

Learning English

The Making of a Nation

The Civil War Ends

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the Making of a Nation story, *The Civil War Ends*. 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

Introduce the story. “Today we will learn about the end of the Civil War.”

Write notes on board as students answer about their knowledge of what happened at the end of the war. Then, make sure students know the key vocabulary words from this story.

Vocabulary

sympathizer – *n.* supporter

put to rest – *v.* make someone stop thinking about or believing something

costly – *adj.* causing people to lose something or to suffer

Present

Explain “As we read this story today, we will apply the strategy of *making connections*. This means we connect the new things we are reading about to things we already know. It helps us understand and remember more of what we read. Let me show you how to do it.”

Play or read the story to ‘A Confederate sympathizer shot the president at Ford's Theatre in Washington on April 14, 1865.’

Say, “In the first paragraph, I read about the murder of Lincoln. I know from the last story I read that John Wilkes Booth shot Lincoln. I can use that to help me understand the phrase ‘Confederate sympathizer.’ I think it means that he was in favor of the Confederacy.” Continue, “Let’s try a little more.”

Play or read the story to ‘But they were too small and too weak to continue the fight.’

Say, “In the second paragraph, we learn about the Confederate armies in the south. What do you know from the other stories we read?”

Ask students to apply what they know to this paragraph. Have one student tell how they make connections.

Confirm what the students said with: “I know from reading the other stories about the Civil War that Sherman marched across Georgia and destroyed the railways and supplies of the Confederate armies there. So I know one reason why the armies in the south were weak.”

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Practice

Say, “Now it’s your turn. We will read some more of the story. Make some connections as you read or listen. Write them in your notebook. Then we will share them.”

Play the story to “The soldiers marched proudly past the new president, Andrew Johnson, and other government leaders.”

“What connections did you make? Let’s stop now and write how we can connect what we know to this part.” Walk around the room giving guidance as needed. “Now, turn to your neighbor and tell them about the connections you made.”

Ask a few students to share their connections. They should include knowledge of the battles mentioned.

Remind students to keep making connections with the next part.

Play to 'Many had lost their arms or legs.' Ask students to share the connections they make with a neighbor.

Point out to students that they can draw on their knowledge of the casualties in the battles they read about in previous stories.

Play to the end of the story. Ask students to write notes about the connections they make.

Self-Evaluate

Ask students, “Do you think *making connections* 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 *making connections* 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 *make connections*. You can use this strategy when you are listening to a lecture, reading a text book, or a news story, even when watching a movie. There are many ways that *making connections* 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 Civil War Ends

Abraham Lincoln did not live to see the final surrender of the armies of the Confederacy. A Confederate **sympathizer** shot the president at Ford's Theatre in Washington on April 14, 1865.

By that time, however, the American Civil War was over.

