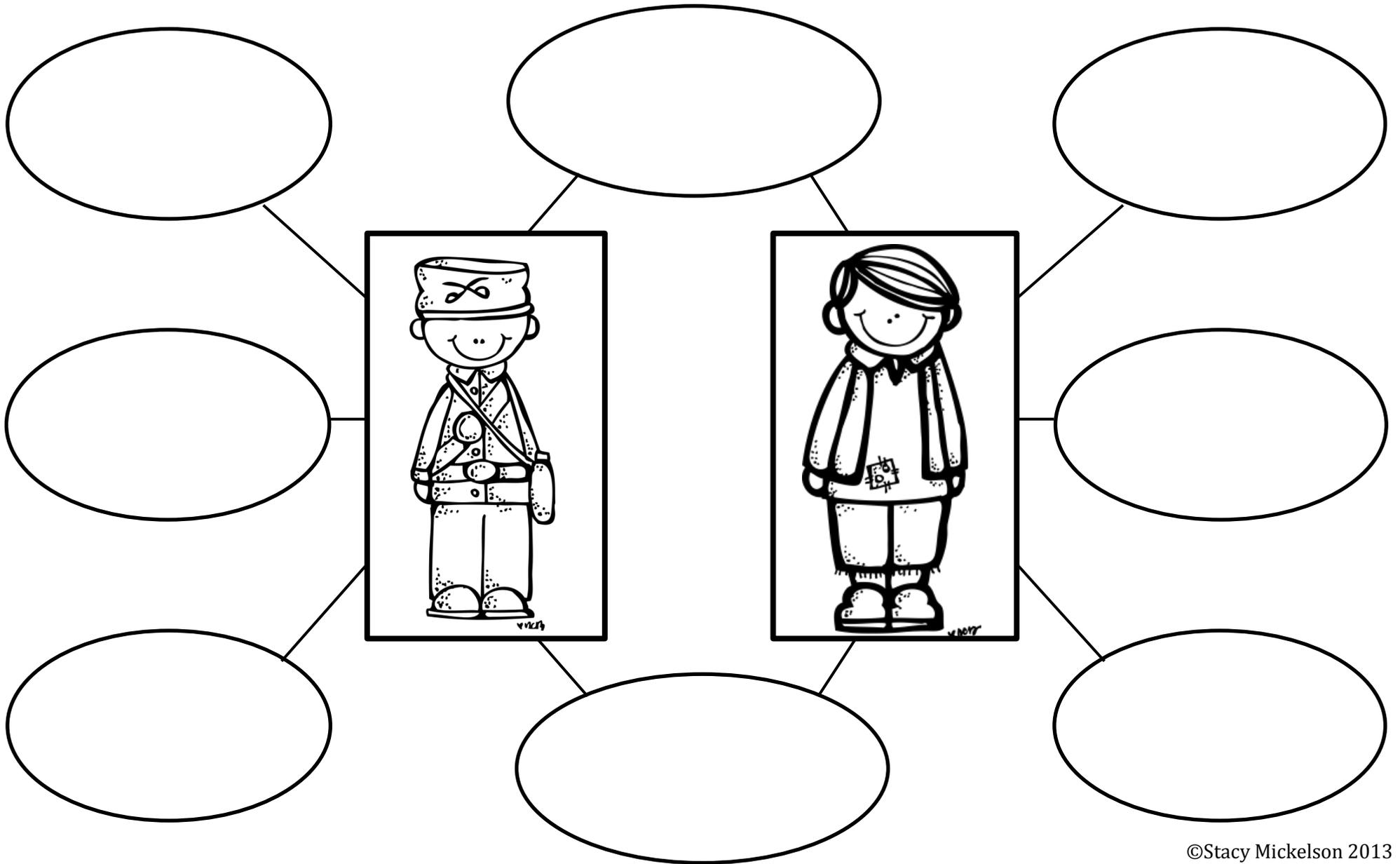
NAME _____

COMPARE AND CONTRAST JOHN AND JACK



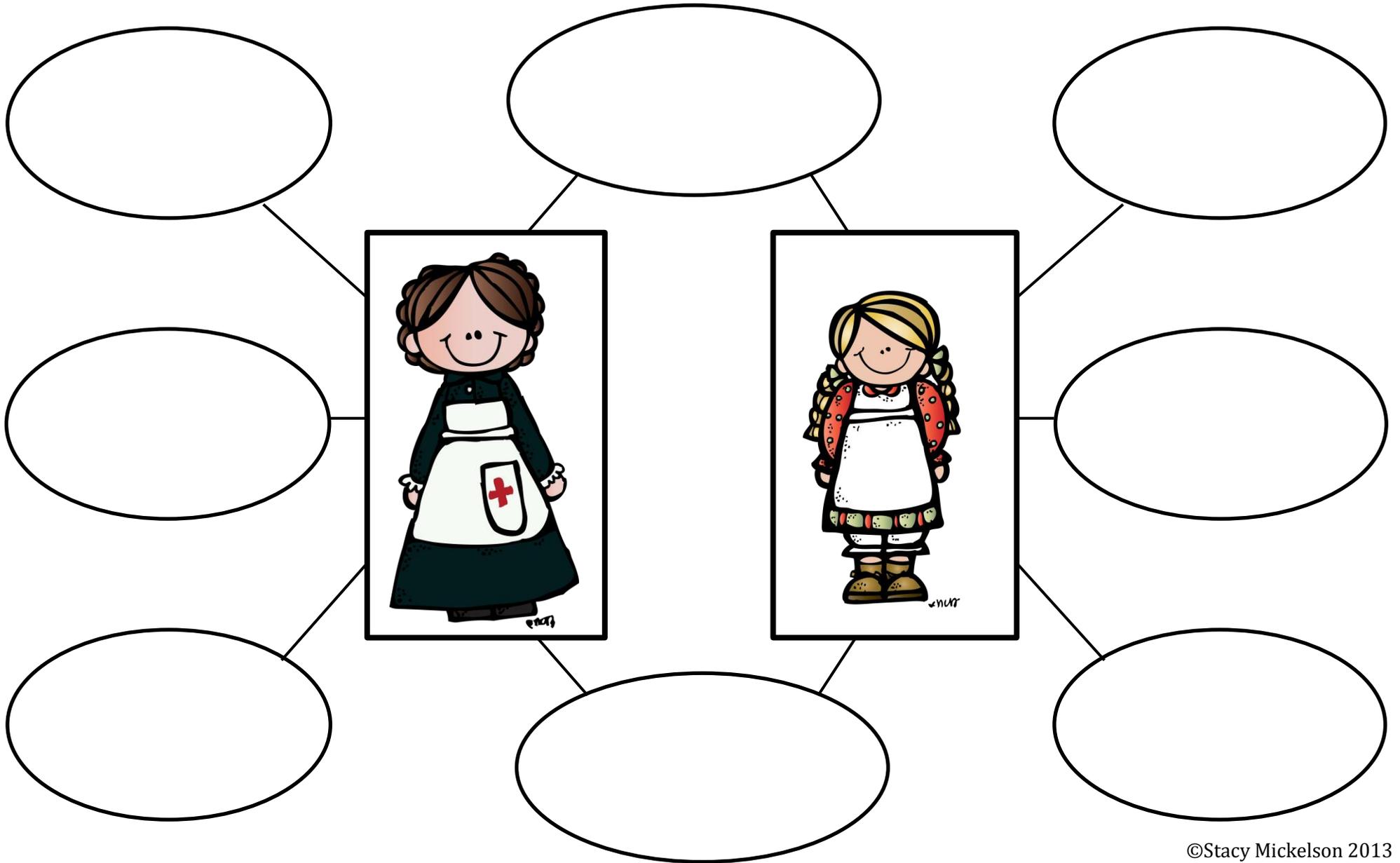
NAME _____

COMPARE AND CONTRAST JOHN AND JACK



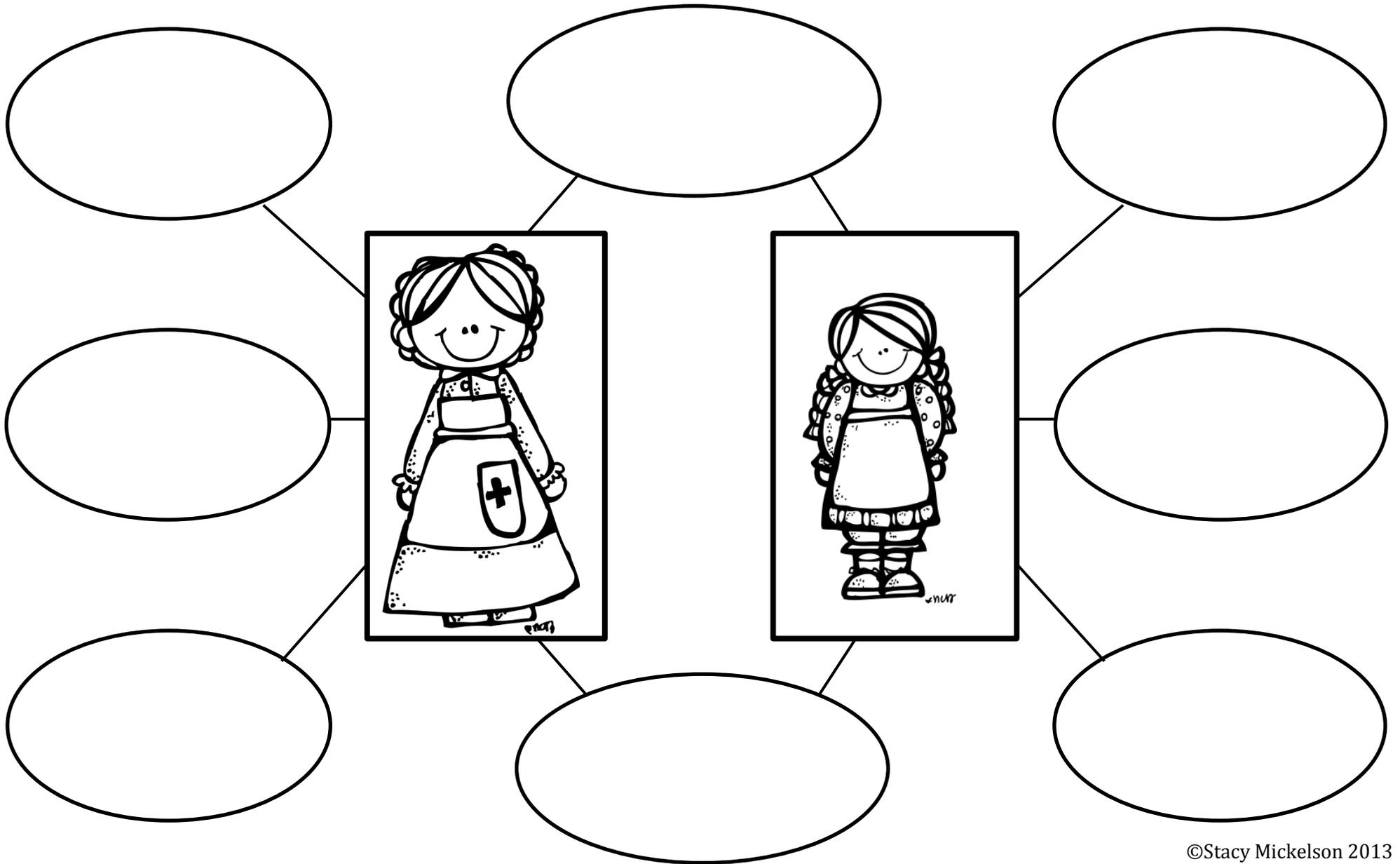
NAME _____

COMPARE AND CONTRAST CLARA AND ANNIE



NAME _____

COMPARE AND CONTRAST CLARA AND ANNIE



CLARA BARTON

DIRECTIONS: USE THE WEBSITE BELOW TO LEARN MORE ABOUT CLARA BARTON. THEN ANSWER THE QUESTIONS.

[HTTP://WWW.TWOOP.COM/PEOPLE/CLARA_BARTON.HTML](http://www.twoop.com/people/clara_barton.html)



HELLO, MY NAME IS CLARA. I WAS BORN ON _____ IN _____.

BEFORE I HELPED WITH THE WAR, I WORKED AS A _____ AND A _____.

MY NICKNAME DURING THE CIVIL WAR WAS _____ BECAUSE _____.

AFTER THE WAR, I STARTED THE _____ IN THE YEAR _____.

