

A Nation Divided

Grade Level: Second Grade

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Length of Unit: Six lessons (twelve 40 minute sessions)

I. ABSTRACT

Take a trip back to a time of significant American change. Recount the events of a nation in turmoil as it transforms into a country reunited. Travel with the Rebels and the Yankees to the battlefields of our land and meet the angel who brought comfort to so many. Escape with Harriet Tubman on the Underground Railroad in her quest for freedom. Enhance student's learning through group projects, presentations, creative illustrations, and written accounts. Interactive portfolios and technology will be used by both students and teachers using rubrics and checklists for assessment. Get to know the man who stood strong for our country and ensured liberty and justice for all!

II. OVERVIEW

A. Concept Objectives

1. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (TEKS-His. 2.4)
2. The student understands the locations and characteristics of places and regions. (TEKS-Geo. 2.6)
3. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. (TEKS-Geo. 2.7)
4. The student will understand the importance of creating written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (Adapted from TEKS-Soc.St. 2.18 B)

B. Content from the *Core Knowledge Sequence*

1. Controversy over slavery (page 50).
2. Harriet Tubman, the "underground railroad" (page 50).
3. Northern v. Southern states: Yankees and Rebels (page 50).
4. Ulysses S. Grant and Robert E. Lee (page 50).
5. Clara Barton, "Angel of the Battlefield," founder of American Red Cross (page 50).
6. President Abraham Lincoln: keeping the Union together (page 50).
7. Emancipation Proclamation and the end of slavery (page 50).

C. Skill Objectives

1. The student will identify and explain how historical figures such as Abe Lincoln, Harriet Tubman, Grant and Lee have influenced our community, state, and nation. (Adapted from TEKS- His. 2.4 A, C).
2. The student will use symbols, find locations, and determine directions on maps and globes and draw maps to show places and routes. (TEKS-Geo. 2.5 A, B)
3. The student will identify major landforms and bodies of water, including continents and oceans, on maps and globes locate selected countries on maps and globes. (Adapted from TEKS-Geo. 2.6 A, B)

4. The student will be able to appropriately illustrate and explain an accurate account of the suffering endured by the slaves as they began life in the new world.
5. The student will create written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS-Soc.St. 2.18 B)
6. The student will be able to differentiate between the Northern and Southern flags and create one of each as a group.
7. The student will be able to make a comparison involving the North and South using various individual characteristics of each on a Venn diagram.
8. The student will be able to appropriately illustrate and explain an accurate account of the emotional experiences endured by the slaves.

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 1. Hirsch Jr., E.D. *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1999, 0-385-31843-X.
 2. January, B. *The Emancipation Proclamation*. Canada, Children's Press, 1997, 0-516-26226-2.
 3. Isaacs, S. *America in the Time of Abraham Lincoln*. Chicago, IL: Heinemann Library, 1999, 1-57572-937-7
- B. For Students:
 1. Adler, D. *A Picture Book of Harriet Tubman*. New York, NY: Holiday House, 1992, 0-8234-1065-X.
 2. Fritz, J. *Just A Few Words Mr. Lincoln*. New York, NY: Grosset & Dunlap, 1993, 0-448-40170-3.
 3. Winter, J. *Follow The Drinking Gourd*. New York, NY: Dragonfly Books, 1988, 0-679-81997-5.

IV. RESOURCES

- A. *What Your Second Grader Needs to Know*
- B. *The Emancipation Proclamation*
- C. *America in the Time of Abraham Lincoln*
- D. *A Picture Book of Harriet Tubman*
- E. *Just A Few Words Mr. Lincoln*
- F. *Follow The Drinking Gourd*
- G. *Visual Dictionary of the Civil War*
- H. *Causes of the Civil War* (video)
- I. *Harriet Tubman* (video)
- J. *Maps.com* (on-line)
- K. *Texas Education Agency-Texas Essential Knowledge and Skills* (on-line)

V. LESSONS

Lesson One: "Slavery: The Voyage" (1-2 40 min. sessions depending on length of discussion and role play)

- A. *Daily Objectives*
 1. Concept Objective(s)

- a. The student understands the locations and characteristics of places and regions. (TEKS-Geo. 2.6)
 - b. The student will understand the importance of creating written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (Adapted from TEKS-Social Studies 2.18 B)
2. Lesson Content
 - a. Controversy over slavery (page 50)
 1. Africans were forcefully removed from their native land.
 2. Slaves experienced hardships on the voyage to North America.
3. Skill Objective(s)
 - a. The student will use symbols, find locations, and determine directions on maps and globes and draw maps to show places and routes. (TEKS-Geo. 2.5 A,B)
 - b. The student will identify major landforms and bodies of water, including continents and oceans, on maps and globes locate selected countries on maps and globes. (Adapted from TEKS-Geo. 2.6 A,B)
 - c. The student will be able to appropriately illustrate and explain an accurate account of the emotional experiences endured by the slaves.
- B. *Materials*
 1. One large size world map for class viewing.
 2. Portfolio – 18x12 light blue construction paper folded hamburger style (one per student).
 3. Student size map of Africa, Atlantic Ocean and North America. (one per student). Appendix A.
 4. A copy of *What Your Second Grader Needs to Know*.
 5. Chart paper for recording key vocabulary.
 6. Two sheet white paper per student.
 7. Appendix B.
 8. Appendix C.
 9. Individual student copies of appendix B and C.
- C. *Key Vocabulary*
 1. civil war – a war between two parts of a single country.
 2. kidnapped –the event of a person being taken against their will.
 3. slavery – human beings treated like property, not people.
- D. *Procedures/Activities*
 1. Explain to students that we are beginning a new unit on the “Civil War.”
 2. Introduce the unit by reading aloud from *What Your Second Grader Needs to Know*, “Slavery in America”, page 155. After the reading, ask students how they think slavery might be related to their new unit. Monitor the student’s responses. The class should generate the notion that slavery played a huge part in the Civil War.
 3. Discuss the meanings of the following key words: civil war, kidnapped and slavery and begin an ongoing class word bank on chart paper.

