



# **The Making of a Nation**

## **Iron Ships Clash at Sea**

Lesson Plan  
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# Introduction

This lesson plan is to accompany the Making of a Nation story, *Iron Ships Clash at Sea*.

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 naval battles? Have you heard of the iron ships?" 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.

Then, make sure they know the key vocabulary words from this story.

# Location of the battle of Hampton Roads – March 1862



[See also: Civil War Trust's Map of the Battle of Hampton Roads](#)

# Vocabulary

**sheets** - *n.* thin, flat pieces

**monster** - *n.* something unusually large

**eardrums** - *n.* thin, tightly stretched pieces of tissue in the ear that move back and forth when sound waves hit them

**unconscious** - *adj.* not awake, usually because of an injury

# Present

Explain “As we read this story, we will organize new information by **classifying** information. This strategy helps us to remember and understand the details we learn while reading. When we read this article, we will use the information we **classify** to *compare and contrast* the two main ships in the battle.

Ask students to take out a piece of paper or hand out a prepared table as seen on the following slide.

“Make a table on your paper. Write ‘The Virginia’ at the top of the left column. Write ‘The Monitor’ at the top of the right column. As we read the first part of the story, look for some details about the Confederate ship, the Virginia.”

Play the first section of the story, up to “And it was coming back for more.”

# Classify to Compare

The Virginia	The Monitor



Say, “What did you hear or see? There is a lot of information that we can **classify** as being about The Virginia.”

“What else did we hear? Write it in your chart. You don't need to write the exact words on your chart. Short phrases are ok.”

Show the next slide as an example of how to **classify** the information.

# Classify to Compare

The Virginia	The Monitor
Made from an old Union ship, the Merrimack	
80 meters long	
Covered w/sheets of iron 10 centimeters thick	
Ten windows	
Sharp point at front	
Moved slowly	

# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **classify** the information.”

Play the story to ‘The men quickly learned to stay away from the walls.’

Ask students to write what they learned about the Monitor. “Now, turn to your neighbor and compare your tables.” Give students time discuss; about 3 minutes should be long enough.

# Classify to Compare

The Virginia	The Monitor
Made from an old Union ship, the Merrimack	Covered with iron
80 meters long	Smaller than the Virginia
Covered w/sheets of iron 10 centimeters thick	Guns could move in a circle
Ten windows	Men suffered from noise, heat, smoke
Sharp point at front	
Moved slowly	
Men suffered from noise, heat, smoke	

Say, “We are getting some things that are the same and some that are different. Comparing and contrasting means we are going to tell about both of these things. Let’s listen to the rest of the story and classify things that are the same for both ships.”

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

Explain to students: “Classifying is a good strategy for when you have to compare and contrast two or more things. Let’s see if it helps us to compare the two ships. ”

# Self-Evaluation

Ask students to take turns, without looking at their paper:

Student 1: Tell how the Virginia was different from the Monitor.

Student 2: Tell how the Monitor was the same as the Virginia.

Ask a few students to share their comparison/contrast with with class.

Follow up by asking, “Do you think **classifying** helped you remember the story?” Ask students to give a signal (thumbs up for yes, thumbs down for no, or another culturally appropriate set of gestures) to let you know if **classifying** was helpful.

# Expand

Wrap up the lesson by asking students to think of other times they can **classify**. Possible answers are 'listening to a lecture, reading a textbook, or watching a movie.'

Encourage students to go home and **classify** 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.






Below is an illustrated list of language learning strategies.









# Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES	
STRATEGY	DESCRIPTION
<b>METACOGNITIVE STRATEGIES</b>	
Plan / Organize	 <p>Planner</p> <p>Before beginning a task:</p> <ul style="list-style-type: none"> <li>-Set goals.</li> <li>-Plan the task or content sequence.</li> <li>-Plan how to accomplish the task (choose strategies).</li> <li>-Preview a text.</li> </ul>
Monitor / Identify Problems	 <p>Check</p> <p>While working on a task:</p> <ul style="list-style-type: none"> <li>-Check your progress on the task.</li> <li>-Check your comprehension as you use the language. Do you understand? If not, what is the problem?</li> <li>-Check your production as you use the language. Are you making sense? If not, what is the problem?</li> </ul>
Evaluate	 <p>I did it!</p> <p>After completing a task:</p> <ul style="list-style-type: none"> <li>-Assess how well you have accomplished the learning task.</li> <li>-Assess how well you have used learning strategies.</li> <li>-Decide how effective the strategies were.</li> <li>-Identify changes you will make the next time you have a similar task to do.</li> </ul>
Manage Your Own Learning	 <p>Pace Yourself</p> <ul style="list-style-type: none"> <li>-Determine how you learn best.</li> <li>-Arrange conditions that help you learn.</li> <li>-Seek opportunities for practice.</li> <li>-Focus your attention on the task.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> <li>-Think about and use what you already know to help you do the task.</li> <li>- Make associations between new information and your prior knowledge.</li> <li>-Use new information to clarify or modify your prior knowledge.</li> </ul>
Make Inferences	 Use Clues	<ul style="list-style-type: none"> <li>-Use context and what you know to figure out meaning.</li> <li>-Read and listen between the lines.</li> <li>-Go beyond the text to understand its meaning.</li> </ul>
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> <li>-Anticipate information to come.</li> <li>-Make logical guesses about what will happen in a written or oral text.</li> <li>-Make an estimate (math).</li> <li>-Make a hypothesis (science).</li> </ul>
Personalize	 Me	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>


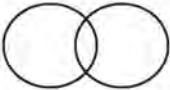


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> <li>-Apply your linguistic knowledge of other languages (including your native language) to the target language.</li> <li>-Recognize cognates.</li> </ul>
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>
  <b>USE YOUR SENSES</b>		
Use Images	 See it in your mind	<ul style="list-style-type: none"> <li>-Use or create an actual or mental image to understand and/or represent information.</li> <li>-Use or draw a picture or diagram.</li> </ul>
Use Sounds	 Sound Out	<ul style="list-style-type: none"> <li>-Say or read aloud a word, sentence, or paragraph to help your understanding.</li> <li>-Sound out/vocalize.</li> <li>- Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.</li> </ul>

# Task-Based Strategies



CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>
  <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul>
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>

# 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"> <li>-Write down important words and ideas while listening or reading.</li> <li>-List ideas or words to include in speaking or writing..</li> </ul>
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> <li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li> </ul>
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> <li>-Focus on specific information, structures, key words, phrases, or ideas.</li> </ul>



# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
 		
<b>USE A VARIETY OF RESOURCES</b>		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> <li>-Use the dictionary, the internet, and other reference materials.</li> <li>-Seek out and use sources of information.</li> <li>-Follow a model</li> <li>-Ask questions</li> </ul>
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> <li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li> </ul>
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> <li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li> </ul>