WITH MY EFFORTS, I WAS ABLE TO HELP OTHER COUNTRIES LIKE _____ AND _____.

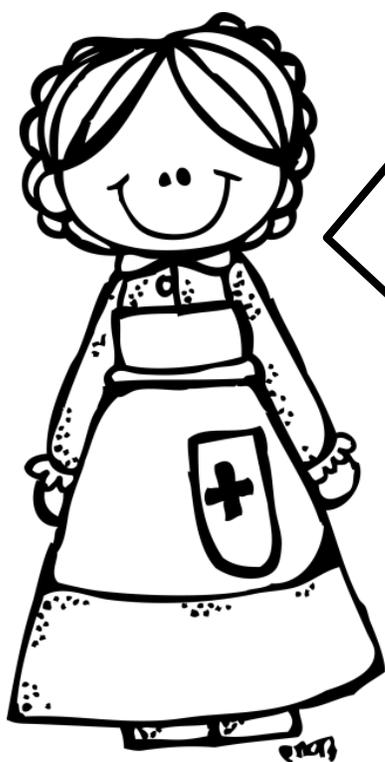
I ALSO LIKED TO WRITE. TWO BOOKS THAT I WROTE WERE TITLED _____ AND _____. I WAS _____ YEARS OLD WHEN I WROTE THE POEM "THE WOMEN WHO WENT TO THE FIELD".

AFTER A FULL AND BUSY LIFE, I DIED ON _____.

CLARA BARTON

DIRECTIONS: USE THE WEBSITE BELOW TO LEARN MORE ABOUT CLARA BARTON. THEN ANSWER THE QUESTIONS.

[HTTP://WWW.TWOOP.COM/PEOPLE/CLARA_BARTON.HTML](http://www.twoop.com/people/clara_barton.html)



HELLO, MY NAME IS CLARA. I WAS BORN ON _____ IN _____.

BEFORE I HELPED WITH THE WAR, I WORKED AS A _____ AND A _____.

MY NICKNAME DURING THE CIVIL WAR WAS _____ BECAUSE _____.

AFTER THE WAR, I STARTED THE _____ IN THE YEAR _____.

WITH MY EFFORTS, I WAS ABLE TO HELP OTHER COUNTRIES LIKE _____ AND _____.

