



# **The Making of a Nation**

**Battle of Gettysburg Ends the South's  
Hopes for Independence**

Lesson Plan

*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the Making of a Nation story, *Battle of Gettysburg Ends the South's Hopes for Independence*.

Students may have read previous Making of a Nation stories on other battles in the Civil War. This will give them useful background knowledge for understanding this story.

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 remember about the civil war battles? What states were they in?" Allow students time to discuss what they know. Review previous stories, if any read by the class.

"Today's story tells us about a famous battle in Pennsylvania." Ask students to tell what strategies help them in reading about the Civil War battles. "What helps you to understand when you read stories about battles? We have classified, created a visual image, predicted, taken notes, and used what we know. Which strategy helped you the most?"

**Give students time to discuss and offer their strategies. Then, make sure they know the key vocabulary words from this story.**

# Vocabulary

**decisive** – *adj.*, causing something to end in a particular way

**roar** – *v.* make a long, loud sound

**tore** – *v.* made a hole in a violent or forceful way

# Present

Explain “As we read this story today, we will look for the key points so we can **summarize**. That means we make prepare to tell the story in our own words. You can mark your paper or take notes to help you remember the events in the story. This strategy helps us to remember and understand the details we learn while reading. As we read the first part of the story, I’m going to look for events I can **summarize**.”

If desired, print the script included at the end of this document for students to read along with the audio in class. Play the first section of the story, up to 'And it reached Gettysburg first.'

“I read that General Robert E. Lee wants to end the war. He knows that support is weak in the North. Lee goes to attack the North with a large group of soldiers. He doesn’t think the Army of The Potomac will stop him. He thinks they are behind him in Virginia. But they got to Pennsylvania before he did.

- That’s my summary so far. Notice how I didn’t use *all* of the same words as the article. Instead of saying ‘70,000 Confederate soldiers,’ I said ‘a large group of soldiers.’ I *put it in my own words*. Summarizing is a good way to practice speaking or writing in English, because you have to think of another way to say what you have learned.”

# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **summarize** what is happening.”

Play the story to ‘That was the signal to attack.’

Next, ask students to turn to their neighbor and choose one person to **summarize**. Give students time to summarize; about 3 minutes should be long enough.



Ask one or two students to share their summary. Their summary should include the fact that the Union army was larger and that they fought for two days with the Confederate army. Say, “Let’s read another section now. See what other events you can visualize.”

Play to ‘Still, the Confederate line moved forward.’

Say, “Let’s summarize this part in writing.”

Give students time to write a summary of the section. Then play to the end of the story.

After playing to the end of the story, ask students to form groups and prepare to orally summarize the story to their group members. If recording devices are available, have each group choose the best summary to record and submit to you or to be shared with other students.

# Self-Evaluation

Ask “Do you think **summarizing** helped you understand 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 **summarizing** was helpful.

# Expand

Wrap up the lesson by asking students to think of other times they can **summarize**. Possible answers are ‘listening to a lecture, reading a novel, or watching a movie.’”

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

From VOA Learning English, this is *The Making of a Nation*. I'm Kelly Jean Kelly. And I'm Christopher Cruise.

America's civil war in the 1860s did not have the full support of the people. In the North, many young men refused to join the Union army.

Confederate General Robert E. Lee saw the northern anti-war movement as a sign of weakness. He also saw it as an opening for a military victory. Lee hoped for a final, **decisive** blow that would bring the war to an end.

In the middle of 1863, 70,000 Confederate soldiers were ordered to move against the Union force at the small town of Gettysburg, Pennsylvania. Lee was not worried about the large Union Army of the Potomac. He believed it was far behind him, in Virginia. But Lee was wrong. The Union Army had followed him. And it reached Gettysburg first.

On July 1, 1863, the first group of northern soldiers formed a thin line of defense outside Gettysburg. The first group of southern soldiers attacked this line.

When the guns began to **roar**, both sides hurried more men to the front. By the next morning, Lee's 70,000 men faced a Union army of 90,000 men.

After the second day of fighting, Union commander George Meade met with his generals. He said he was sure General Lee would attack again. The next attack, Meade said, would be against the center of the Union line.

Meade was right.

On July 3rd, a little past one o'clock in the afternoon, a Confederate gun fired once. Then again. That was the signal to attack.

All at once, the Confederate artillery thundered. The cannon sent iron and smoke into the Union soldiers. Within minutes, hundreds lay dead or dying.

