

CIVIL WAR PERSPECTIVES
LESSON PLAN 4

1. Title

Jigsaw Readings: *Causes of the Civil War*

2. Overview

Students will read about the 4 major causes of the Civil War in small groups. Each small group will read about 1 major cause together. Then, students will move into mixed groups & share what they have learned with their peers. Students will keep track of knowledge gained by using a Jigsaw Article Organizer.

3. Goal

Students will read, summarize & retell information from articles in order to gain a deeper understanding of the causes of the Civil War.

4. Objectives

- Identify important details within the text.
- Summarize the major causes of the Civil War.

5. Time Required (0-10)

1-2 class period (90 min)

6. Recommended Grade Range

Grades 7-8

7. Differentiated Instruction

Struggling readers will receive support by reading their article with a small group of peers before being asked to summarize & retell the information within a mixed group. Readings may also be modified by the teacher according to the reading level of various groups of students.

8. Subject / Sub-Subject

Social Studies

Reading/Language Arts

9. Common Core Standards

- 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.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.*

10. Credits

Aubrey Smith

Daniel Wilk

PREPARATION

11. Materials Used

Jigsaw Articles

- John Brown
- The Election of Lincoln
- Antebellum America
- State Rights

Jigsaw Article Organizer

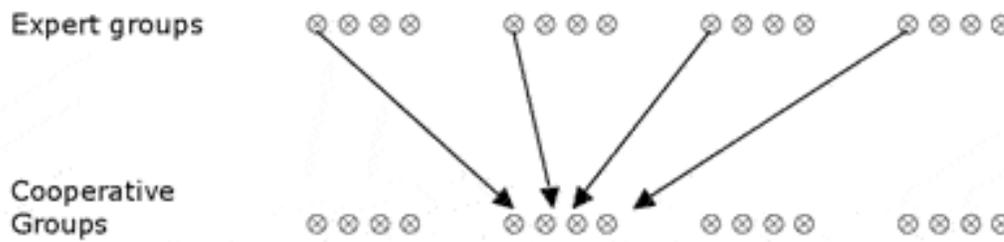
12. Resources Used

See Appendix

PROCEDURE

13. Description of Procedure

- As a class, ask students to recall the causes of the Civil War that were identified by the class in Lessons 1 & 2.
- After reviewing these causes, tell students that we will be learning more about these causes today & trying to answer some of the questions that we've recorded on the class KWL chart.
- Place students in groups of 3-4 and pass out jigsaw readings & organizers. These are their "Expert Groups".
- Tell students that each group will receive a different article to read together (See Materials). Together, they will need to summarize the important information using their Jigsaw Article Organizer. Once they have finished reading & summarizing the information, they will be asked to move into mixed groupings and share what they have learned with their peers. Tell students that it is important that they ask questions if they have trouble understanding their article, because they will be summarizing the information for their classmates on their own in their mixed groups.



- Give students 15 – 20 minutes to read their articles and complete their organizer *for their article only*. (You may want to do a count down. Let students know when they have 10 minutes left... 5 minutes left... 1 minute left. This may help keep students focused on their task.)
- Next, have students move into mixed groups to begin sharing what they've learned. (*The teacher may use his/her own discretion on the most efficient way to have students move into new groups.*)
- Ask students to have one person in their group begin sharing & move clockwise. Remind students to fill in their organizer for each article as their classmates are sharing. By the end of the class, the organizer should be completely filled in. Give students 15 – 20 to share their information with their new group. (The teacher should circulate the classroom to monitor & guide student sharing.)

- After groups have finished sharing, ask students to sum up what they have learned about each cause. Add this to the “Learned” column of your class KWL chart. (You may also add any new questions.)

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

EVALUATION

14. Evaluation

- Jigsaw Article Organizer
 - KWL chart
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