I ALSO LIKED TO WRITE. TWO BOOKS THAT I WROTE WERE TITLED _____ AND _____. I WAS _____ YEARS OLD WHEN I WROTE THE POEM "THE WOMEN WHO WENT TO THE FIELD".

AFTER A FULL AND BUSY LIFE, I DIED ON _____.

NAME _____

CLARA BARTON – KEY

DIRECTIONS: USE THE WEBSITE BELOW TO LEARN MORE ABOUT CLARA BARTON. THEN ANSWER THE QUESTIONS.

[HTTP://WWW.TWOOP.COM/PEOPLE/CLARA_BARTON.HTML](http://www.twoop.com/people/clara_barton.html)



HELLO, MY NAME IS CLARA. I WAS BORN ON
__December 25, 1821__ IN __North Oxford,
MA__.

BEFORE I HELPED WITH THE WAR, I WORKED AS
A __teacher__ AND A __U.S. Patent
Clerk__.

MY NICKNAME DURING THE CIVIL WAR WAS
__The Angel of the Battlefield_ BECAUSE _ I brought important
supplies and helped to nurse injured soldiers on the
battlefield__.

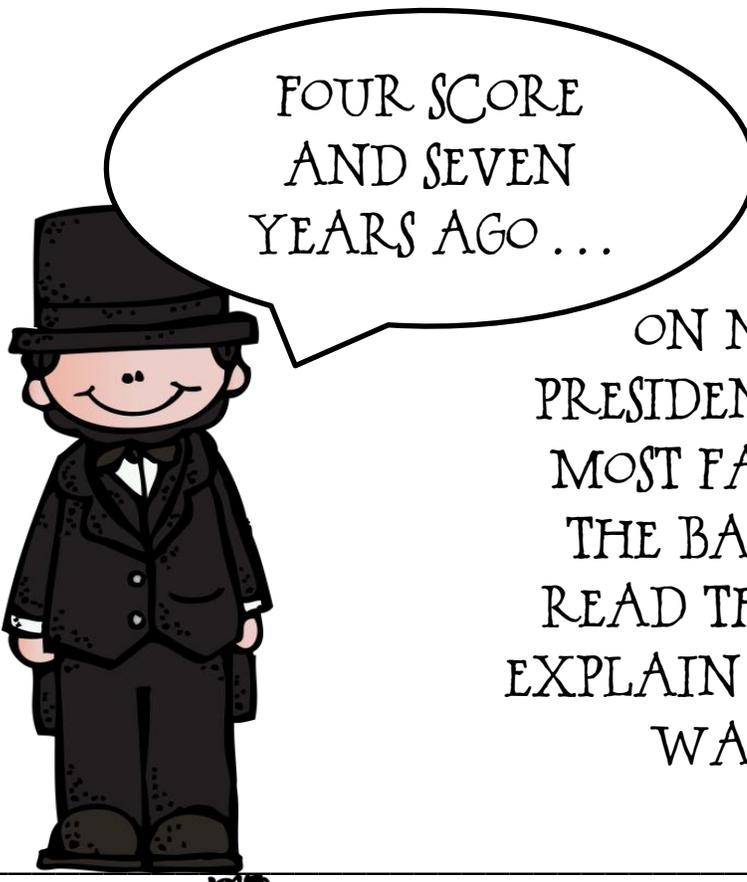
AFTER THE WAR, I STARTED THE __American Red
Cross__ IN THE YEAR __1888__.

WITH MY EFFORTS, I WAS ABLE TO HELP OTHER
COUNTRIES LIKE __Russia__ AND
__Turkey__.

I ALSO LIKED TO WRITE. TWO BOOKS THAT I
WROTE WERE TITLED __The Red Cross in Peace and War
AND _The Story of My Childhood__. I WAS __71__
YEARS OLD WHEN I WROTE THE POEM "THE
WOMEN WHO WENT TO THE FIELD".

AFTER A FULL AND BUSY LIFE, I DIED ON __April 12,
1912__. I WAS __91__ YEARS OLD.

THE GETTYSBURG ADDRESS



FOUR SCORE
AND SEVEN
YEARS AGO ...

ON NOVEMBER 19, 1863,
PRESIDENT LINCOLN GAVE HIS
MOST FAMOUS SPEECH AFTER
THE BATTLE OF GETTYSBURG.
READ THE SPEECH, AND THEN
EXPLAIN WHAT YOU THINK HE
WAS TRYING TO SAY.

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 cannot dedicate -- we cannot consecrate -- we cannot 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.



RI.7 CIVIL WAR TIMELINE



Empty rectangular box for notes.

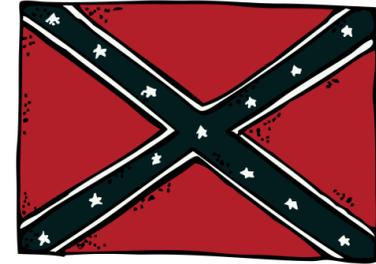
Empty rectangular box for notes.

January 1861 February 1861 March 1861 April 12, 1861 1861-1862

Empty rectangular box for notes.

Empty rectangular box for notes.

Empty rectangular box for notes.



THE SOUTH BEGINS SECEDING FROM THE UNION

JEFFERSON DAVIS NAMED PRESIDENT OF THE CONFEDERATION

ABRAHAM LINCOLN ELECTED PRESIDENT OF THE UNITED STATES

THE FIRING ON FORT SUMTER OCCURS. THE CIVIL WAR BEGINS

SEVERAL FAMOUS BATTLES ARE FOUGHT: BULL RUN, SHILOH, ANTIETAM

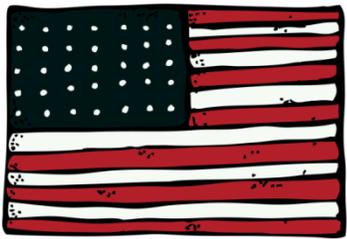
NAME _____



Empty rectangular box for notes.

Empty rectangular box for notes.

January 1863 July 1863 September 1864 January 1865 April 4, 1865



Empty rectangular box for notes.

Empty rectangular box for notes.



Empty rectangular box for notes.

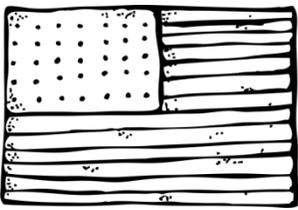
PRESIDENT LINCOLN SIGNS THE EMANCIPATION PROCLAMATION, FREEING THE SLAVES

BATTLE OF GETTYSBURG. NORTH WINS BUT BOTH SIDES SUFFER GREAT CASUALTIES

GENERAL SHERMAN CAPTURES ATLANTA

CONGRESS APPROVES 13TH AMENDMENT TO ABOLISH SLAVERY

GENERAL LEE SURRENDERS TO GENERAL GRANT AT APPOMATTOX, VA. THE WAR IS OVER. NORTH WINS.