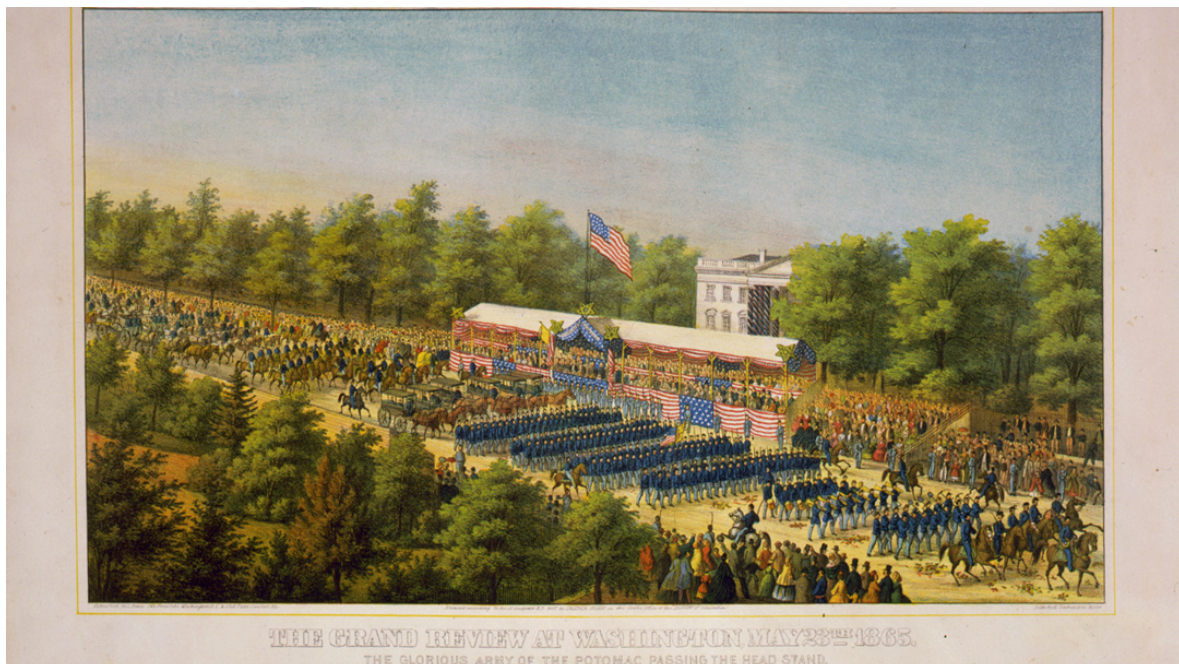
General Robert E. Lee surrendered in early April, bringing an end to four years of fighting. Several other Confederate armies were still in the field. But they were too small and too weak to continue the fight.

One by one, the remaining armies surrendered. The soldiers began returning home.

Late in May, 150,000 Union soldiers, representing every one of the Union armies, came to Washington. They came to take part in a victory march through the city.

For two days, the soldiers marched past the White House. Many of the men had fought at Bull Run, Antietam, Gettysburg and Appomattox. Sherman's western army was there from battles at Shiloh and Atlanta.

The soldiers marched proudly past the new president, Andrew Johnson, and other government leaders.



Grand Review of the Armies

Finally, the last group of soldiers passed the White House. The grand parade was over. The battle flags were put away, and the marching bands fell silent. Now, people could look about them and count the cost of the war.

Four years of bloody fighting had saved the Union of states. The northern victory had decided that states could not leave the Union. And it had **put to rest** the great problem of slavery, which had troubled the nation for so many years.

But the costs were great. More than 600,000 men of the North and South lost their lives. Hundreds of thousands more were wounded. Many had lost their arms or legs.

The war cost the North over 3 billion dollars. The war was almost as **costly** to the Confederates. Most of the war was fought in the southern states. And most of the war damage was there.



Ruins of the Railroad Yards at Richmond

Some towns and cities -- including Atlanta -- were completely destroyed. The damage outside the populated areas was almost as great. Union armies had marched across the South, leaving behind them widespread destruction. Farm houses and buildings had been burned; animals and crops seized or destroyed.

There was also the question of the four million former slaves. They were free now. But they needed jobs and training. Once again, the American people debated the best plan for moving the country forward.

Words in This Story

sympathizer – *n.* supporter

put to rest – *v.* make someone stop thinking about or believing something

costly – *adj.* causing people to lose something or to suffer

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.

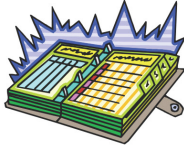



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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.


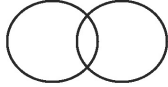


Task-Based Strategies

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.


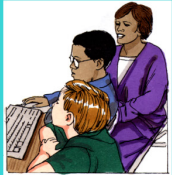
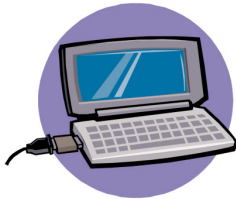


Task-Based Strategies

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.