4. Discuss how the capture of Africans may have occurred and why Americans felt it necessary to forcefully remove them from their home.
 5. Locate Africa and North America on the large class map.
 6. Identify the Atlantic Ocean.
 7. As a class, chart the voyage on the map from Africa to North America.
 8. In anticipation of discussing hardships on the ship, have students engage in a “crowded” role-play. Define a small area in the classroom where students will be required to sit for a portion of the discussion.
 9. Discuss thoughts and feelings that students are experiencing and relate to the situation of Africans on the forced voyage.
 10. Portfolio work may begin by distributing the folded 18x12 light blue construction paper and the student maps (Appendix A).
 11. Students should glue appendix A on the front cover of their portfolio.
 12. Students will label and color the continents of Africa (green) and North America (yellow), the Atlantic Ocean (blue).
 13. Using black marker or crayon, students should label portfolio cover with North, South, East and West directions as well as adding a compass rose.
 14. Students will indicate the path followed on the voyage from Africa to North America using a dotted red line.
 15. Leave word bank chart up for the duration of unit for additional words to be added.
 16. Distribute 2 sheets of white paper for students to add to portfolio.
 17. Students will use 1 paper as an ongoing definition page.
 18. Distribute a copy of expectations/rubrics B and C to each student. Explain to students that they should review the rubrics before each assignment and double check that they have addressed each item upon completion of the activity.
 19. Students will draw a person with facial expression to indicate emotions felt by the people kidnapped in Africa.
 20. Students will generate a complete sentence to explain illustration.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion and role-play (Appendix B).
 2. Teacher will collect portfolios and assess illustrations, word banks, map skills and writing for appropriate responses. Teacher will be looking for checklist items (Appendix C).

Lesson Two: “Life in the New World” (1 40 min. session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the locations and characteristics of places and regions. (TEKS-Geo. 2.6)
2. Lesson Content
 - a. Controversy over slavery (page 50).
 1. Slaves were relocated to the southern United States.
 2. Slaves were forced to bare extreme hardships in their new home.

3. Slaves created songs of hope such as “Swing Low Sweet Chariot” to ease their despair.
3. Skill Objective(s)
 - a. The student will use symbols, find locations, and determine directions on maps and globes and draw maps to show places and routes. (TEKS-Geo. 2.5 A,B)
 - b. The student will be able to appropriately illustrate and explain an accurate account of the suffering endured by the slaves as they began life in the new world.
- B. *Materials*
1. One large size map of the United States for class viewing.
 2. Chart paper to add key vocabulary words.
 3. 1 United States map per student (Appendix D).
 4. Revised edition *What Your Second Grader Needs to Know* page 156-157.
 5. 1 copy of the song “Swing Low Sweet Chariot” per student. (Appendix E).
 6. Student portfolio in progress.
 7. 1 sheet of paper per student to add to portfolio for illustrating and writing purposes.
 8. On going student definition page.
 9. Appendix B.
 10. Appendix C.
- C. *Key Vocabulary*
1. master-slave owner and boss of the plantation.
 2. plantation- big farms where crops were grown to be sold; and where slaves worked.
 3. crops- fields of sellable products that slaves were responsible for harvesting.
- D. *Procedures/Activities*
1. Explain to students that they will continue to study about the controversy over slavery.
 2. Teacher should guide a brief review of day one key vocabulary and issues discussed.
 3. On the large U.S. map, the teacher should guide a location of the “slave states” as a new home for the Africans.
 4. Students will identify and add a border using markers, crayons or color pencils to appropriate southern states on their individual U.S. maps to be placed in their portfolios (Appendix D).
 5. Teacher will read pages 156-157 *What Your Second Grader Needs to Know* as a springboard for discussing the living conditions and general lifestyle of the slaves in their new home. Focus of discussion should include that slaves were thought of as “property” not human and therefore were not entitled to basic rights or equality.
 6. Add key vocabulary to chart paper.
 7. Students should add key vocabulary to on going definition page in portfolio.
 8. Distribute a copy of “Swing Low Sweet Chariot” to each student (Appendix E) Read and discuss the song. Students should generate the

3. escape- to get away from and become free.
 4. drinking gourd- another name for the stars known as the Big Dipper. It helped some slaves to follow the path to the North.
- D. *Procedures/Activities*
1. Begin the lesson by writing “Underground Railroad” on the board.
 2. Ask students what they think of when they see these two words used together. Ensure that the students relate their thoughts to the lives of the slaves.
 3. Allow time for students to establish their thoughts before leading them into the discussion of the true meaning of the Underground Railroad.
 4. Ask the question, “What is one thing that the slaves wanted more than anything?”
 5. If the students do not say freedom, start writing one letter at a time to spell “Freedom”. Ask the students to repeat the word with you and have some students volunteer their own definitions of this term.
 6. Add “freedom” to word bank on chart paper with a definition. Allow time for students to add word to the word bank in their portfolio.
 7. Discuss with students that the Underground Railroad helped the slaves escape and gain freedom. Explain why the Underground Railroad was given its name and how it helped the slaves.
 8. Add “Underground Railroad” and “escape” to class word bank and allow time for students to add them to their own.
 9. During their reading time, students will have read *Follow the Drinking Gourd*. Explain how the slaves defined a “drinking gourd”.
 10. Add “drinking gourd” to class word bank and allow time for students to add it to their portfolio.
 11. Give students a copy of the song “*Follow the Drinking Gourd*” (Appendix F). If available, play the music of “*Follow the Drinking Gourd*” and sing the song aloud as a class.
 12. In order for each student to use a computer, take the class to the computer lab. Once they are all on a computer, write the website, www.maps.com/learn/101-content/interactmap1.htm, on the board. Make sure all students are on the appropriate website before giving the following instructions.
 13. Ask the students to use their mouse cursor to point to each word and follow along while you read the caption above the map. Then ask the students to push the play button located to the upper right of the map. While the interactive map is playing, describe what the map is doing and showing. After it is done, ask the students to print that page in order to later add it to their portfolio.
 14. Before leaving the lab, close the lesson by reviewing the key vocabulary words and how they relate to each other, and ask a few students to volunteer what they learned that day.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion and role-play. (Appendix B)
 2. Teacher will collect portfolios and assess word banks, and map skills. Teacher will be looking for checklist items. (Appendix C)