RI.7 CIVIL WAR TIMELINE



[Empty box for notes]

[Empty box for notes]

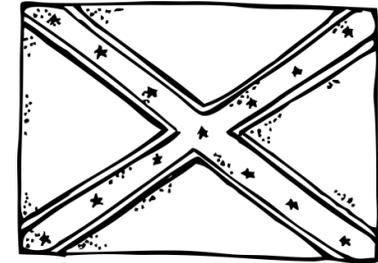
January 1861 February 1861 March 1861 April 12, 1861 1861-1862

[Empty box for notes]

[Empty box for notes]



[Empty box for notes]



THE SOUTH BEGINS SECEDING FROM THE UNION

JEFFERSON DAVIS NAMED PRESIDENT OF THE CONFEDERATION

ABRAHAM LINCOLN ELECTED PRESIDENT OF THE UNITED STATES

THE FIRING ON FORT SUMTER OCCURS. THE CIVIL WAR BEGINS

SEVERAL FAMOUS BATTLES ARE FOUGHT: BULL RUN, SHILOH, ANTIETAM

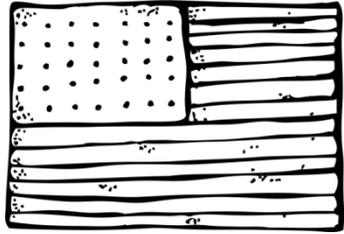
NAME _____



[Empty box for name]

[Empty box for name]

January 1863 July 1863 September 1864 January 1865 April 4, 1865



[Empty box for name]

[Empty box for name]



[Empty box for name]

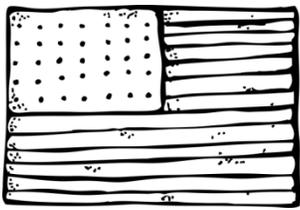
PRESIDENT LINCOLN SIGNS THE EMANCIPATION PROCLAMATION, FREEING THE SLAVES

BATTLE OF GETTYSBURG. NORTH WINS BUT BOTH SIDES SUFFER GREAT CASUALTIES

GENERAL SHERMAN CAPTURES ATLANTA

CONGRESS APPROVES 13TH AMENDMENT TO ABOLISH SLAVERY

GENERAL LEE SURRENDERS TO GENERAL GRANT AT APPOMATTOX, VA. THE WAR IS OVER. NORTH WINS.



CIVIL WAR TIMELINE – KEY



The South begins seceding from the Union.

The firing on Fort Sumter occurs, the Civil War begins.

January 1861

February 1861

March 1861

April 12, 1861

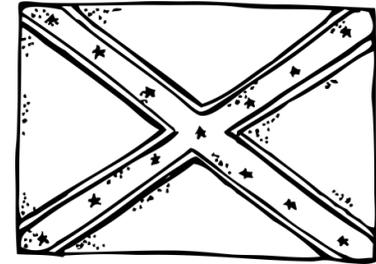
1861-1862

Jefferson Davis named President of the Confederation.

Several famous battles are fought: Bull Run, Shiloh, and Antietam.



Abraham Lincoln elected President of the United States.



THE SOUTH BEGINS SECEDING FROM THE UNION

JEFFERSON DAVIS NAMED PRESIDENT OF THE CONFEDERATION

ABRAHAM LINCOLN ELECTED PRESIDENT OF THE UNITED STATES

THE FIRING ON FORT SUMTER OCCURS, THE CIVIL WAR BEGINS

SEVERAL FAMOUS BATTLES ARE FOUGHT: BULL RUN, SHILOH, ANTIETAM

NAME _____



Congress approves 13th Amendment to abolish slavery.

President Lincoln signs the Emancipation Proclamation freeing the slaves.

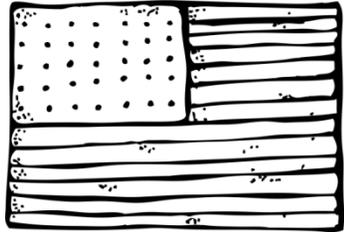
January 1863

July 1863

September 1864

January 1865

April 4, 1865



General Sherman captures Atlanta.

Battle of Gettysburg, North wins but both sides suffer great casualties.

General Lee surrenders to General Grant at Appomattox, VA. The war is over. North wins.



PRESIDENT LINCOLN SIGNS THE EMANCIPATION PROCLAMATION, FREEING THE SLAVES

BATTLE OF GETTYSBURG, NORTH WINS BUT BOTH SIDES SUFFER GREAT CASUALTIES

GENERAL SHERMAN CAPTURES ATLANTA

CONGRESS APPROVES 13TH AMENDMENT TO ABOLISH SLAVERY

GENERAL LEE SURRENDERS TO GENERAL GRANT AT APPOMATTOX, VA. THE WAR IS OVER. NORTH WINS.

OPINION PIECE

SLAVERY - DID SOMETHING GOOD COME OUT OF IT?

TOPIC SENTENCE:

TRANSITION WORD:

TRANSITION WORD:

TRANSITION WORD:

SUPPORTING DETAIL

WHY?

SUPPORTING DETAIL

WHY?

SUPPORTING DETAIL

WHY?

CONCLUDING SENTENCE:

SLAVERY

PRO

SLAVERY WOULD BE BENEFICIAL FOR THE COLONIES BECAUSE OF THE FASTER WORK PERFORMANCE. IF PEOPLE HAVE SLAVES, WORK WOULD PROGRESS POSITIVELY AND MORE MONEY WOULD COME IN.

SLAVERY IS CHEAP IN THE AMERICAS. IF THERE WAS A SLAVE THAT WAS SICK AND PASSED AWAY, HE WAS EASILY REPLACED

NOT ALL SLAVES WERE TREATED WITH NEGLECT. SOME SLAVE KEEPERS KEPT THEIR SLAVES IN VERY CLEAN CONDITIONS AND TOOK THEM IN AS FAMILY.

MOST OF THE TIME, SLAVES HAVE FOOD, SHELTER, CLOTHES, AND COMPANIONSHIP

SLAVERY WAS AN OPPORTUNITY FOR PEOPLE WHO WERE IN DEBT AND NEEDED TO PAY IT OFF. IT WAS ALSO AN OPPORTUNITY FOR THOSE CONVICTED OF CRIMES TO WORK IT OFF THEIR SHOULDERS.

CON

SLAVES WERE SOMETIMES HARSHLY BEATEN TO THE POINT OF BEING KILLED, OR DYING FROM THEIR INJURIES.

SLAVERY GOES AGAINST THE DECLARATION OF INDEPENDENCE, "ALL MEN ARE TREATED EQUALLY".

SLAVES HAD NO FREEDOM. THEY HAD NO RIGHT TO WALK OFF THE PLANTATION THEY WERE SET UPON WITHOUT THE PERMISSION OF THEIR MASTER.

SOME FAMILIES WERE CONSTANTLY SEPARATED FROM EACH OTHER. A MOTHER'S DAUGHTER MAY HAVE BEEN SOLD TO ANOTHER PLANTATION, AND THEY MAY HAVE NEVER SEEN EACH OTHER AGAIN.

NO HUMAN BEING SHOULD BE TREATED LIKE AN ANIMAL. BLACKS WERE NOT CREATED TO BE HANDLED AND ABUSED BY THE WHITES.

~SLAVERY~

DID SOMETHING
GOOD COME OUT
OF IT?

~SLAVERY~

DID SOMETHING
GOOD COME OUT
OF IT?

HISTORICAL FIGURE STUDY/PRESENTATIONS

PLAN FOR AN EXTRA FOUR TO FIVE DAYS IF YOU CHOOSE TO COMPLETE THIS PORTION OF THE UNIT

As a fun final activity, the students could do a historical figure study. You may choose to have them write an essay, prepare and present a PowerPoint, give an oral presentation, or even write and perform a play. Using the following website, have your students choose one historical figure from the time of the Civil War and use the information provided to research and learn more about their chosen figure. Some suggestions include: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson, William T. Sherman, and Clara Barton. The site I listed below offers an “Elsewhere on the web” link list that will help your students deepen their research.