Union artillery on the hill answered the Confederate cannon. Men lay flat on the ground. They prayed for the shelling to stop. Finally, it did. And the smoke of battle began to clear.

Now the Union soldiers could see across the valley. The Confederates stood shoulder to shoulder in a line almost two kilometers long. Sunlight shone from their guns. Their battle flags waved. Slowly, the line began to move.

Union artillery opened fire. The guns **tore** big holes in the Confederate battle line. But the southerners kept moving forward up the hill.

Union soldiers rose from behind stone walls and fallen trees. They poured even more gunfire into the Confederate line. More and more bodies fell to the ground. Still, the Confederate line moved forward.

A few Confederates reached the Union line, but not enough to seize it. They were shot down.

Suddenly, the Confederates began racing down the hill. Many raised their hands in surrender.

Fifteen thousand had begun the attack. Only half returned.

The battle of Gettysburg was over.

General Lee's invasion of the North had failed. There was only one thing he could do now: retreat to Virginia.

On the Union side, General Meade lost so many men that he decided not to chase Lee immediately. He did not want to risk losing what remained of the Army of the Potomac.

Meade's decision angered President Abraham Lincoln . He had told Meade that driving the Confederates out of the North was not enough. The southern army must be destroyed.

"We had them," Lincoln said. "We had only to stretch out our hands and take them. And nothing I could do or say could make the army move."

I'm Kelly Jean Kelly.

And I'm Christopher Cruise.

This is *The Making of a Nation* from VOA Learning English.

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### ***Words in This Story***

**decisive** – *adj.*, causing something to end in a particular way

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# 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.

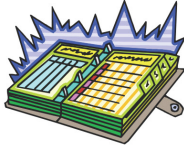



The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education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









# Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>METACOGNITIVE STRATEGIES</b>		
Plan / Organize	 Planner	Before beginning a task: -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 Check	While working on a task: -Check your progress on the task. -Check your comprehension as you use the language. Do you understand? If not, what is the problem? -Check your production as you use the language. Are you making sense? If not, what is the problem?
Evaluate	 I did it!	After completing a task: -Assess how well you have accomplished the learning task. -Assess how well you have used learning strategies. -Decide how effective the strategies were. -Identify changes you will make the next time you have a similar task to do.
Manage Your Own Learning	 Pace Yourself	-Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> <li>-Think about and use what you already know to help you do the task.</li> <li>- Make associations between new information and your prior knowledge.</li> <li>-Use new information to clarify or modify your prior knowledge.</li> </ul>
Make Inferences	 Use Clues	<ul style="list-style-type: none"> <li>-Use context and what you know to figure out meaning.</li> <li>-Read and listen between the lines.</li> <li>-Go beyond the text to understand its meaning.</li> </ul>
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> <li>-Anticipate information to come.</li> <li>-Make logical guesses about what will happen in a written or oral text.</li> <li>-Make an estimate (math).</li> <li>-Make a hypothesis (science).</li> </ul>
Personalize	 Me	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>


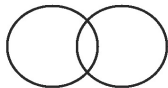


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CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> <li>-Apply your linguistic knowledge of other languages (including your native language) to the target language.</li> <li>-Recognize cognates.</li> </ul>
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>
  <b>USE YOUR SENSES</b>		
Use Images	 See it in your mind	<ul style="list-style-type: none"> <li>-Use or create an actual or mental image to understand and/or represent information.</li> <li>-Use or draw a picture or diagram.</li> </ul>
Use Sounds	 Sound Out	<ul style="list-style-type: none"> <li>-Say or read aloud a word, sentence, or paragraph to help your understanding.</li> <li>-Sound out/vocalize.</li> <li>- Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.</li> </ul>



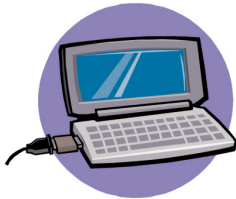


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STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>
  <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul>
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>

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<b>TASK-BASED STRATEGIES</b>		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> <li>-Write down important words and ideas while listening or reading.</li> <li>-List ideas or words to include in speaking or writing..</li> </ul>
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> <li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li> </ul>
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> <li>-Focus on specific information, structures, key words, phrases, or ideas.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
 		
<b>USE A VARIETY OF RESOURCES</b>		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> <li>-Use the dictionary, the internet, and other reference materials.</li> <li>-Seek out and use sources of information.</li> <li>-Follow a model</li> <li>-Ask questions</li> </ul>
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> <li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li> </ul>
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> <li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li> </ul>