Lesson Four: “Harriet Tubman: A leader for slaves” (1- 40 min. session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (TEKS-His. 2.4).
 2. Lesson Content
 - a. Harriet Tubman, the “underground railroad” page 50.
 1. Harriet Tubman risked her life to flee from slavery on a secret journey.
 2. Harriet Tubman was selfless and rescued hundreds of other slaves.
 3. Skill Objective(s)
 - a. The student will identify and explain how historical figures such as Abe Lincoln, Harriet Tubman, Grant and Lee have influenced our community, state, and nation. (Adapted from TEKS- His. 2.4 A, C).
- B. *Materials*
1. A copy of *What Your Second Grader Needs to Know*.
 2. A copy of *A Picture Book of Harriet Tubman* (to be read at another time during the day).
 3. Video: “*Harriet Tubman*” Living History & Productions and Rich Animation Studios. Irving, TX: Warner-Nest Animation, c 1996.
 4. On going student portfolios and word banks.
 5. One sheet of lined paper.
 6. Appendix B.
 7. Appendix C.
- C. *Key Vocabulary*
1. abolitionist- a person who believes slavery should end.
 2. rebellion- defiance or resistance to an established government or authority.
 3. disguise- to change your typical dress or appearance.
- D. *Procedures/Activities*
1. Using class word bank, review key vocabulary.
 2. Guide a brief review discussion of the underground railroad.
 3. Ask students if they can recollect who was instrumental in the success of the underground railroad. Volunteers should remember Harriet Tubman from the read aloud conducted earlier in the day.
 4. Introduce and discuss key vocabulary words: abolitionist, rebellion, and disguise.
 5. Add key vocabulary words to class word bank and allow students time to add words and definitions to word banks in their portfolios.
 6. Explain to students that the video they will view gives a detailed account of Harriet Tubman’s life and her escape on the underground railroad.
 7. Instruct students to specifically look for ways the slaves used their environment to escape unnoticed, and what they did to maintain their secrecy and safety.
 8. After viewing the video, ask for students to volunteer information about how slaves escaped and got safely from one place to the next.

9. Have students think about the kind of person that Harriet Tubman was. Using character traits, students should write down a list of words that describes Harriet Tubman. Students will add this paper to their portfolios.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion and role-play. (Appendix B)
 2. Teacher will collect portfolios and assess list of four or more character traits and word banks. Teacher will be looking for checklist items. (Appendix C)

Lesson Five: “Grant” Me Freedom (3-40 min. sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (TEKS-His. 2.4).
 - b. The student will understand the importance of creating written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (Adapted from TEKS-Soc.St. 2.18 B)
2. Lesson Content
 - a. Northern v. Southern states: Yankees and Rebels (page 50)
 - b. Ulysses S. Grant and Robert E. Lee (page 50)
 1. The Southern states felt that the United States government should not be allowed to tell them what to do. This sentiment caused the fighting between the North and South and battle of the Civil War between 1861 and 1865.
 2. The Northerners labeled the Southerners as “Yankees”, and the Southerners labeled the Northerners as “Rebels”.
 3. General Robert E. Lee was in charge of the Southern army and Ulysses S. Grant was in charge of the Northern army.
 4. “*When Johnny Comes Marching Home*” was a popular marching song for the Northern army.
 5. “*Dixie*” was the most popular song in the South, but was written by a Northerner.
3. Skill Objective(s)
 - a. The student will be able to differentiate between the Northern and Southern flags and create one of each as a group.
 - b. The student will be able to make a comparison involving the North and South using various individual characteristics of each on a Venn diagram.

B. *Materials*

1. Chart paper to add key vocabulary words.
2. Student portfolio in progress.
3. On going student definition page.

4. One student copy of songs “*When Johnny Comes Marching Home*” and “*Dixie*” (Appendix G).
 5. One teacher copy of *America in the Time of Abraham Lincoln*.
 6. 1 on going United States map per student (Appendix D).
 7. One large size world map for class viewing.
 8. 2 white poster boards (day 1 only)
 9. 2 large sheets of butcher paper (day 2 only)
 10. Crayons and markers (day 1 and 2 only)
 11. 2 blank sheets of chart paper
 12. Various sheets of construction paper, colors relating to those of the Northern and Southern flags. (Day 1 and 2 only)
 13. Venn diagram (one per student), (Appendix H)
- C. *Key Vocabulary*
1. Yankee- nickname given to the Northerners by the South.
 2. Rebels- nickname given to the Southerners by the North.
 3. soldier- a person who fights in a war.