[HTTP://WWW.SOCIALSTUDIESFORKIDS.COM/WWWWWW/US/USLISTCIVILWAR.HTM](http://www.socialstudiesforkids.com/wwwwww/us/uslistcivilwar.htm)

I have included a Data Collection Form and a rubric for each type of presentation.

W.7 DATA COLLECTION FORM

Name of Historical Figure: _____

Date & Place of Birth: _____

Family (marriages & children):

Date & Place of Death: _____

Contributions/Impact (if any):

Circle the type of presentation you would like to give:

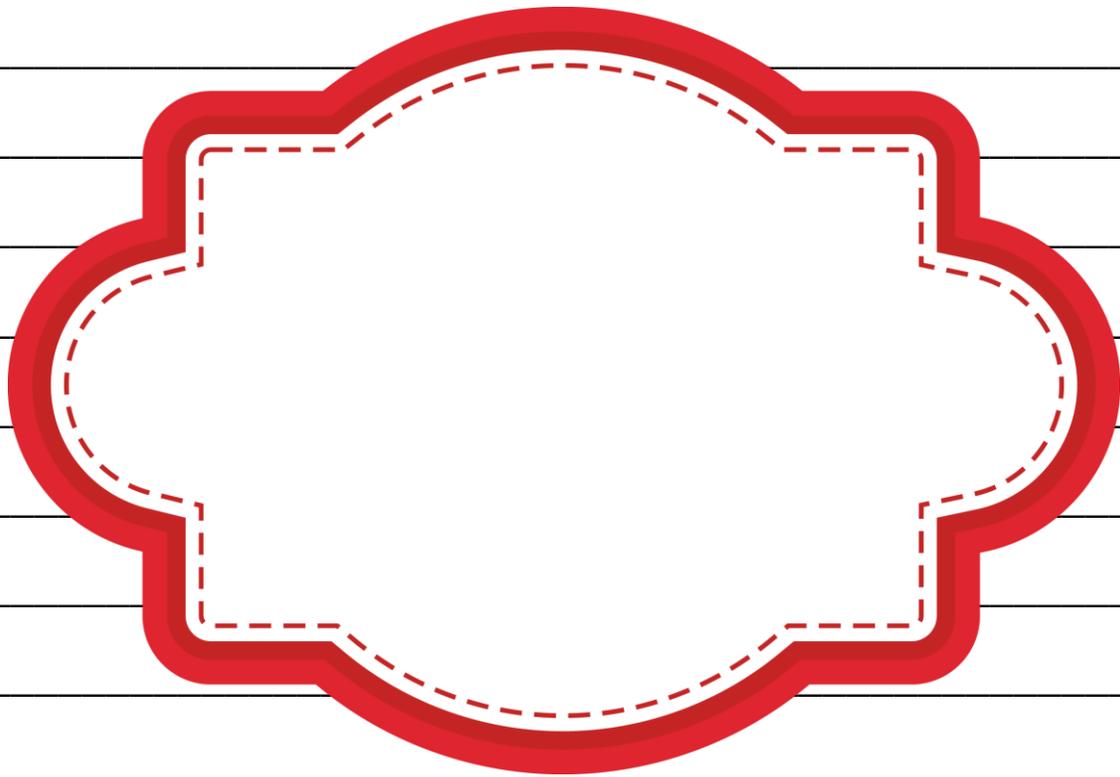
Write an Essay

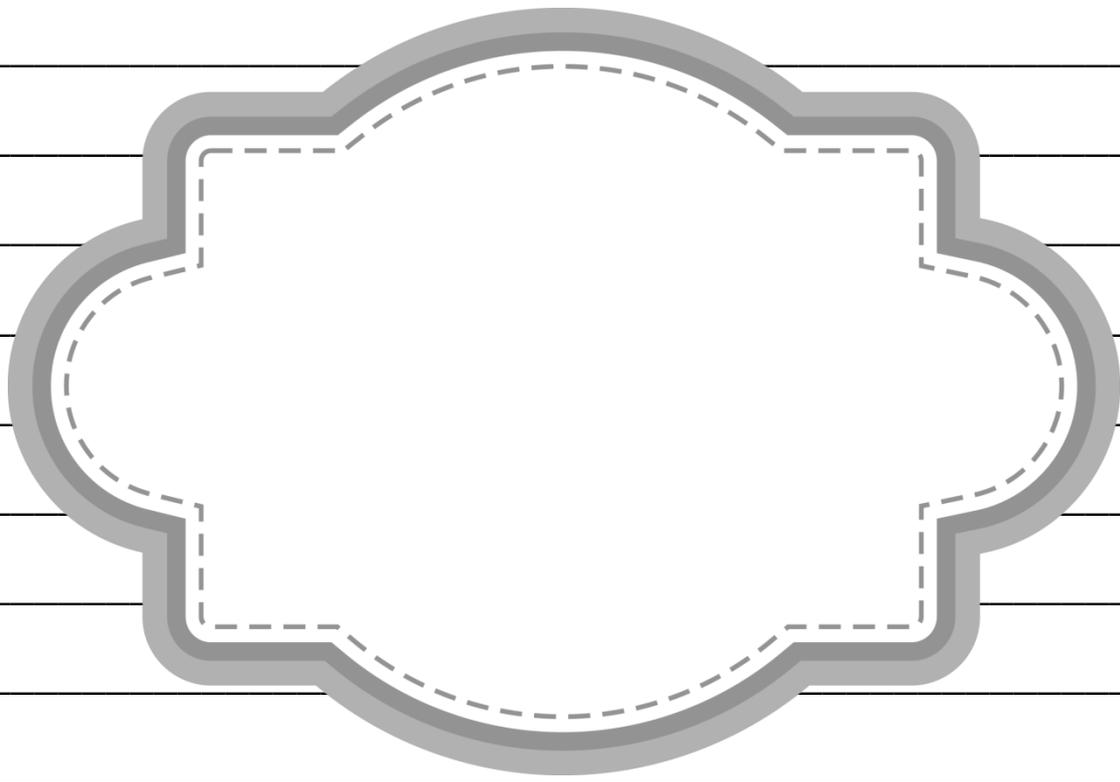
PowerPoint Presentation

Oral Presentation

Perform Play

Other Idea (Must check with teacher first)





EXPOSITORY ESSAY RUBRIC

	4	3	2	1
Topic	Interesting, well-stated main idea/topic sentence	Good main idea/topic sentence	Main idea/topic in first sentence	Key words near beginning
Organization	Good flow of ideas from topic sentence + details or sequence	Main idea + details or sequential, as appropriate	Some order of main idea + details or sequence	Ideas not ordered
Paragraphs	Strong paragraphs ordered to develop story or exposition	Ideas appropriately divided into paragraphs with supporting details	Supporting details mostly grouped into appropriate paragraphs	One paragraph or text divided but not by content
Sentences	No sentence errors; variety in length and type	Complete sentences; no run-ons or fragments; some variety in length and type	Complete sentences; few run-on sentences	Mostly complete sentences; some fragments or run-ons
Vocabulary	Uses new key/related words; colorful, interesting words suitable for topic and audience	Uses new key/related words; varies language	Attempts to use new key words in description; goes beyond basic vocabulary	Related words or ideas mentioned; limited basic vocabulary
Grammar	No errors in agreement, number, tense	Few errors in agreement, number, tense	Some errors in agreement, number, tense	Many errors in agreement, number, tense
Punctuation & Case	Correct punctuation and case throughout	Minor errors in punctuation and case	Few punctuation and case errors	Several punctuation and case errors
Spelling	No spelling errors	Few spelling errors	Some spelling errors	Many spelling errors
Handwriting	Neat, easy to read, well-formed	Well-formed letters	Mostly legible	Hard to read; not well-formed

