

Learning English

The Making of a Nation

Continue or Stop the War? Voters Choose in Election of 1864

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the Making of a Nation story, *Continue or Stop the War? Voters Choose in Election of 1864*. A transcript of the article is included at the end of this lesson to print so students can read as they listen.

Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. The following slide shows the five parts of this lesson plan.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Ask: “What do you know about elections in the US? For example, do you know about the two political parties and the conventions they hold?”

Write notes on board as students answer about their knowledge of the US political system. Explain the concept of a *political convention*, which is meeting to decide policies and candidates.

Make sure students know the key vocabulary words from this story. Show the map to remind students of the division between the North and South in 1864.

Vocabulary

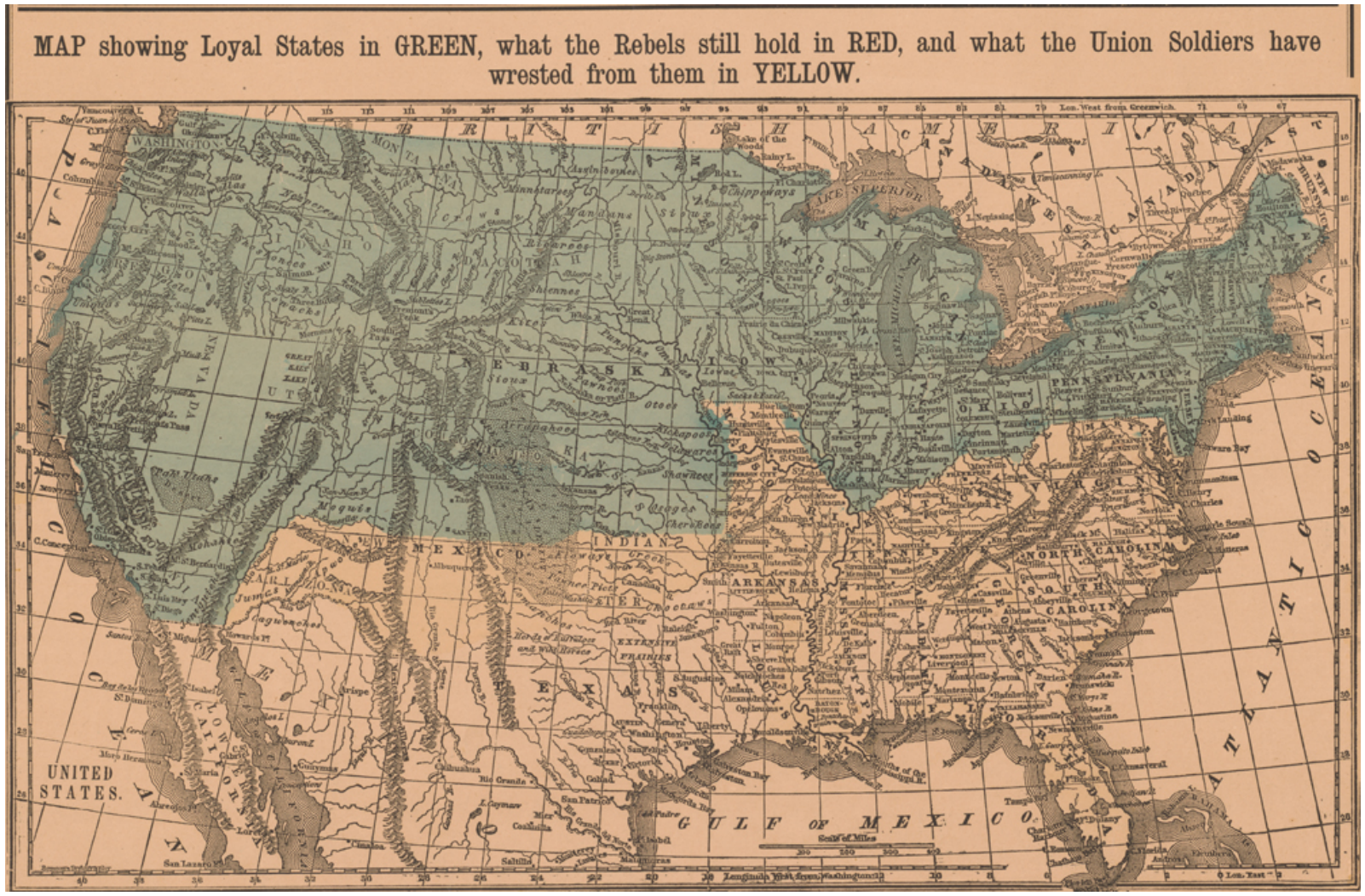
moderate – *adj.* not extreme

malice – *n.* a desire to cause harm to another person

charity – *n.* giving money, food, or other kinds of help to people who are in need

strive – *v.* try very hard to do something

Map of States Voting in the Election of 1864



Present

Explain “As we read this story today, we will apply the strategy, **classify**. When we *classify*, we think of how to organize the information we take in. Let me show you how to do it.”

Play or read the story to ‘He hoped to lead the nation for another four years.’

Show the text of the next slide on a screen or the board, saying, “I noticed that this story has two topics – they are related, but in order to understand them better I will make a chart to help me classify what I learned. On the left side, I will write ‘About the war,’ and on the right side, I will write, ‘About the election.’ Now, what did we read about the war?” Write the information on the chart as shown.

Classifying New Information

About the war	About the election
North and South were fighting Union vs. Confederacy	Union – elects President every 4 years 1864 is year to elect President Lincoln was President for 4 years Lincoln wants to be President again

Practice

Say, “Now it’s your turn. Write a chart on your notebook as I did. Let’s read the next section. Write what you learn about the war in the right column as I showed you. Write what you learn about the election in the left column.”

Play the story to “And they chose Andrew Johnson, a Democrat from Tennessee, to run as vice president.”

“Ok, let’s stop and classify.”

Ask students to turn to their neighbor and agree on what they should write in the chart. Walk around the room giving guidance as needed. Check to see when most students have finished.

Ask students to share the information they classified with the class as a whole. Write it on the shared chart.

About the war	About the election
<p>North and South are fighting Union vs. Confederacy --- Some Republicans want to punish South National Union Party supports the war</p>	<p>Union – elects President every 4 years 1864 is year to elect President Lincoln was President for 4 years Lincoln wants to be President again --- Republican party divided Lincoln forms a party – National Union Party Party wants to end slavery Choose Lincoln and Johnson to run</p>

Play to the end of the story. Ask students to work together to complete the chart.

Self-Evaluate

Ask students, “Do you think *classifying* helped you to understand this article? Raise your hand up to your shoulder if you think it helped a little. Raise your hand to your head if you think it helped a lot.”

Expand

Ask, “Think of other times when you can *classify*. You can use this strategy when you are reading your science textbook, or learning about health or even mathematics. There are many ways that *classifying* can help you to learn. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!

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

And I'm Christopher Cruise.

In 1864, the United States was still struggling in a civil war. The Union of northern states was fighting the Confederacy of southern states.

Each side had its own constitution. Under the Union constitution, Americans elected a president every four years. Eighteen sixty-four was such a year.

At that time, Abraham Lincoln was completing his first term as president. He hoped to lead the nation for another four years.

Lincoln's Republican Party was divided. Some Republicans demanded severe punishment for the southern rebels. But Lincoln and other Republicans wanted to rebuild the Union as soon as the war ended. They believed the southern states should be welcomed back with full rights.

So President Lincoln formed a group called the National Union Party. It included **moderate** Republicans and some members of the opposition Democratic Party. The group supported the Union and the war effort. It opposed slavery.

On the first nominating ballot, party delegates chose Lincoln to seek a second term. And they chose Andrew Johnson, a Democrat from Tennessee, to run as vice president.

The Democratic Party held its presidential nominating convention in Chicago, Illinois. The Democrats demanded an immediate end to the Civil War. They did not care if the North and South remained apart permanently.

The Democratic statement did not discuss slavery. It did say, however, that any state wishing to return to the Union could do so without losing any of its constitutional rights -- including, many believed, the right to own slaves.

Convention delegates nominated General George McClellan as their candidate for president.

Three days after the Democratic Party convention closed, the Union won an important military victory. Union troops captured Atlanta, Georgia. Atlanta was one of the last remaining industrial cities of the South. Its loss seriously hurt the Confederacy.

The people of the North began to understand their side was winning the war. Public

opinion changed. President Lincoln and his National Union Party increasingly gained popular support.

A vote for Lincoln meant a vote for continuing the Civil War until it was won. A vote for McClellan meant a vote for stopping the war.

By the end of Election Day, it was clear that Lincoln had won. He earned only about 400,000 more popular votes than McClellan. But when electoral votes were counted, Lincoln received 212 to McClellan's 21.

On March 4, 1865, Abraham Lincoln was sworn in as president for a second term. This is part of what he said:

"We hope -- and we pray -- that this terrible war may pass away quickly. But God may wish it otherwise. He may have it continue until the riches earned from 250 years of slavery are gone. It may continue until every drop of blood made by the slaveowner's whip is paid for by another made by the soldier's sword.

"With **malice** toward none; with **charity** for all; with firmness in the right -- as God gives us to see the right -- let us **strive** on to finish the work we are in. Let us heal the nation's wounds. Let us do all possible to get and keep a just and lasting peace among ourselves and with all nations."

I'm Christopher Cruise.

And I'm Kelly Jean Kelly.

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

moderate – *adj.* not extreme

malice – *n.* a desire to cause harm to another person

charity – *n.* giving money, food, or other kinds of help to people who are in need

strive – *v.* try very hard to do something

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.

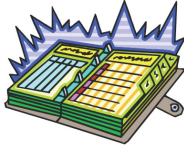



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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 below.







Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 <p>Planner</p>	<p>Before beginning a task:</p> <ul style="list-style-type: none"> -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> -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	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> -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	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> -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.


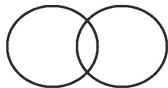


Task-Based Strategies

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.


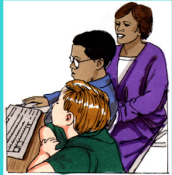
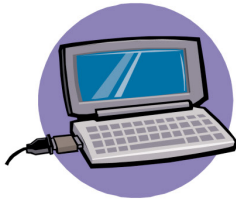


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CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> --Act out a role, for example, in Readers' Theater, or imagine yourself in different roles 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.