D. *Procedures/Activities*

Day 1:

1. Very briefly review a few of the past lessons in order to evoke the student’s interest and prior knowledge.
2. Ask students what it means when they hear north and south. After a few responses, ensure that they students understand that north and south are used in directional terms, and that north is above south.
3. Explain that during the time of slavery and the Civil War, the United States was divided into two different sections referred to as North and South, and why. Then read page 12-13 and show map on page 42 of *America in the Time of Abraham Lincoln*, which will further clarify the North and South states.
4. Explain and discuss the terms “Yankee”, “Rebel”, and “soldier”. Add the words to the class word bank and allow time for students to add the terms to their portfolio.
5. Discuss the specific leaders of the Northern and Southern armies, Grant and Lee and show students the flags of both armies.
6. Count off the students (1,2,1,2,etc.) into two groups and have the 1’s represent the North and the 2’s represent the South. Distribute one poster board to each group and explain to them that they will be creating the flag for the side they are representing. They will be able to decide as a group how they want their flag constructed, either by crayons, markers, pieces of construction paper as a collage, or possibly a combination of all.
7. While the students are constructing their flags, “*When Johnny Comes Marching Home*” and “*Dixie*” will be playing in the background. Make certain that they students are aware of which songs correspond to the North and South.
8. At the end of the lesson, copies of the two songs will be given to the students in order to be placed into their portfolios.

Day 2:

9. There will not be any key vocabulary terms added this day, but the students will continue to review those added the previous day.
10. Review more in detail pages 12-13 of *America in the Time of Abraham Lincoln* and discuss the Southern and Northern lifestyles. Using the 2 blank sheets of chart paper, label one as North and the other as South. Ask students to volunteer characteristics of each and write those on the appropriate paper. These will be helpful later during the backdrop illustrations of each. Discuss again the reasons of the division of the nation, one side was for slavery and the other was not.
11. Ask students to take out their copy of the United States map (Appendix D). Take out large map for display and guide students through the drawing of the Southern and Northern boundaries (North- blue crayon or marker, South- orange crayon or marker). Explain that the unmarked areas of the United States were only territories of the U.S. and not yet states.
12. Ask students to recall the side they represented the day before while constructing the flag, and then explain they will be the other side today.
13. Organize the students into those groups and then pass out one piece of butcher paper for each group. Explain that they will be illustrating the landscape of North or South, with the specific characteristics included that were discussed earlier. Also describe that an area of the butcher paper must be left aside because each member of the group will be composing a sentence that describes their landscape and write it in that area.
14. If time does not allow for the completion of the landscape, additional time will be permitted at the beginning of the next session the following day.

Day 3:

15. If needed, allocate time for the completion of the landscapes.
16. After they are completed, hang them up in the classroom.
17. Allow students to look at both landscapes and ask them to think about ways that they are different and ways they are the same. This will lead into their activity with the Venn diagram (Appendix H).
18. Pass out a copy of the Venn diagram (Appendix H) to each student and have them label the left circle "North" and the right circle "South". Their assignment will be to record the differences and similarities of the North and South.
19. End the lesson with a review of the key vocabulary terms given on day 1.

E. *Assessment/Evaluation*

1. Teacher observation of student participation in class discussion and role-play. (Appendix B)
2. Teacher will collect portfolios and assess illustrations, word banks, map skills, and writing for appropriate responses. Teacher will be looking for checklist items. (Appendix C)
3. Teacher will collect Venn diagrams. Teacher will be looking for appropriate responses related to class discussion. (Appendix I)

Lesson Six: "Hooray for Heroes" (3- 40 min. sessions)

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (TEKS-His. 2.4).
 2. Lesson Content
 - a. President Abraham Lincoln: Keeping the Union together (page 50).
 1. Southern states wanted to leave the Union against the beliefs of the northern states and Abraham Lincoln.
 2. Our Pledge of Allegiance represents what Lincoln wanted. "One nation, indivisible."
 - b. Clara Barton, "Angel of the Battlefield," founder of American Red Cross (page 50).
 1. More Americans died in the Civil War than in any other war Americans have fought in.
 - c. Emancipation Proclamation and the end of slavery (page 50).
 4. Skill Objective(s)
 - a. The students will be able to identify and explain how historical figures such as Abraham Lincoln, Harriet Tubman, Clara Barton, Grant, and Lee have influenced our community, state, and nation. (Adapted from TEKS- His. 2.4 A, C).
- B. *Materials*
1. A copy of *What Your Second Grader Needs to Know*.
 2. A copy of *Just A Few Words Mr. Lincoln* (to be read at another time during the day).
 3. Chart paper to add key vocabulary words.
 4. Student portfolios in progress.
 5. On going student definition page.
 6. One sheet of lined paper (Day 1).
 7. A copy of the Pledge of Allegiance for each student (Day 1),(Appendix J).
 8. Appendix B.
 9. Appendix C.
 10. Video: "Causes of the Civil War" (Day 2).
 11. Sheet of paper to add to portfolio (Day 3).
- C. *Key Vocabulary*
1. indivisible- unable to divide; to stay together.
 2. battlefield- a place where a battle is fought.
 3. emancipate- to set someone free.
 4. proclaim- to announce something.
- D. *Procedures/Activities*
- Day 1
1. Guide a brief review of the opposition occurring between the north and the south. Give students an opportunity to ask questions or volunteer information related to previous discussions.
 2. Prepare students for a class activity: begin by having students recollect reasons why the South wanted to leave the Union. Their verbal responses should indicate an understanding that the South did not have the same beliefs as the North and therefore did not want to be a part of the Union. They wanted an opportunity to form their own government

and rules. With that in mind, have students work in small groups to generate a list of campus rules that they would like to do away with or change. Students should be prepared to justify responses. Each group should share their list with the class and listen for common responses from each group.