POWERPOINT PRESENTATION RUBRIC

	4	3	2	1
Content	Presents major points; fully supports with arguments, ideas, data	Presents major points; partially supports with arguments, ideas, data	Presents major points; fails to support with arguments, ideas, data	oversimplifies topic or fails to present major points
Organization	Presents info in logical, interesting sequence; audience easily follows	Presents info in logical sequence; audience can follow	Jumps around; audience struggles to follow	No sequence; audience unable to follow
Text	All slides present one idea with supporting facts	Most slides present one idea with supporting facts	Most slides present one idea but too many words	Most slides present multiple ideas and too many words
Font	Font on all slides is large enough to be read at a distance	Font on most slides is large enough to be read at a distance	Font on most slides is too small to be read	Font on all slides is too small to be read
Contrast	There is a good contrast between font and background on all slides	There is a good contrast between font and background on most slides	Lack of contrast makes text difficult to read	Lack of contrast makes the text impossible to read
Images & Layout	All slides contain one powerful/high quality image; layout visually appealing	Most slides include one powerful/high quality image; layout uses space appropriately	Most images are clipart; too large/small, poor quality; layout shows some structure	Images are distracting and detract from content; cluttered and confusing
Presentation	Uses text on slides as prompts for narration	Read text on slides then elaborates comfortably	Reads text on slides, adds a few comments	Just reads text on slides
Subject Knowledge	Answers all questions clearly and completely	Answers most questions	Has difficulty answering many questions	Unable to answer questions

ORAL PRESENTATION RUBRIC

	4	3	2	1
Time Limit	Presentation is 5-7 minutes long	Presentation is 4-5 minutes long	Presentation is 3-4 minutes long	Presentation is less than 3 minutes long
Speech Clarity	Speaks clearly and distinctly; mispronounces no words	Speaks clearly and distinctly; mispronounces one or two words	Speak clearly most of the time; mispronounces several words	Hard to understand and mispronounces many words
Posture/Eye Contact	Stands up straight; appears confident; maintains eye contact 90% of the time	Stands up straight; maintains eye contact 70% of the time	Sometimes stands up straight; establishes eye contact 50% of the time	Slouches; maintains eye contact less than 50% of the time
Dress	Delivers presentation in professional or historical attire	Delivers presentation in proper and presentable attire	Attire is somewhat acceptable	Attire is not acceptable for presentation
Visual/Props	Uses several props that show creativity and enhances presentation	Uses 1 prop that shows creativity and enhances presentation	Uses 1 prop that enhances presentation	Uses no props or prop detract from the presentation
Creativity/Enthusiasm	Presentation is interesting; contains many unique elements	Presentation is interesting; appeals to the audience	Presentation contains several interesting elements	Presentation lacks interest and shows minimal effort
Contributions/Impact	Content includes in-depth description of the figure's impact on society	Content includes accurate description of the figure's impact on society	Content includes some descriptions on the figure's impact on society	Content does not include information about the figure's impact on society

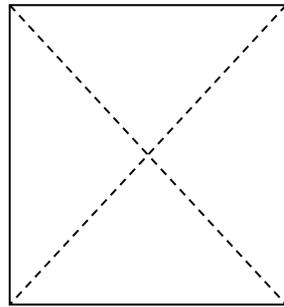
PLAY RUBRIC

	4	3	2	1
Preparedness	Completely prepared; obviously rehearsed	Seem pretty prepared; might have needed more rehearsals	Somewhat prepared; clear rehearsal was lacking	Not prepared to present
Content	An abundance of material clearly related to topic; all points accurate and clearly made	Sufficient information that relates to topic; most points accurate and clearly made	Great deal of information not clearly connected to topic	Topic is not clear; information included lacks support of topic
Props & Costume	Use several props/costumes; show considerable creativity; enhance the presentation	Use 1-2 props to make presentation better	Use of 1-2 props is somewhat effective	Use no props or props used detract from presentation
Enthusiasm	Facial expressions/body language generate strong interest in others	Facial expressions/body language sometimes generate strong interest in others	Facial expressions/body language are used to try to generate interest but seem faked	Very little use of facial expression/body language; did not generate much interest in others
Acting/Dialogue	Use consistent voices and movements to make characters more believable; story easily understood	Often use voices and movements to make characters believable and the story more easily understood	Try to use voices and movements to make characters believable	Tell the story but do not use voices and movements to make the story telling more clear/interesting
Audience Response	Points made creatively; held audience's attention throughout	Presented fact with some interesting "twists"; held attention most of the time	Some related facts but went off topic; lost audience; presented facts with little imagination	Incoherent; audience lost interest; could not determine point of presentation

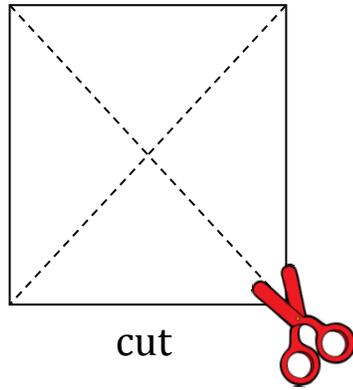
QUADRAMA PROJECT

(Triaramas and Quadramas are ideas from "Alternatives to Worksheets" by Karen Bauer and Rosa Drew.)

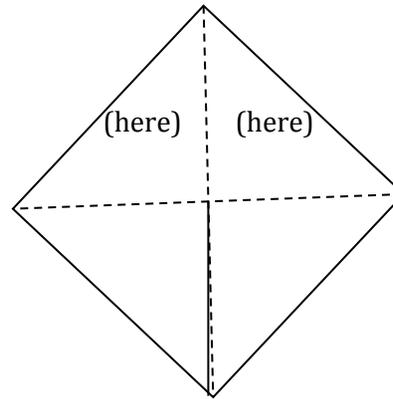
Triaramas are a three-dimensional way for students to display what they have learned. Four triaramas can be glued together to form a quadrama.



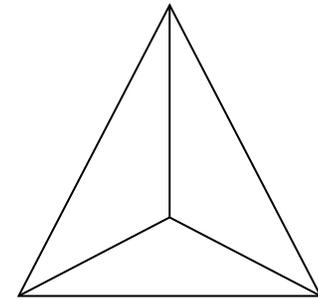
fold



cut



draw



glue

Directions: Take a sheet of paper and cut into an $8\frac{1}{2}$ " x $8\frac{1}{2}$ " square. Fold the square in half diagonally both ways. Next, cut along one fold JUST to the center intersection. Then, with the cut pointing down, draw a background scene on the top half of the square. Last, overlap the bottom cut flaps and glue. Add stand-up parts to complete the triarama.

STUDENTS CAN MAKE A QUADRAMA RE-TELLING THE EVENTS OF THE STORY "CIVIL WAR ON SUNDAY" BY MARY POPE OSBORNE. EACH SECTION OF THE QUAD CAN DEPICT THE "FIRST", "NEXT", "THEN", AND "LAST" EVENTS. QUADS CAN BE SET ON A SHELF OR HUNG FROM THE CEILING FOR DISPLAY.



HERE IS AN EXAMPLE OF A SINGLE TRIARAMA. ALL IT NEEDS IS THREE MORE AND I'LL GLUE THEM ALL TOGETHER TO MAKE A QUADRAMA.

