



# **The Making of a Nation**

## *Manassas Ends Hope for a Short War*

Lesson Plan

*by Jill Robbins, Ph.D.*

Level: High-Intermediate

# Introduction

This lesson plan is to accompany the VOA Learning English **Making of a Nation** episode, *Manassas Ends Hope for a Short War*.

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**

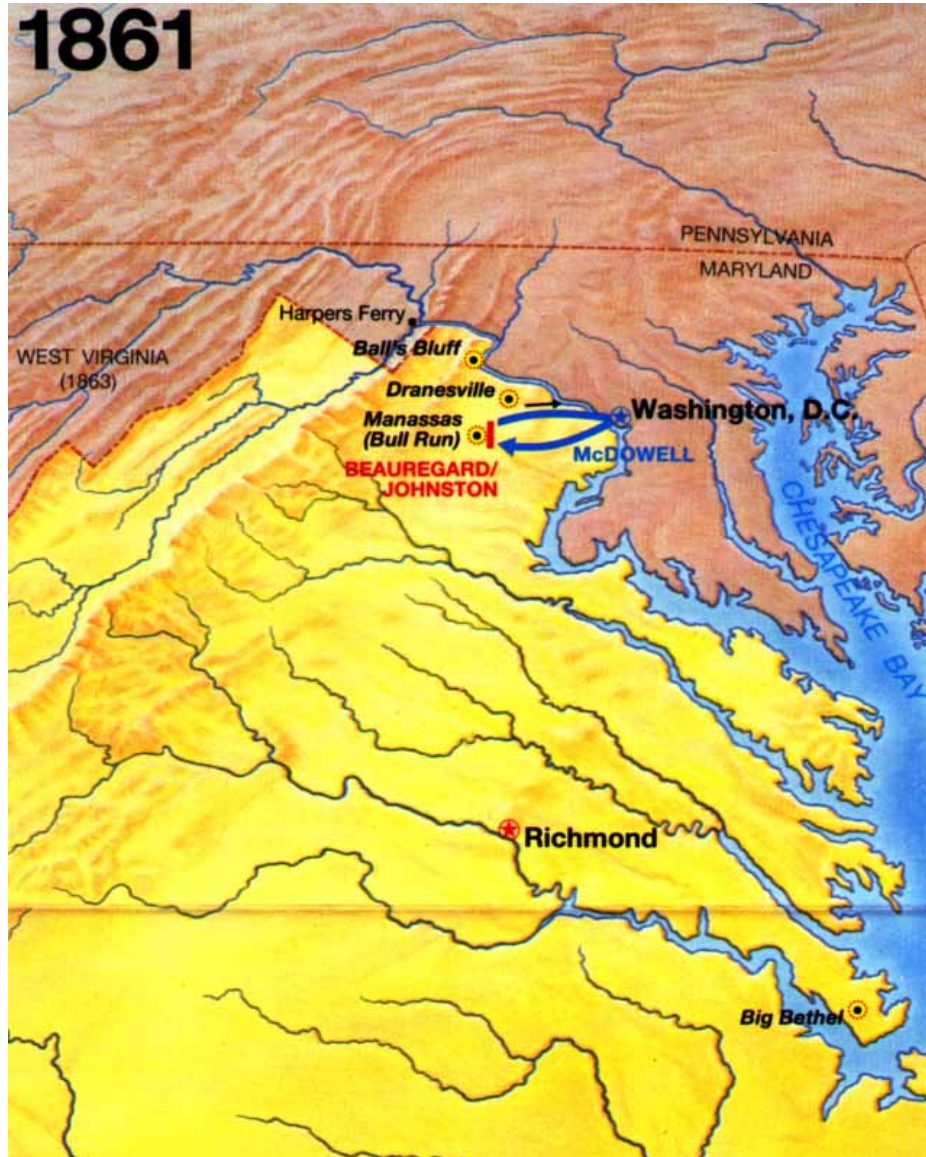
# Prepare

Find out how much students know about the Civil War by asking questions such as:

- *When did the Civil War begin?*
- *Who was fighting in the Civil War?*
- *Was it a long war or a short war?*
- *Where is Virginia located?*

Show a map to help explain the location of the events of the story. Afterwards, check whether students know the vocabulary.

# Virginia in 1861



# Vocabulary

**equipped** – *adj.* prepared

**junction** – *n.* a place where roads or railroad lines  
come together

**rally** – *v.* gather as a group

**Yankees** – *n.* soldiers who fought on the side of the  
northern states

# Present

Explain “Today we’re going to practice the strategy of **predicting**. This strategy helps us guess what is coming while reading. **Predicting** makes us think more about what we are reading, so it helps us understand and remember it better.”

“Let’s start by looking at the headline for this story. It says, ‘Manassas Ends Hope for a Short War.’ Hum, I guess there was a battle at Manassas and maybe this story tells us about something surprising. Let’s start by reading and listening to the first three paragraphs.”

*Play the first part of the story, to “But public pressure forced the Union army to act.”*

Stop the recording and ask, “What do you know now about this story?” **Students should give answers relating to the two side fighting; the Union and Confederate armies.** Say, “When I heard this sentence about the Union army, I made a prediction: ‘They were volunteers who knew little about war.’ I predict that they will not win the fight if the Confederate Army is well trained. Now I’m going to read more and see if my prediction is right.”



# Practice

Say, “Now it’s your turn. Let’s read the next section. Check to see if your prediction is right.

*Play the story to ‘The First Battle of Bull Run, also called First Manassas, started the next morning -- Sunday, July 21<sup>st</sup>.’*

Next, ask students to think about their prediction. Ask, “Did you learn anything else that helps you to guess what will happen?”

*Ask students to work in small groups to make a list of facts that may help them make another prediction.*

List (on the board or screen) the information students have gotten from the text:

1. The Union Army had 35,000 soldiers.
2. The Union soldiers moved slowly and without discipline.
3. The Confederate Army had only 22,000 soldiers
4. The Confederates had another army nearby that could come and help.

Say, “Can you **predict** now what is going to happen in the battle? Will the second Confederate force arrive in time to help? Will the Union soldiers fight well?” Ask students to write their prediction on a paper.

“Let’s read about the battle now. Check to see if your **prediction** is right.”

**Play to the end of the story.**

# Self-Evaluation

Ask students, “Do you think **predicting** helped you to understand the story?” Explain to students: “It doesn’t matter if what you **predict** is true. The important thing is, you are **thinking** about what you read and **paying more attention** to the details.”

**Have students check their predictions.**

“If your prediction was right, please raise your hand.”  
Comment. “Now raise your hand if you think making the prediction helped you understand the story.”

# Expand

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

Encourage students to go home and **predict** with a homework assignment; or material being learned in their next class.

# 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/>