3. Bring the class back together as a whole group and pose these questions: “If our class was allowed to have our own set of rules, who would be affected? Would it be good or bad for our school as a whole? What would our school environment be like if each class had its own rules?” And finally, “How does our class situation relate to the situation between the north and south?” Students should be able to make appropriate associations and give verbal input.
4. Add the key word “indivisible” to the class word bank.
5. Allow students time to add “indivisible” to word banks in their portfolios.
6. Read page 162 of *What Your Second Grader Needs to Know*. Allow time for questions/discussion.
7. Conduct a class review/discussion of the book read earlier, *Just A Few Words Mr. Lincoln*.

Day 2

8. Tell students that they will view a video depicting the causes of the Civil War. Students should be familiar with most of the information. The video will take most of the session. Allow a few minutes at the end for questions and discussion.

Day 3

9. Conduct a review with students focusing that the Civil War was the largest and most deadly war Americans have ever fought in. Remind them that in addition to war wounds and injuries, diseases were prevalent in the overcrowded camps.
10. Pose this question: “What type of person could help in this situation?”
11. Encourage students to volunteer. Teacher should record responses on the board.
12. Read the Clara Barton section on page 163 of *What Your Second Grader Needs to Know*.
13. Allow time for discussion. Comments should focus on the selfless, humanitarian values displayed by Clara Barton. Help students to visualize the possible setting. Encourage students to think about and share words that may describe Clara’s state of mind and emotion. Briefly talk about the organization of the American Red Cross and why she founded it. Students should be aware that the Red Cross continues to be very active in times of disaster.
14. On a sheet of paper to be added to portfolio, allow students time to illustrate and write about a possible scenario involving Clara Barton. Review assessment expectations according to Appendix C rubric.
15. To close the session, read from page 163 of *What Your Second Grader Needs to Know*: The Emancipation Proclamation. Encourage questions/discussion from students.
16. Add emancipate and proclaim to the class word bank.
17. Students should add emancipate and proclaim to the word banks in their portfolios.

- E. *Assessment/Evaluation*
 - 1. Teacher observation of student participation in class discussion and role-play. (Appendix B).
 - 2. Teacher will collect portfolios and assess illustrations, word banks, map skills, and writing for appropriate responses. Teacher will be looking for checklist items. (Appendix C).

VI. CULMINATING ACTIVITY

- A. Explain to students that our unit is coming to an end and briefly discuss with them what they feel is the most important idea or fact that they took away from the lessons.
- B. Pass out crossword puzzle (Appendix K), which includes all of the key vocabulary used throughout the unit.
- C. As an optional activity, combine 2nd and 5th grade students to complete a joint project through technology, such as an ABC book of the Civil War, chronological timeline, virtual fieldtrip, Web quests, etc. This will be most effective if the 2nd and 5th grade units coincide.