THE SOUTH BEGINS
SECEDING FROM THE
UNION.

JANUARY 1861

JEFFERSON DAVIS
NAMED PRESIDENT OF
THE CONFEDERACY.

FEBRUARY 1861

ABRAHAM LINCOLN
ELECTED PRESIDENT OF
THE UNITED STATES.

MARCH 1861

THE FIRING ON FORT
SUMTER OCCURS. THE
CIVIL WAR BEGINS.

APRIL 12, 1861

SEVERAL BATTLES ARE
FOUGHT: BULL RUN,
SHILOH, ANTIETAM.

1861–1862

PRESIDENT LINCOLN SIGNS THE
EMANCIPATION
PROCLAMATION, FREEING THE
SLAVES.

JANUARY 1863

BATTLE OF GETTYSBURG
NORTH WINS BUT BOTH SIDES
SUFFER GREAT CASUALTIES.

JULY 1863

GENERAL SHERMAN
CAPTURES ATLANTA.

SEPTEMBER 1864

CONGRESS APPROVES 13TH
AMENDMENT TO
ABOLISH SLAVERY

JANUARY 1865

GENERAL LEE SURRENDERS TO
GENERAL GRANT AT
APPOMATTOX, VA. THE WAR IS
OVER. THE NORTH WINS.

APRIL 4, 1865

CIVIL WAR ON SUNDAY

VOCABULARY TEST

DIRECTIONS: WRITE THE LETTER OF THE TERM IN THE BOX NEXT TO THE CORRECT DEFINITION.

- | | | |
|--------------|---------------|-------------|
| a. dreary | k. plantation | u. twilight |
| b. wounded | l. ladle | v. enemies |
| c. scorching | m. cannons | w. dampened |
| d. weary | n. stretchers | x. drumbeat |
| e. glaring | o. ditches | y. horizon |
| f. lend | p. musket | z. cease |
| g. volunteer | q. ambulance | aa. cruel |
| h. scene | r. trenches | bb. puzzled |
| i. cots | s. ragged | cc. dashed |
| j. elderly | t. canteen | dd. vanish |

	having nothing to provide cheer		a spoon with a long handle		a gun with a long barrel		frayed or torn		confused or baffled
	a shining with uncomfortably bright light		the view of a place		a vehicle used to move people to a hospital		to make something slightly wet		to run quickly
	burning, very hot		someone who works without being paid		a weapon that fires heavy, metal balls		somebody who hates or seeks to do harm		the line of land that meets the sky
	an injury		a large farm in a warm climate		a long, deep channel similar to a ditch		a time of day just after sunset		causing pain on purpose
	exhausted in strength		past middle age, an older person		used to carry someone who is sick or injured		a sound made by beating a drum		to end
	to allow temporary use of		a narrow collapsible bed		a long, narrow channel dug in the ground		a small container used by soldiers to carry water		to disappear

CIVIL WAR ON SUNDAY

VOCABULARY TEST – KEY

DIRECTIONS: WRITE THE LETTER OF THE TERM IN THE BOX NEXT TO THE CORRECT DEFINITION.

- | | | |
|--------------|---------------|-------------|
| a. dreary | k. plantation | u. twilight |
| b. wounded | l. ladle | v. enemies |
| c. scorching | m. cannons | w. dampened |
| d. weary | n. stretchers | x. drumbeat |
| e. glaring | o. ditches | y. horizon |
| f. lend | p. musket | z. cease |
| g. volunteer | q. ambulance | aa. cruel |
| h. scene | r. trenches | bb. puzzled |
| i. cots | s. ragged | cc. dashed |
| j. elderly | t. canteen | dd. vanish |

a	having nothing to provide cheer	l	a spoon with a long handle	p	a gun with a long barrel	s	frayed or torn	bb	confused or baffled
e	a shining with uncomfortably bright light	h	the view of a place	q	a vehicle used to move people to a hospital	w	to make something slightly wet	cc	to run quickly
c	burning, very hot	g	someone who works without being paid	m	a weapon that fires heavy, metal balls	v	somebody who hates or seeks to do harm	y	the line of land that meets the sky
b	an injury	k	a large farm in a warm climate	r	a long, deep channel similar to a ditch	u	a time of day just after sunset	aa	causing pain on purpose
d	exhausted in strength	j	past middle age, an older person	n	used to carry someone who is sick or injured	x	a sound made by beating a drum	z	to end
f	to allow temporary use of	i	a narrow collapsible bed	o	a long, narrow channel dug in the ground	t	a small container used by soldiers to carry water	dd	to disappear

CIVIL WAR ON SUNDAY

COMPREHENSION TEST

DIRECTIONS: THINK ABOUT EACH QUESTION CAREFULLY. AND WRITE YOUR RESPONSES IN COMPLETE SENTENCES.

1. WHAT TIME OF YEAR DO YOU THINK IT WAS WHEN JACK AND ANNIE ARRIVED AT THE CIVIL WAR? HOW DO YOU KNOW?
2. WHEN DID THE CIVIL WAR OCCUR?
3. WHY DID JACK DESCRIBE THE CIVIL WAR AS A "CRUEL WAR"?
4. WHERE IS THE BATTLE THAT THE WOUNDED MEN ARE COMING FROM?

5. WHO WAS CLARA BARTON? WHAT WAS HER NICKNAME?

6. WHY DID JACK THINK "*IN ANOTHER TIME AND PLACE, THEY MIGHT HAVE BEEN FRIENDS*"?

7. HOW DID JACK AND ANNIE BRING DOWN THE INJURED SOLDIER'S FEVER?

8. WHY DID JACK ASK ABOUT THEIR GREAT-GREAT-GREAT GRANDFATHER?

9. IF YOU LIVED DURING THE CIVIL WAR, WOULD YOU SUPPORT THE UNION OR THE CONFEDERACY?

10. WHO WAS THE PRESIDENT OF THE CONFEDERACY?

CIVIL WAR ON SUNDAY

COMPREHENSION TEST – KEY

DIRECTIONS: THINK ABOUT EACH QUESTION CAREFULLY, AND WRITE YOUR RESPONSES IN COMPLETE SENTENCES.

1. WHAT TIME OF YEAR DO YOU THINK IT WAS WHEN JACK AND ANNIE ARRIVED AT THE CIVIL WAR? HOW DO YOU KNOW?

IT WAS SUMMER WHEN JACK AND ANNIE LANDED IN THE CIVIL WAR. I KNOW THIS BECAUSE THEY TALKED ABOUT HOW HOT THEY WERE IN THEIR CLOTHES.

2. WHEN DID THE CIVIL WAR OCCUR?

THE CIVIL WAR WAS FROM 1861 TO 1865.

3. WHY DID JACK DESCRIBE THE CIVIL WAR AS A "CRUEL WAR"?

HE READ ABOUT HOW THE CIVIL WAR KILLED MORE PEOPLE THAN ANY OTHER AMERICAN WAR.

4. WHERE IS THE BATTLE THAT THE WOUNDED MEN ARE COMING FROM?

THE NURSE SAID THAT THE MEN WERE COMING FROM A BATTLE NEAR RICHMOND.

5. WHO WAS CLARA BARTON? WHAT WAS HER NICKNAME?

CLARA BARTON WAS A WOMAN WHO DEDICATED HER LIFE TO EASING THE PAIN FOR INJURED SOLDIERS DURING THE CIVIL WAR. HER NICKNAME WAS "THE ANGEL OF THE BATTLEFIELD".

