

Learning English

The Making of a Nation

Southern General Robert E. Lee Surrenders at Appomattox

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the Making of a Nation story, *Southern General Robert E. Lee Surrenders at Appomattox*. 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 how wars come to an end?”

Write notes on board as students answer about their knowledge of how a war ends. Possible vocabulary to teach may include treaty, agreement, defeat, and surrender.

Make sure students know the key vocabulary words from this story.

Vocabulary

sash – *n.* long piece of cloth

reminded – *v.* made someone think about something; cause someone to remember

mules – *n.* animals whose parents are a horse and a donkey

sorrow – *n.* a feeling of sadness or grief caused especially by the loss of something

booming – *n.* deep and loud sound

Present

Explain “As we read this story today, we will apply the strategy, *personalize*. When we *personalize*, we put ourselves in the story. Imagine you are one of the people in the story. Think how you would feel in the situation they are in. Let me show you how to do it.”

Play or read the story to ‘Lee tried to break through the Union soldiers that surrounded his army. But he failed.’

Begin by saying, “This story has two main characters – the generals at the head of each army. In the first part we read, we learn about what General Lee is doing. I’m going to think of how I would feel in his place and write some notes.”

Explain “I read that Lee tried to go south to get ready to fight again. But the Union army stopped him. He could not go west. He could not go south. He had to stop and face the Union army led by General Grant. If I were Lee, I would feel sad, but think I must accept the facts. Maybe I would also feel tired of fighting and want to go home.”

Show the chart on the next slide on a screen or the board, filling in the left side with your notes. Act out how you think Lee felt by dramatically frowning, looking down at the floor, and so on.

Personalizing

If I were General Robert E. Lee	If I were General Ulysses S. Grant
I feel sad I am tired I want to go home	

Practice

Say, “Now it’s your turn. Write a chart on your notebook as I did. Let’s read the next section. Choose a character and put yourself in their place.”

Play the story to “Grant reminded Lee that they had met before, when they were both serving in the Mexican War. ”

“Which character did you choose? Let’s stop now and share how we personalized. Turn to your neighbor and tell them what you wrote.”

Walk around the room giving guidance as needed. When most of the students have finished, fill in more of the chart together with the class.

Personalizing

If I were General Robert E. Lee	If I were General Ulysses S. Grant
I feel sad. I am tired of fighting. I want to go home.	I hope the war is over. I am also tired of fighting. I miss my family. I admire General Lee.

Play to the end of the story. Ask students to work together to complete the chart. Discuss the meaning of Grant's order to stop celebrating the end of the war.

<p style="text-align: center;">If I were General Robert E. Lee</p>	<p style="text-align: center;">If I were General Ulysses S. Grant</p>
<p>I feel sad. I am tired of fighting. I want to go home.</p>	<p>I hope the war is over. I am also tired of fighting. I miss my family. I admire General Lee.</p>
<p>I am proud so I put on my best uniform. I want my soldiers to be able to work when they go home.</p>	<p>I want the Confederates to live in peace. I want to feed the southern soldiers so they do not starve. I want the country to be united again.</p>

Self-Evaluate

Ask students, “Do you think *personalizing* helped you to understand this story? How?” Let students give their own examples.

Continue by instructing students, “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 *personalize*. You can use this strategy when you are reading literature, or news stories, or watching a movie. There are many ways that *personalizing* 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!

The end of the American Civil War came in April 1865. Union General Ulysses Grant had pushed Confederate General Robert E. Lee and his army away from the Confederate capital at Richmond, Virginia.

Lee's army fled westward across Virginia. The tired, hungry soldiers tried to turn south, to reach safety in the Carolinas and prepare to fight again. But always, the Union army blocked the way.

Finally Lee's army found it could flee no farther. A Union force at Appomattox Station blocked any further movement west. Lee tried to break through the Union soldiers that surrounded his army. But he failed.

Lee sent General Grant a letter and asked to discuss the terms of surrender. On Sunday, August 9, the two men met at a home in the village of Appomattox Court House.

Lee rose as Grant walked into the house. Grant did not look like a great military leader, the chief of all Union armies. He was dressed simply. His clothes were the same as those worn by the lowest soldiers in his army. His boots and pants were covered with mud. His blue coat was dirty and wrinkled. But on its shoulders were the three gold stars of the Union's highest general.

Lee was dressed in his finest clothing. He wore a beautiful gray coat with a red **sash** tied around it. At his side, he carried an ivory and silver sword.

The two generals greeted each other and shook hands. Grant **reminded** Lee that they had met before, when they were both serving in the Mexican War.

The men exchanged light talk for several minutes. Finally, Lee raised the real reason for the meeting. He asked Grant to write the terms of surrender. Grant sat at a nearby table. He wrote the agreement in the form of a letter. It said the Confederate army would give its weapons and public property to the Union army.

Grant did not ask for Lee's sword, or for any of the Confederate soldiers' private property. And, he said all the Southern soldiers would be permitted to return home in peace.

When he finished writing, Grant asked if Lee wished to propose any changes. Lee said many soldiers in his army owned their horses. He asked Grant if his men could keep them.

Grant said he understood many of the Confederate soldiers were farmers who needed the animals for planting. He agreed to tell his officers to let the Confederates take their horses and **mules** home.

In addition, Grant told the Union supply officer to feed the Confederate army. He ordered food for 25,000 men.

The terms of the surrender were generous. President Abraham Lincoln had discussed them earlier with General Grant. Lincoln said he wanted the Confederates to return to their homes safely and easily.

But the meeting between the two generals was filled with emotion. Witnesses to the event wrote that Lee's face showed pain and **sorrow**. As he left the house, he did not seem to see the Union officers who stood as a sign of their respect.

Grant lifted his hat in a final salute to Lee. Lee did the same. Then he got on his horse and rode slowly back to his army to tell them the news.

On the other side of the lines, Union soldiers began to celebrate. Artillerymen fired their guns to cheer the victory over Lee's army.

Grant heard the artillery **booming** and sent orders that it should stop. The rebels are our countrymen again, he said. We can best show our joy by refusing to celebrate their defeat.

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

sash – *n.* long piece of cloth

reminded – *v.* made someone think about something; cause someone to remember

mules – *n.* animals whose parents are a horse and a donkey

sorrow – *n.* a feeling of sadness or grief caused especially by the loss of something

booming – *n.* deep and loud sound

Now it's your turn. What do you think of the way that General Grant allowed the Confederates to surrender?

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.

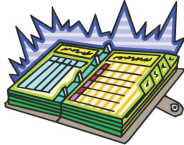



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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	 <p>I know.</p>	<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	 <p>Use Clues</p>	<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	 <p>Crystal Ball</p>	<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	 <p>Me</p>	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.


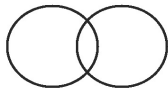


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CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> -Apply your linguistic knowledge of other languages (including your native language) 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.


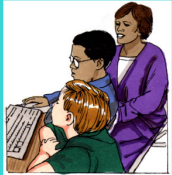
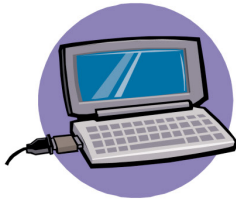


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CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> --Act out a role, for example, in Readers' Theater, or imagine yourself in different roles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