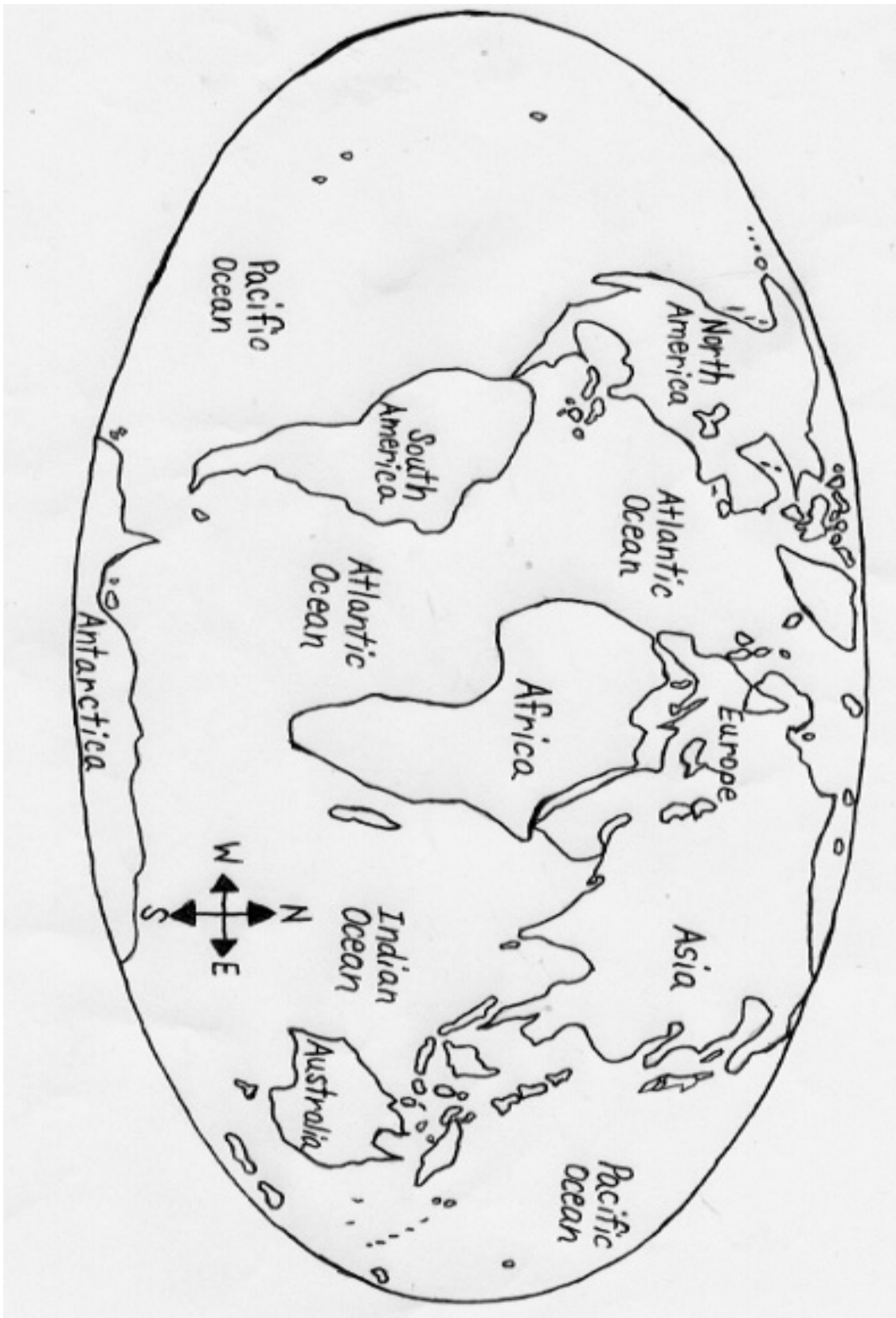
VII. HANDOUTS/WORKSHEETS

- 1. Appendices A-K

VIII. BIBLIOGRAPHY

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A Nation Divided
Appendix A



A Nation Divided
Appendix B

Production:

/10 _____ Follows directions.

/10 _____ Information is relevant and on topic.

/10 _____ Displays time management skills to achieve a complete product.

/10 _____ Contributes equally to the group or completes tasks done individually.

/10 _____ Overall quality of work.

/50%

Presentation:

/4 _____ Eye contact with the audience.

/6 _____ Uses a “presenter” speaking voice.

/20 _____ Information presented is relevant and on topic.

/10 _____ Contributes relevant information to discussion.

/10 _____ Displays appropriate behaviors as an audience member.

/50%

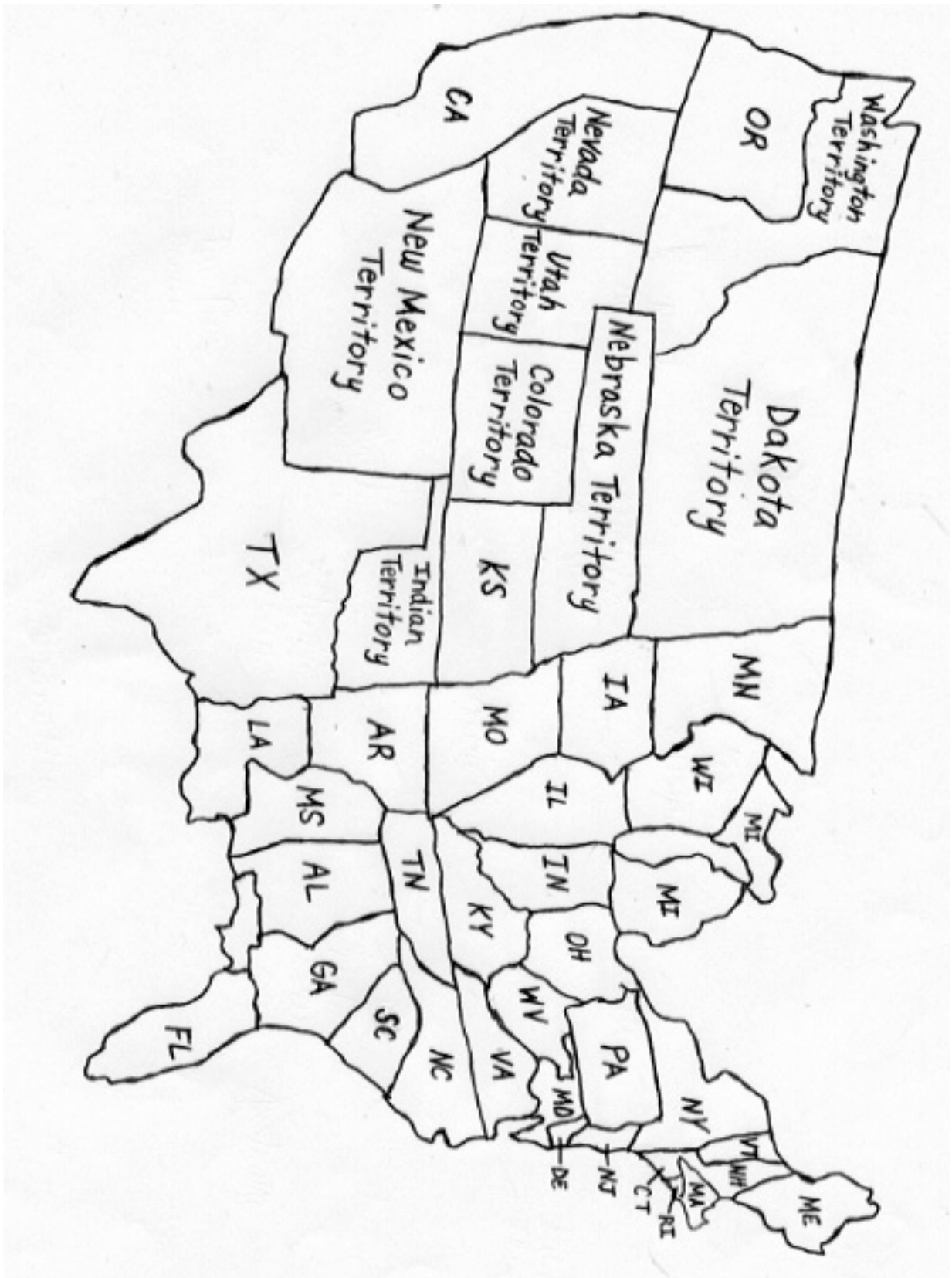
Comments:

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Appendix C

- /15 _____ Consistently uses good listening skills.
- /15 _____ Follows directions.
- /10 _____ Incorporates editor's checklist items (name, date, capital letters, punctuation, complete sentences).
- /20 _____ Illustrations and writing are specifically related to topic.
- /10 _____ Correct spelling of posted words.
- /5 _____ Organizational skills (papers are placed in portfolio by date).
- /10 _____ Displays time management skills to achieve a complete product.
- /15 _____ Overall quality of work.
- _____
/100%

Comments:

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Appendix D



Swing Low, Sweet Chariot

Swing low, sweet chariot,
Comin' for to carry me home,
Swing low, sweet chariot,
Comin' for to carry me home.

If you get there before I do,
Comin' for to carry me home,
Tell all my friends I'm comin' there too,
Comin' for to carry me home.



Follow the Drinking Gourd

When the sun comes back and the
first quail calls,
Follow the drinking gourd.
For the old man is a-waiting for to
carry you to freedom
If you follow the drinking gourd.

Follow the drinking gourd,
Follow the drinking gourd,
For the old man is a-waiting for to
carry you to freedom
If you follow the drinking gourd.

The river ends between two hills,
Follow the drinking gourd.
There's another river on the other side,
Follow the drinking gourd.

Follow the drinking gourd,
Follow the drinking gourd,
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.



Songs of the North and South

When Johnny Comes Marching Home

When Johnny comes marching home again,
Hurrah, hurrah!
We'll give him a hearty welcome then,
Hurrah, hurrah!
The men will cheer and the boys will shout,
The ladies they will all turn out,
And we'll all feel gay when Johnny comes
marching home.

Dixie

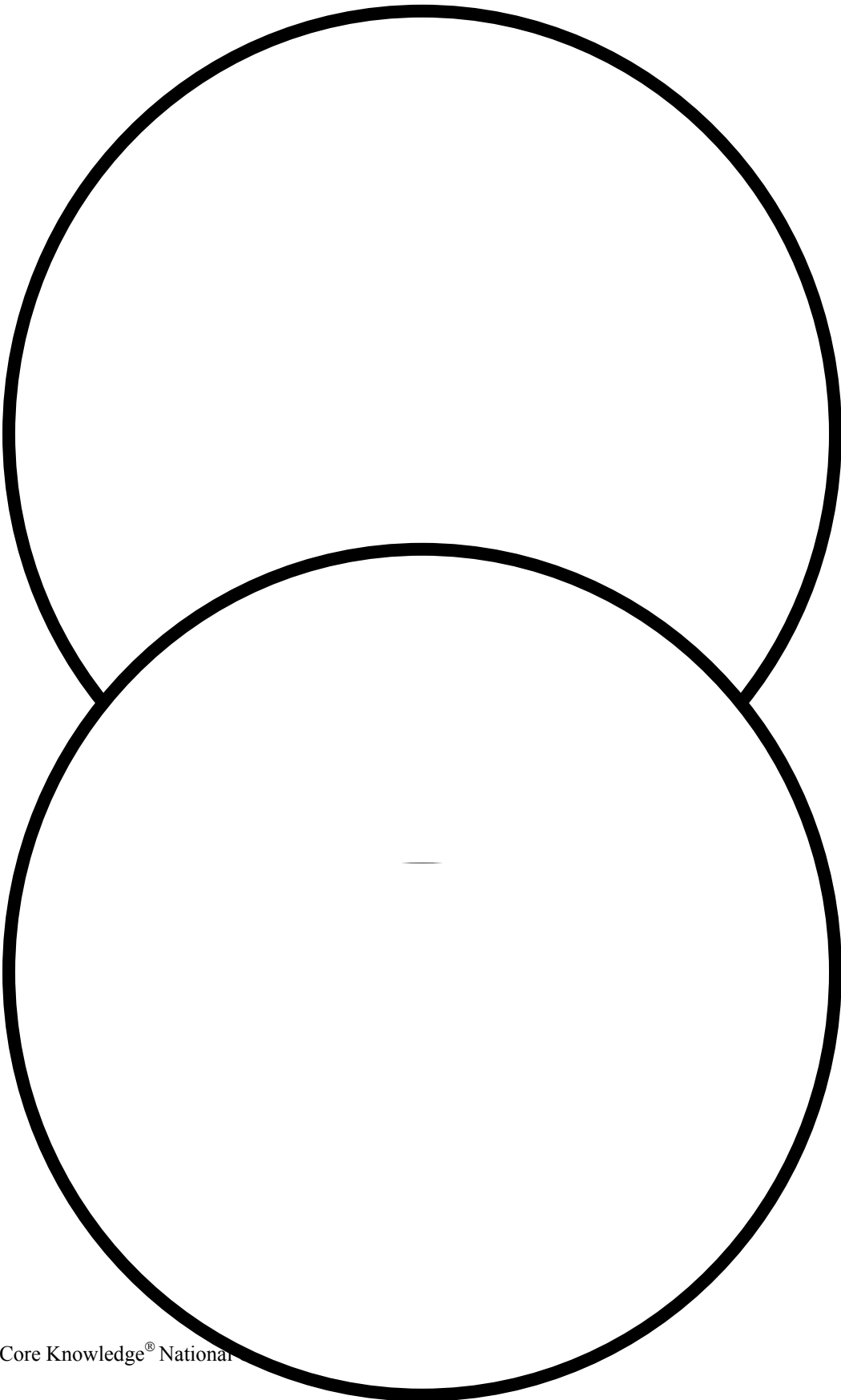
I wish I was in the land of cotton,
Old times there are not forgotten,
Look away! Look away! Look away!
Dixie Land.

In Dixie Land where I was born in,
Early on one frosty mornin',
Look away! Look away! Look away!
Dixie Land.

Then I wish I was in Dixie,
Hooray! Hooray!
In Dixie Land, I'll take my stand,
To live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.