6. WHY DID JACK THINK "IN ANOTHER TIME AND PLACE, THEY MIGHT HAVE BEEN FRIENDS"?

JACK REALIZED THAT THE MEN FIGHTING IN THE CIVIL WAR WERE MORE ALIKE THAN DIFFERENT.

7. HOW DID JACK AND ANNIE BRING DOWN THE INJURED SOLDIER'S FEVER?

CLARA TOLD THEM TO WET SOME CLOTHS AND PAT THEIR FACES. WHEN THEY GOT BACK TO THE FIELD HOSPITAL, THEY USED ICE.

8. WHY DID JACK ASK ABOUT THEIR GREAT-GREAT-GREAT GRANDFATHER?

JACK THOUGHT THAT MAYBE JOHN THE DRUMMER BOY MAY BE RELATED TO THEM.

9. IF YOU LIVED DURING THE CIVIL WAR, WOULD YOU SUPPORT THE UNION OR THE CONFEDERACY?

THIS ANSWER DEPENDS ON WHAT STATE YOU LIVE IN.

10. WHO WAS THE PRESIDENT OF THE CONFEDERACY?

JEFFERSON DAVIS WAS THE PRESIDENT OF THE CONFEDERACY.

CIVIL WAR ON SUNDAY

TIMELINE TEST

DIRECTIONS: WRITE NUMBER 1-10 ON THE LINE TO PUT EACH CIVIL WAR EVENT IN THE ORDER IT OCCURRED.

_____ JEFFERSON DAVIS
NAMED PRESIDENT OF
THE CONFEDERACY.

_____ THE FIRING ON FORT
SUMTER OCCURS. THE
CIVIL WAR BEGINS.

_____ BATTLE OF GETTYSBURG.
NORTH WINS BUT BOTH
SIDES SUFFER GREAT
CASUALTIES

_____ SEVERAL FAMOUS
BATTLES ARE FOUGHT:
BULL RUN, SHILOH,
ANTIETAM.

_____ GENERAL LEE SURRENDERS TO
GENERAL GRANT AT
APPOMATTOX, VA. THE WAR
IS OVER. NORTH WINS.

_____ PRESIDENT LINCOLN SIGNS
THE EMANCIPATION
PROCLAMATION, FREEING
THE SLAVES

_____ CONGRESS APPROVES
13TH AMENDMENT TO
ABOLISH SLAVERY.

_____ THE SOUTH BEGINS
SECEDING FROM THE
UNION.

_____ ABRAHAM LINCOLN
ELECTED PRESIDENT OF
THE UNITED STATES.

_____ GENERAL SHERMAN
CAPTURES ATLANTA.

CIVIL WAR ON SUNDAY

TIMELINE TEST – KEY

DIRECTIONS: WRITE NUMBER 1–10 ON THE LINE TO PUT EACH CIVIL WAR EVENT IN THE ORDER IT OCCURRED.

2

_____ JEFFERSON DAVIS
NAMED PRESIDENT OF
THE CONFEDERACY.

4

_____ THE FIRING ON FORT
SUMTER OCCURS. THE
CIVIL WAR BEGINS.

7

_____ BATTLE OF GETTYSBURG.
NORTH WINS BUT BOTH
SIDES SUFFER GREAT
CASUALTIES

5

_____ SEVERAL FAMOUS
BATTLES ARE FOUGHT:
BULL RUN, SHILOH,
ANTIETAM.

10

_____ GENERAL LEE SURRENDERS TO
GENERAL GRANT AT
APPOMATTOX, VA. THE WAR
IS OVER. NORTH WINS.

9

_____ CONGRESS APPROVES
13TH AMENDMENT TO
ABOLISH SLAVERY.

6

_____ PRESIDENT LINCOLN SIGNS
THE EMANCIPATION
PROCLAMATION, FREEING
THE SLAVES

1

_____ THE SOUTH BEGINS
SECEDING FROM THE
UNION.

3

_____ ABRAHAM LINCOLN
ELECTED PRESIDENT OF
THE UNITED STATES.

8

_____ GENERAL SHERMAN
CAPTURES ATLANTA.

SOURCES

<http://www.westmeade.net/Library/GettysburgAddress.html>

<http://www.nps.gov/hps/abpp/battles/bystate.htm>

http://www.twoop.com/people/clara_barton.html

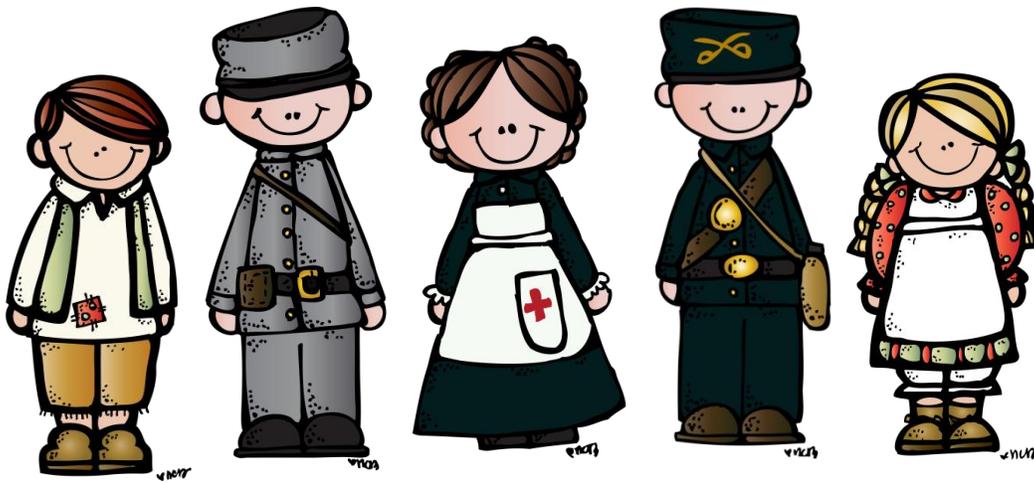
<http://www.ducksters.com/history/civilwartimeline.php>

<http://www.history-timelines.org.uk/events-timelines/02-civil-war-timeline.htm>

<http://www.socialstudiesforkids.com/www/us/uslistcivilwar.htm>

<http://quizlet.com/4474476/procon-slavery-flash-cards/>

Farley at www.ohboyfourthgrade.blogspot.com – opinion graphic organizer



THANK YOU FOR PURCHASING ONE OF MY ORIGINAL RESOURCES! I HOPE YOU FIND IT FUN AND HELPFUL IN YOUR OWN CLASSROOM. I AM ALWAYS LOOKING TO EXPAND AND IMPROVE MY PRODUCTS SO I WOULD APPRECIATE YOUR FEEDBACK.

PLEASE FOLLOW ME ON TPT SO THAT YOU KNOW WHEN I UPDATE MY STORE WITH MORE ORIGINAL TEMPLATES, ACTIVITY SHEETS, LESSON PLANS, AND NEW UNITS! ALSO BE SURE TO CHECK OUT MY NEW BLOG CALLED THE [SECOND GRADE SIGNPOST](#) WHERE I SHARE GREAT FREEBIES AND TEACHING IDEAS!

-STACY MICKELSON

CREDITS

GRAPHICS -

WWW.TEACHERSPAYTEACHERS.COM/STORE/MELONHEADZ

FONT "BOSSHOLE" -

WWW.KEVINANDAMANDA.COM

FRAMES -



<http://www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs>