

CIVIL WAR PERSPECTIVES LESSON PLAN 2

1. Title

Building Background: *Causes of the Civil War*

2. Overview

Review the causes of the Civil War that were discussed in the previous lesson and read-aloud John Brown: His Fight for Freedom by John Hendrix to the class. After reading the book, students will engage in a silent discussion, making predictions & developing questions about the causes of the Civil War.

3. Goal

Students will continue to build background knowledge surrounding the causes of the Civil War. They will develop questions & make predictions based on the text & class discussion.

4. Objectives

- Make predictions & generate questions about the causes of the Civil War.
- Build on the thinking of peers through discussion.

5. Investigative Question – On the completion of the lesson students will be able to answer this question:

- What were the major causes of the Civil War?

6. Time Required (0-10)

1 class period (45 min)

7. Recommended Grade Range

Grades 7-8

7a. Differentiated Instruction

- The use of a picture book read-aloud will help struggling readers build background & understand basic content prior to independent reading in future lessons.

8. Subject / Sub-Subject

Social Studies

Reading/Language Arts

9. Common Core Standards

- CC.6-8. R.H.2 – Key Ideas and Details: *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*
- CC.7.R.I.3 - Key Ideas and Details: *Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).*
- CC.7.S.L.1 – Comprehension and Collaboration: *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

10. Credits

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PREPARATION

11. Materials Used

Picture book: John Brown: His Fight for Freedom by John Hendrix
KWL chart (*continued from Lesson 1*)
Lesson 2 Exit Slip

12. Resources Used

See Appendix

PROCEDURE

13. Description of Procedure

- Ask students to recall the causes of the Civil War identified in the previous lesson.
- Tell students that today the class will be reading a book that focuses on the conflict over slavery.
- Show students the cover of John Brown: His Fight for Freedom and ask students where they've heard this name before. (*Students should recall the primary source documents about John Brown from the previous lesson.*)
- Ask students to make observations about the cover and predict what the book will be about based on the title and illustrations.
- Read-aloud John Brown: His Fight for Freedom as students listen. (*While reading, the teacher may want to "think-aloud" and model his/her own thinking & questioning about the text in order to encourage students to think critically in preparation for later discussion.*)
- Complete the read-aloud by reading the "Author's Note" at the end of the book, which concludes with a quote by Frederick Douglas.
- Ask students to take out a piece of loose-leaf paper.
- Write the following discussion question on the board or overhead projector & read it aloud to students:
 - *Frederick Douglas said of John Brown, "His zeal in the cause of my race was greater than mine. I could live for the slave, but he could die for him." Individuals like Frederick Douglas chose peaceful measures to end slavery. However, John Brown was willing to go to any measure to end slavery, including using violence. Which path would you choose? Why?*
- Begin "Silent Discussion":
 - Give students 3-5 minutes to write their response on their paper.
 - Next, ask students to silently pass their paper to the person next to them. Students should read the response written on the paper they have received and respond to it. Do they agree? Disagree? Why? Do they have any questions? Encourage students to write down any thoughts that arise & remind them that there are no right answers! Their honest opinions are valuable!
 - Give students 3-5 minutes to respond to their peers. When time is up, ask students to once again, to pass the sheet of paper containing their response to the person next to them. (The teacher may want to circulate the classroom during this time & help guide students who are struggling to formulate their ideas.)

- Continue having students silently circulate their responses for 15 – 20 minutes. (You may want to extend this time if students are highly engaged.)
- At the end of this time, ask students to pass these sheets of paper back to the original writer. Give students time to read over what their peers have written in response to their original response.
- Take the last 10-15 minutes of class to discuss the ideas exchanged during the silent discussion. Have students share anything that got their attention or made them think.
- Return to the KWL chart from lesson 1. Under the “Learned” column, ask students to share what they have learned about John Brown. Then, add any questions that have arisen from this discussion.
- At the end of the period, have students complete the “Lesson 2 Exit Slip” as a final assessment.

The Inquiry Cycle:

Connect - Students connect new insights to self or previous knowledge; gain background and context; observe, experience

Wonder - Students develop questions and create hypotheses or predictions

Investigate - Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses

Construct - Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses

Express - Apply understandings to a new context, new situation; express new ideas to share learning with others

Reflect - Reflect on own learning; ask new questions

14. Extensions

EVALUATION

15. Evaluation

- Small group & class discussion
 - KWL chart
 - Exit Slip
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