



The Making of a Nation

**Strong Defense at Cold Harbor Gives
Lee His Last Major Victory**

Lesson Plan

by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the Making of a Nation story, *Strong Defense at Cold Harbor Gives Lee His Last Major Victory*.

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

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Ask: “What do you remember about the generals we read about in the civil war? General Lee and General Grant are fighting against each other in the story we will read today.”

Give students time to tell what they remember about Grant and Lee.

Say, “How do you remember what you hear or read in English class? Do you take notes? Afterward, can you read your notes? Some students tell me they can’t read what they wrote, because it’s too messy.” Listen to students’ comments on how they use their notes to study. Explain, “Today I’m going to show you a new method of taking notes.”

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

Vocabulary

trenches – *n.* deep, narrow holes dug in the ground; a hole that is used as protection for soldiers

slaughtered – *v.* killed many people in a violent way

ceasefire – *n.* a halt in fighting, usually by agreement

proved – *v.* turned out to be

Present

Explain “As we read this story today, we will apply the strategy, **take notes**. This is a very useful strategy for our academic life. Taking notes helps us remember and understand what we hear or read.” Explain the Cornell method of note taking. “I am going to take notes using a special method. It’s called the Cornell method, after the university where Walter Pauk developed it. To take notes in this way, you need to divide your paper in three parts.” Show the graphic on the following slide on the screen or board in front of the room.

“When we take notes using this method, we write notes on the right side first. Then, we go back and write questions we have about the material, or the main ideas. If there are new words we can make a note of the meaning of the words. After we have finished the note-taking, we summarize the information we have learned in the bottom section. Then, when we go back to review our notes, they are clear and easy to understand. Let’s try it together now.”

Questions/Main Ideas/Vocabulary	Notes/Answers/Definitions/Examples/Sentences
Summary:	

Play to “The main target, once again, was the Confederate capital at Richmond, Virginia. Add notes to the template as shown on the next slide.

Explain, “First, I wrote quick notes in the right column as I was listening to the story. Then, I go back and check them to see what are the key ideas, and whether I have questions about them. I write those in the left column. Then, I summarize the main point of what I’ve listened to so far at the bottom of the table.”

Questions/Main Ideas/Vocabulary	Notes/Answers/Definitions/Examples/Sentences
<p>1864 – near end of war Can he end the war?</p>	<p>1864 - Lincoln names Grant commander Hopes Grant will end war</p>
<p>Confed capital -Richmond</p>	<p>Grant thinks Union army doesn't fight together Plans a joint attack on Richmond</p>
<p>Summary:</p>	
<p><i>Grant is new commander of Union armies, attacking Richmond to end war</i></p>	

Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **take notes** in the right column as I showed you. When we stop, I’d like you to turn to your neighbor and talk about what you will put in the left column.”

Play the story to “So he marched his men toward a place called Spotsylvania Court House.”

“Ok, let’s stop and add to the notes.”

Ask students to turn to their neighbor and agree on what they should put in the left column. Give students time to talk; about 3 minutes should be long enough. Ask students to share the questions, main ideas, or vocabulary they wrote in the left column with the class as a whole.

Explain, “Now, let’s summarize this part at the bottom of our notes page. Talk for a moment with your neighbor about how you will summarize this part.”

Ask students to share the summary they wrote at the bottom of the page with the class as a whole.

“Good, you’re learning a good technique that will help you prepare for tests and class discussions. Let’s listen to the rest of the story and keep using this method to take notes. After, we will expand on our notes in the same way we did before.”

Play to the end of the story. Repeat the procedure in which students assist each other in making a summary of their notes.

Lead a class discussion on the article, eliciting the student’s understanding of the tactics used in the battles described in the story.

Self-Evaluation

Ask “Do you think **taking notes** in this way helped you understand this story? If you do, raise your left hand.” Ask students to look at the summaries they had written. “Do you think your summaries helped you talk about this story in class today? If you did, raise your right hand.”

Expand

Wrap up the lesson by asking students to think of other times they can use this method of **taking notes**. Possible answers are ‘listening to a lecture or reading a textbook.’”

Encourage students to go home and **take notes** with a homework assignment or in their next class, and report to you what they did.

In 1864, President Abraham Lincoln named General Ulysses Grant commander of all Union armies. Lincoln hoped that Grant could end the nearly three-year-long Civil War.

Grant noted that, in the past, the separate Union armies had moved and fought independently. He said they were like a poorly trained team of horses. No two of them ever pulled at the same time in the same direction.

Under his command, Grant said, the Union armies would pull together -- they would all attack at the same time. The main target, once again, was the Confederate capital at Richmond, Virginia.

Grant's Overland Campaign began in May 1864. One of the first battles was about halfway between Richmond and Washington, DC.

The Union Army of the Potomac and Confederate Army of Northern Virginia clashed in a wooded area west of Fredericksburg, Virginia.

The battle quickly became a blind struggle. The woods were thick. The smoke was heavy. The soldiers could not see each other until they were very close. Shells set the trees on fire. The wounded could not escape the flames. Their screams filled the air.

After two days, General Grant decided that the wilderness was not the place to fight the Confederate force under General Robert E. Lee. Grant wanted to fight in the open, where he could use his artillery. So he marched his men toward a place called Spotsylvania Court House.

Lee moved his men as fast as Grant moved his. When the Union army reached Spotsylvania, the Confederates were waiting behind walls of earth and stone.

For several more days, the two armies fought. At times, they were so close they had no time to load and fire their guns. So they used their guns to hit each other.

The Confederate line bent. But it never broke. Once again, Lee had stopped the Union army.

Grant refused to accept defeat. He said he would fight to the finish, if it took all summer. Once again, he ordered his men to march around the end of Lee's line. Lee quickly pulled his men back to a place called Cold Harbor, not far from Richmond.

While the Union army marched and then rested, Confederate troops built a complex system of trenches. By the time the Union army was prepared to attack, Lee's men were ready behind these defenses.

As he had done in the wilderness and at Spotsylvania, Grant ordered his men to attack hard. But Lee's soldiers, protected by their trenches, slaughtered the Union forces. In less than an hour, 7,000 Union soldiers fell dead or wounded.

Grant finally stopped the attack. The Union soldiers returned to their lines. They left behind hundreds of wounded men.

For four days, the wounded lay on the battlefield crying for help, for water. Men who tried to rescue them were shot down. Finally, Grant and Lee agreed on a ceasefire to care for the wounded.

But the ceasefire came too late for most. They had died. In the end, nearly 13,000 Union troops were killed, missing, or wounded at Cold Harbor. The South suffered only about 4,500 casualties.

The battle at Cold Harbor was General Lee's last major victory in the Civil War. It also showed how the war had changed. Taking a strong defensive position, as Lee had done, had proved more important than launching a powerful attack.

Still, General Grant was resolved to defeat the Confederate forces and take their capital. He planned his next moves.

I'm Kelly Jean Kelly.

And I'm Christopher Cruise. This is *The Making of a Nation* from VOA Learning English.

** Frank Beardsley and Kelly Jean Kelly wrote this story. George Grow was the editor.*

Words in This Story

trenches – *n.* deep, narrow holes dug in the ground; a hole that is used as protection for soldiers

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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.

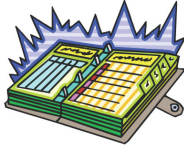



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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


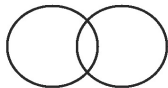


Task-Based Strategies

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


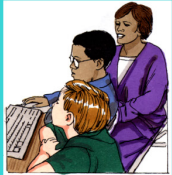
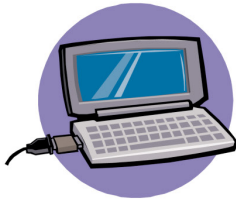


Task-Based Strategies

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

Task-Based Strategies

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

Task-Based Strategies

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