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Appendix H



Venn Diagram Rubric

/15 _____ Follows directions.

/40 _____ Records at least 4 relevant comparisons
and commonalities.

/15 _____ Uses correct spelling of posted words.

/20 _____ All responses are topic related.

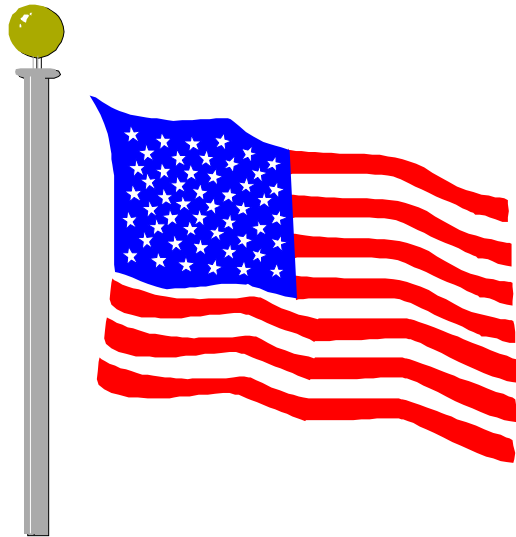
/10 _____ Student is able to justify written response
when asked.

/100%

Comments:

Pledge of Allegiance

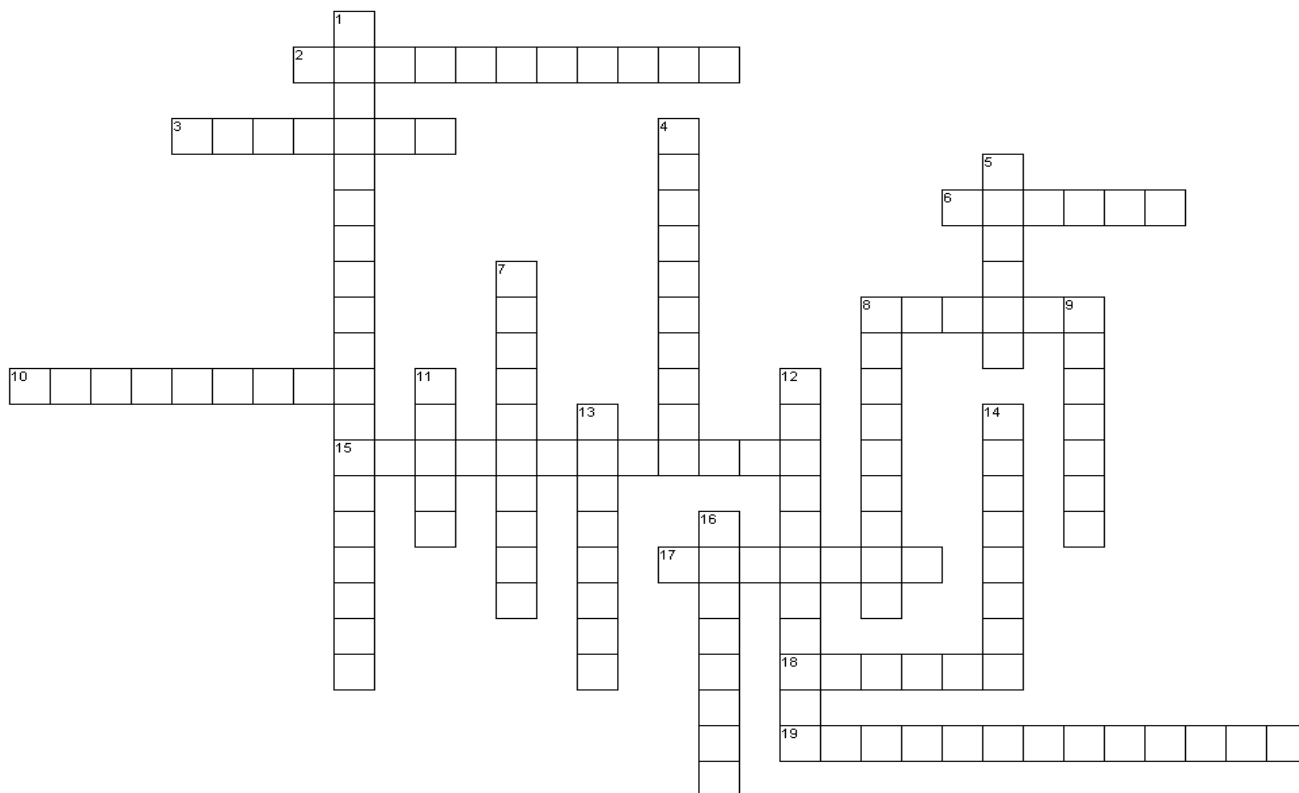
**I Pledge Allegiance to the flag of the
United States of America and to the
Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all.**



Name _____

Date _____

A Nation Divided



Across

2. Unable to divide; to stay together.
3. Human beings treated like property, not people.
6. Nickname given to the Northerners by the South.
8. Nickname given to the Southerners by the North.
10. The event of a person being taken against their will.
15. A person who believes slavery should end.
17. The ability to make own choices at will.
18. To get away from and become free.
19. It helped some slaves to follow the path to the North.

Down

1. A way for slaves to escape to freedom.
4. Big farms where crops were grown to be sold; and where slaves worked.
5. Slave owner and boss of the plantation.
7. To set someone free.
8. Defiance or resistance to an established government or authority.
9. A person who fights in a war.
11. Fields of sellable products that slaves were responsible for harvesting.
12. A place where a battle is fought.
13. A war between two parts of a single country.
14. To change your typical dress or appearance.
16. To announce something.