



The Making of a Nation

Grant Leads Union Troops to Victory at
Shiloh, but With a Cost

Lesson Plan

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Introduction

This lesson plan is to accompany the Making of a Nation story, *Grant Leads Union Troops to Victory at Shiloh, but With a Cost*

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

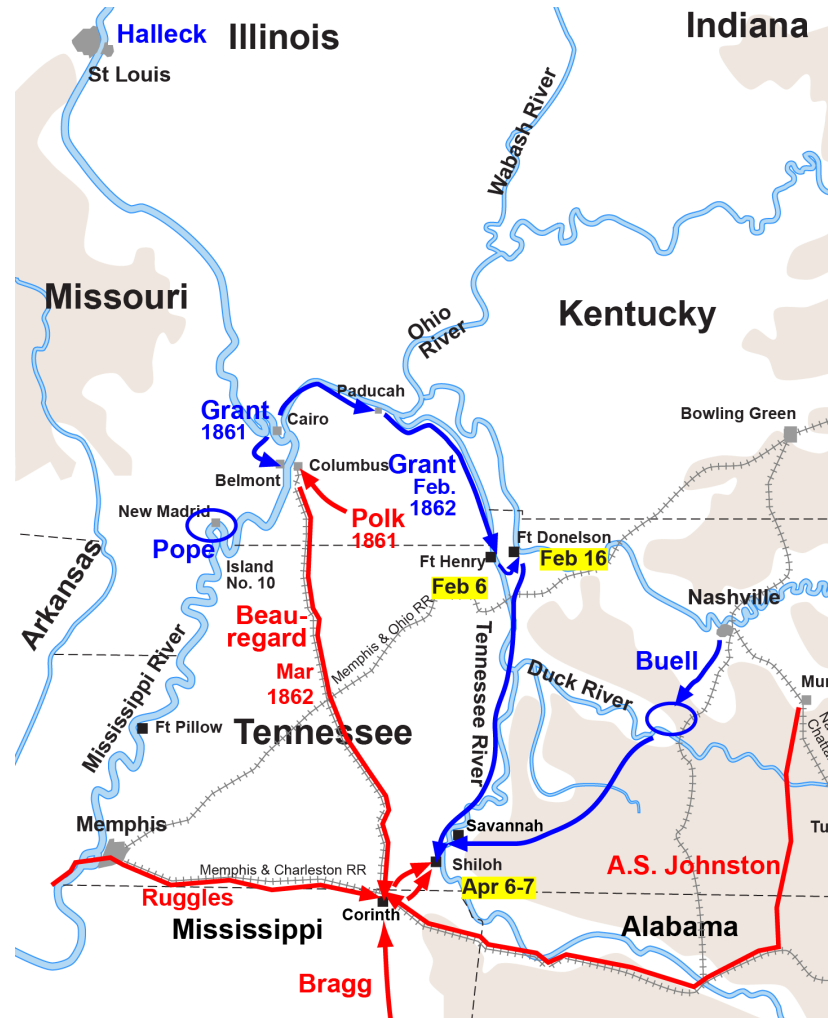
Prepare

Ask, "What do you know about the US Civil War? Have you heard of General Ulysses S. Grant?" Allow students time to discuss what they know.

Show students the map on the next slide to orient themselves to the location of the states mentioned in the story.

Then, make sure they know the key vocabulary words from this story.

Location of Grant's Battles 1861-1862



Vocabulary

artery - *n.* a tube that carries blood from the heart to all parts of the body

in the thick of - *idiom.* in the middle of

re-grouped - *v.* stopped for a short time and prepared for something difficult

shocking - *adj.* causing a sudden feeling of horror or disgust

spare - *v.* give up

unconditional - *adj.* not limited

Present

Explain “As we read this story, we will organize new information by **taking notes**. This strategy helps us to remember and understand the details we learn while reading. It is best to think about the important ideas of the story as we read. Then, look for the details that support those ideas. In this story we have the title as a guide to the important ideas.

“As we read the first part of the story, look for some details about Grant to add to your notes.”

Play the first section of the story, up to ‘After Grant successfully organized a group of unpaid soldiers in Illinois, a member of Congress helped him receive an appointment as a Union general.’

* This strategy also depends on the strategy ‘selective attention.’

Say, “Ok, what did you hear or see? I didn't see anything about Grant in the first paragraph. I think that's an introduction. But I read and hear in the second paragraph the 'one of the generals in the west was Grant. So now I can **take notes** on that.”

“What else did we hear? In the third paragraph there is a lot of information about Grant. You don't need to write complete sentences in your notes. Short phrases are ok.”

Show the next slide as an example of notes on the first section.

Use
Short
Phrases
When
Taking
Notes

- Grant - Union General
- Fought against Mexico
- Honored for bravery
- Didn't like being far from home
- Drank too much; depressed
- Left army 1854

Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **take notes** on what you hear and read about Grant.”

Play the story to ‘Newspapers called him “Unconditional Surrender” Grant.’

Next, ask students to turn to their neighbor and compare their notes. Give students time to discuss; about 3 minutes should be long enough.

Ask students to share what they wrote orally or on a screen or chalkboard. Their notes may include:

- Grant
 - organized unpaid soldiers in Ill.
 - appointed as general
 - wanted to push Confs. into Miss.
 - won battle Ft. Henry
 - made Conf surrender Ft. Donelson
 - 'unconditional surr. Grant'

Say, “Let’s read another section now. See what other details you can pick out.”

Play to the end of the story.

Repeat the procedure in which students share their **notes**.

Explain to students: “Taking notes is a valuable skill, but it is also something that you can change depending on your individual needs. Some people draw pictures in their notes; others use special ways to shorten words. Practice it and see what works for you.”

Self-Evaluation

Ask “Do you think **taking notes** will help you remember the story?” Ask students to give a signal (thumbs up for yes, thumbs down for no or another culturally appropriate set of gestures) to let you know if **taking notes** was helpful.

Expand

Wrap up the lesson by asking students to think of other times they can **take notes**. Possible answers are ‘listening to a lecture, reading a textbook, or talking on the phone.’”

Encourage students to go home and **take notes** with a homework assignment or in their next class.

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies here: <http://calla.ws/strategies/>