

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 3**

**1. Title**

Introduce Part 1 of Unit Vocabulary

**2. Overview**

Pass out unit vocabulary with definitions. Briefly go over vocabulary together & identify unfamiliar words. In small groups, students will complete a “Word Sort”, discussing & categorizing vocabulary words.

**3. Goal**

Students will define & categorize content area vocabulary in order to make connections & create a context for understanding.

**4. Objectives**

- Categorize content area vocabulary.
- Make connections between various vocabulary words & larger themes.

**5. Time Required (0-10)**

1 class period (30 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

Students will complete this activity in small groups, building on the ideas of their peers & clarifying misconceptions as they decide upon categories. The teacher may circulate the room & offer support to students/groups struggling to categorize or understand the meanings of words.

**8. Subject / Sub-Subject**

Social Studies

Reading/Language Arts

**9. Common Core Standards**

- CC.7.L.6 – Vocabulary Acquisition and Use: *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- CC.6-8.R.H.4 – Craft and Structure: *Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.*

**10. Credits**

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**PREPARATION**

## 11. Materials Used

Civil War Unit Vocabulary List (Part 1) – 2 sided  
Word Sort Worksheet

## 12. Resources Used

See Appendix

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## PROCEDURE

### 13. Description of Procedure

- Pass out Word Sort Worksheet & the Civil War Unit Vocabulary List (Part 1). Make sure that students are looking at the side *without* definitions. Ask them not to look at the side with definitions yet!
- Look over the vocabulary as a class & say each word aloud having students repeat the word after the teacher.
- Tell students that they will be sorting these words into categories in small groups. There are some words they may know, and some words that may be unfamiliar.
- Go over the 6 categories together. Then, ask each group to begin placing the vocabulary word into categories that make the most sense to them. Encourage students to discuss the words together. Say, *“Some of you may know words that are unfamiliar to the people around you. Share your knowledge. If you’re unsure of the meaning of a word, take a guess. Have you heard it before? What do you think it might mean?”* Assure students that they will not be counted off for a wrong answer at this point in the lesson. They will have the opportunity to look at the definitions & change their choices during the second part of the lesson.
- Give students 10-12 minutes to discuss & categorize the words in small groups. (It is not a problem if groups do not finish sorting all of the words at this point. However, if it seems like most groups need more time, the teacher may extend the time given.)
- Next, bring the class back together and ask students to flip over their Civil War Unit Vocabulary List to the side with definitions.
- Ask students which words seemed to be a problem for them. Go over the definitions of commonly problematic words as a class & clarify any confusion.
- Then, ask students to read over the rest of the definitions in their small groups as needed and *re-categorize* the vocabulary based on their new understanding of the words. They may want to change the way they categorized some of the vocabulary if they feel that they misunderstood the word’s meaning the first time.
- Once again, give students 10-12 minutes to make changes and finish sorting the vocabulary.
- When it seems that most of the groups are done, wrap up the lesson by asking the class to share how they categorized the vocabulary & explain why they believe the words belong in these categories.

### 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**

- For homework, you may have students create vocabulary flashcards.
  - Have them write the vocabulary word at the top of the card & draw a line under it. Then, they should come up with 5 related words or phrases (clues).
  - At the beginning of class the next day, have students pair up & use the cards to reinforce the vocabulary.
  - Begin by having one of the students in each pair share try to get their partner to guess each word as they give clues (the 5 words written on the card). If their partner is able to guess the word, they may move on to the next card & continue giving clues.
  - The first pair that is able to guess all of the vocabulary words wins!
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### **EVALUATION**

#### **15. Evaluation**

- Word Sort Worksheet
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Abolitionist

Kansas-Nebraska Act

John Brown

Confederate States of America

Cotton gin

Union

Uncle Tom's Cabin

Secession

Nullification

U.S. Constitution

Slavery

Free State

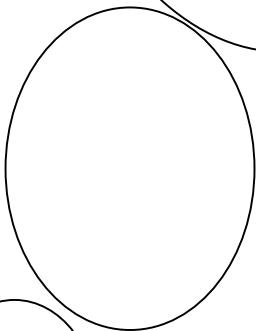
Slave State

Industrialization

popular sovereignty

Abraham Lincoln

Territory



**Abolitionist**- A person who favors the extinction of slavery

**Kansas-Nebraska Act**- Created the territories of Kansas and Nebraska, opened new lands, and allowed settlers in those territories to determine if they would allow slavery within their boundaries.

**John Brown**- abolitionist who was hanged after leading an unsuccessful raid at Harper's Ferry, Virginia

**Confederate States of America**- The 11 Southern states that seceded from the US in 1860-61.

**Cotton gin**- A machine for separating cotton from its seeds

**Union**- The northern states of the US that opposed the seceding Confederate states in the Civil War

**Uncle Tom's Cabin**- Uncle Tom's Cabin is an anti-slavery novel by American author Harriet Beecher Stowe.

**Secession**- The withdrawal of eleven Southern states from the Union in 1860.

**Nullification**- the states'-rights doctrine that a state can refuse to recognize or to enforce a federal law passed by the United States Congress

**U.S. Constitution**- The Constitution of the United States of America is the supreme law of the United States.

**Slave**- A person who is the legal property of another and is forced to obey them

**Free State**- A state of the US in which slavery was illegal

**Slave State**- Any of the Southern states of the US in which slavery was legal before the Civil War

**Industrialization**- the development of industry on an extensive scale

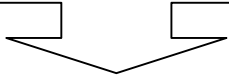
**Popular sovereignty**- Notion that political power or the power to govern is derived from the people.

**Abraham Lincoln**- 6th President of the United States; saved the Union during the American Civil War and emancipated the slaves

**Territory**- the geographical area under the jurisdiction of a sovereign state.

# Sorting Worksheet

People



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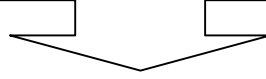
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Conflict



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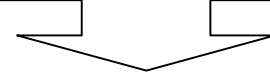
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Slavery



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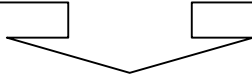
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Geographical



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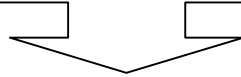
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Technology



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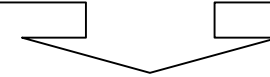
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Words You Don't  
Know



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