



The Making of a Nation
General McClellan Approaches
Richmond...And Waits

Lesson Plan
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Introduction

This lesson plan is to accompany the Making of a Nation story, *General McClellan Approaches Richmond...And Waits*

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

Ask, "What do you know about the US Civil War?

Have you heard of General George McClellan?

Where is the Potomac River?"

Allow students time to discuss what they know.

Show students the map on the next slide to orient them to the location of the places mentioned in the story. Make sure they know the key vocabulary words from this story.

Location of battles in Virginia 1862



Vocabulary

costly - *adj.* done with heavy sacrifice

fooled - *v.* made someone believe something that is not true; tricked

loyalty - *n.* a feeling of strong friendship and support

raids - *n.* sudden attacks

Present

Explain “As we read this story, we will organize new information by **creating a visual image**. This strategy helps us to understand the details we learn while reading. By creating a visual image, we take the words and put them into a picture. It doesn't have to be artistic - the picture can be one you draw with a pen or pencil or it can be a picture in your mind.

“As we read the first part of the story, look for some details about McClellan's work that helps you create an image.”

Play the first section of the story, up to ‘And he established loyalty and order in his troops.’”

* This strategy also depends on the strategy ‘selective attention.’

Say, "Ok, what did you hear or see? I read that McClellan surrounded Washington. I imagine a ring of soldiers around the city."

Show the next slide as an example of how to create a visual image.

He placed thousands of troops around Washington. He built 48 forts to help defend the city.



Say, "Let's read some more. Try to create an image in your mind or on paper for the ideas in the story."

Play the story to "Soldiers fired at the flash of gunpowder, at noises - anything that moved."

Say, "I've drawn another image that comes to my mind when I hear this part of the story."

McClellan's troops move toward Richmond



Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **create a visual image** based on what you hear and read about the generals.”

Play the story to "And President Lincoln sent thousands of troops to chase Jackson instead of helping McClellan at Richmond."

Next, ask students to turn to their neighbor and compare their images. Give students time to draw and discuss; about 3 minutes should be long enough.

Say, “Let’s read another section now. See if you can create any more images.”

Play to the end of the story.

Repeat the procedure in which students share their images.

Explain to students: “Creating an image helps some people to remember new information. Practice it and see if it works for you.”

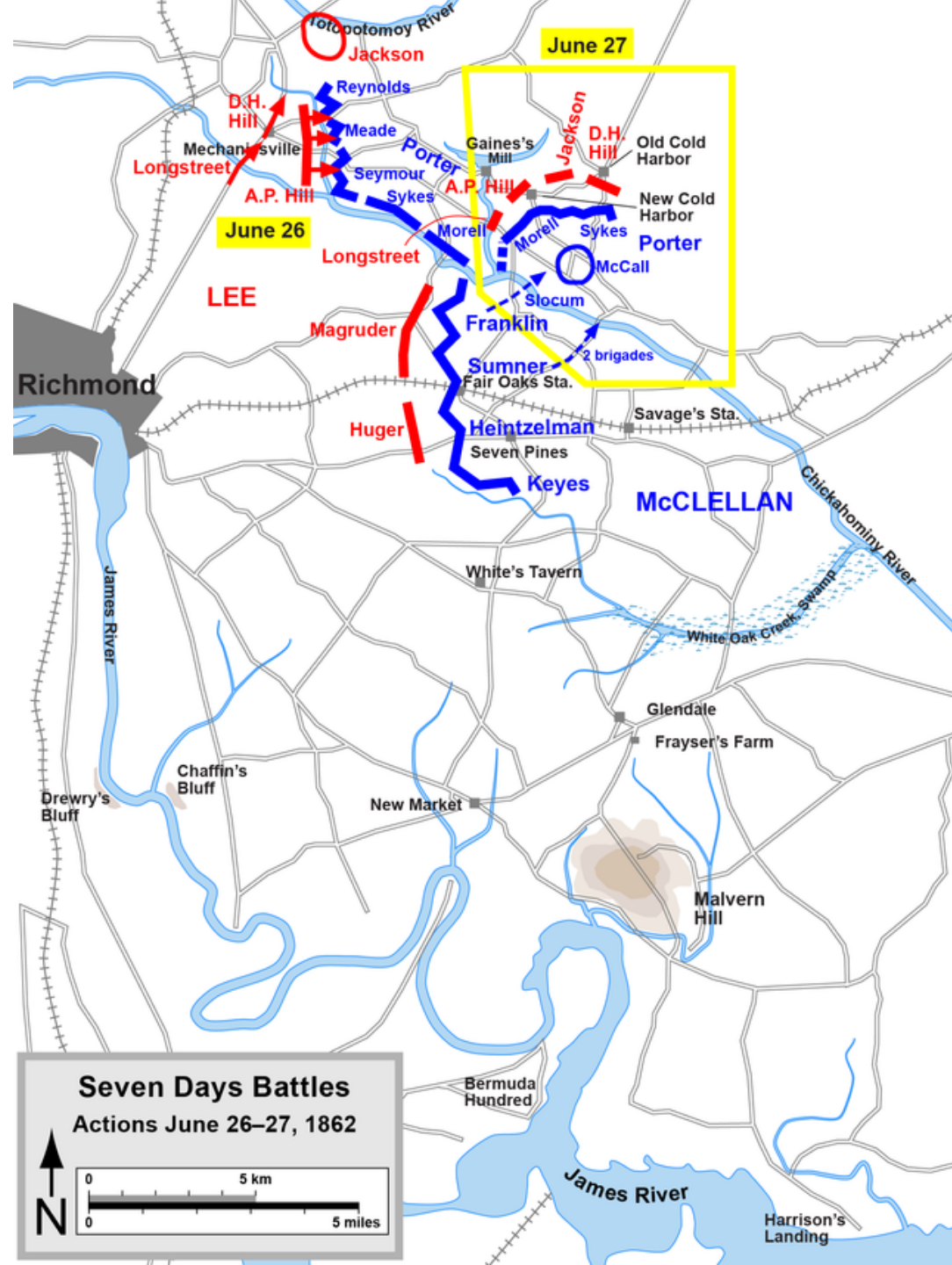
Self-Evaluation

Ask “Do you think **creating an image** will help you remember the story?” Ask students to use their images in their notebook to retell the story to their neighbor.

Show students the map in the following slide.

Explain: "Here is a map of the 'Seven Days Campaign' that we read about in this story. This is how someone who studies the Civil War created an image to help us understand the events of that time. Is it similar to your image? It doesn't have to be, because there is a certain style that historians use to show the movement of troops. You can use an image that works for you."

Location of "Seven Days Campaign" battles in 1862



Expand

Wrap up the lesson by asking students to think of other times they can **create images**. Possible answers are ‘listening to instructions, reading a recipe, or in conversation.’”

Encourage students to go home and **create an image** with a homework assignment or 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/>