



**The Making of a Nation**  
**Sherman Burns Atlanta in**  
**March to the Sea**

Lesson Plan  
*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the Making of a Nation story, *Sherman Burns Atlanta in March to the Sea*.

Students may have read previous Making of a Nation stories on previous Civil War battles. This will give them useful background knowledge for understanding this story.

A transcript of the story is included at the end of this lesson to print so students can read along with the audio [provided online](#).

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Ask: “What do you know about the state of Georgia? That is the southern state we will hear about in the story today. Can you find it on the map?”

Show the map on the next slide and ask students to point out Georgia.

Say, “When you read about the Civil War, are there sometimes things you don’t understand? What do you do then?” Listen to students’ comments what they do when they don’t understand something. Explain, “Today we’re going to ask questions about those things. First, let’s look at the vocabulary.”

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

# Map of Confederate States in 1865



# Vocabulary

**trenches** – *n.* deep, narrow holes dug in the ground; a hole that is used as protection for soldiers

**slaughtered** – *v.* killed many people in a violent way

**ceasefire** – *n.* a halt in fighting, usually by agreement

**proved** – *v.* turned out to be

# Present

Explain “As we read this story today, we will apply the strategy, **ask questions**. This is a very useful strategy for our academic life. **Asking questions** helps us connect our own ideas with what we hear or read.”

“**To whom** or **where** can we look for the *answers* to our questions?” Give students the chance to respond. Possible answers may be:

- The text you’re reading
- A teacher
- Yourself
- A reference book
- The Internet

“I’m going to give you an example of how I ask questions when I read. Let’s listen to the first part of the story.”

Play the story to: ‘There was little hope of getting enough of either to win.’

Re-state the paragraph: “The story says, in the autumn of 1863, it looked like the North would win the Civil War, because the South needed more soldiers and supplies. Explain, “When I read this, I wonder, ‘why hasn’t the North won the war already?’ I am going to read a little more to find out the answer to my question.”

Play the story to: ‘Hundreds of thousands of soldiers on both sides had been killed or wounded in more than three years of fighting.’

Re-state the paragraph: “This says the North’s army was stronger and had better equipment. But they lost a lot of soldiers, too. Now I understand why the North hasn’t won yet. But I have a new **question**: *How can the North use this advantage to win the war?*”



# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **ask questions** about what you read or hear. When we stop, you will turn to your neighbor and tell them your question.”

Play the story to “He replaced Johnston with another general.”

“Ok, let’s stop and **ask questions.**”

Ask students to turn to their neighbor tell at least one question they have.

Say, “Listen to your neighbor’s question. First, think about where they can look for the answer. Then, give your neighbor a suggestion about where to find the answer.

Give students time to talk; about 3 minutes should be long enough. Ask a few students to share their questions with the class as a whole. Discuss where they can find the answers.

Explain, “Now, let’s read some more.”

Play to ‘They burned bridges and pulled up railroad tracks.’

Ask, “Do you have the same question I do? My question is, “WHY? Why did Sherman tell his troops to destroy so many things?” Give students a chance to tell what they think about the answer to this question. Say, “Lets read more and see if we can find the answer.”

Play to the end of the story.

Lead a class discussion on the article, asking students to explain the reason behind Sherman’s March to the Sea.”

# Self-Evaluation

Ask “Do you think **asking questions** in this way helped you understand this story? How about being able to talk about the story? Did asking questions give you more ideas to talk about?” Ask students to tell how asking questions helped them orally or in a learning journal.

# Expand

Wrap up the lesson by asking students to think of other times they can use this method of **asking questions**. Possible answers are when reading a novel, a textbook, or a news story.

Encourage students to go home and **ask questions** with a homework assignment or in their next class, and report to you what they did.

From VOA Learning English, this is *The Making of a Nation*. I'm Kelly Jean Kelly.

And I'm Jonathan Evans.

By the autumn of 1864, it appeared the North would defeat the South in the American Civil War. The southern army needed men and supplies. There was little hope of getting enough of either to win.

The northern army was stronger and better-equipped. But it, too, had suffered. Hundreds of thousands of soldiers on both sides had been killed or wounded in more than three years of fighting.

Still, the war continued. In the East, Union armies slowly pushed toward their main target -- the Confederate capital at Richmond, Virginia. In the West, Union armies slowly pushed deeper into Confederate territory.

General William Sherman led the western armies.

Sherman had two goals. One was to capture Atlanta, Georgia. Atlanta was one of the few remaining industrial cities of the Confederacy. The other goal was to destroy the Confederate army led by General Joseph Johnston.

Sherman's army was stronger than Johnston's army. But Confederate forces usually had better **defensive** positions. Sherman refused to attack in such situations. Again and again, he simply ordered Union soldiers to march around the Confederates and forced them to withdraw.

Confederate President Jefferson Davis began to believe that General Johnston was afraid to fight. He replaced Johnston with another general.

Within two days, that general attacked the Union Army. The attack began without enough planning. It was based on false information. It was a **disaster**.

In 11 days of fighting, one-third of the Confederate Army in Georgia was destroyed. The remaining force was too weak to defend Atlanta. The city fell.

After capturing Atlanta, General Sherman decided to march to Savannah, Georgia, a city on the Atlantic coast.

Before leaving, his men set fire to Atlanta. Almost the entire city was destroyed.

Sherman's army continued to burn towns all the way to Savannah, 350 kilometers away. The army cut a path of destruction more than 100 kilometers wide.

This campaign became known as Sherman's March to the Sea.

Sherman did not depend on Union **supply lines** to feed his troops. Instead, Union soldiers stopped at farms and villages. They took food and clothing. They took horses, cows and other animals.

They set fire to houses and burned crops. They destroyed stores and factories. They burned bridges and pulled up railroad tracks.

The army faced little opposition. Small groups of Confederate horse soldiers struck at the edges of the army. But they did not do much damage.

On December 22, 1864, Sherman reached Savannah. He sent a message to President Abraham Lincoln in Washington, DC. Sherman said: "I beg to **present** you, as a Christmas holiday gift, the city of Savannah."

Sherman's campaign cut a great wound in the heart of the Confederacy. All that remained were the states of South Carolina, North Carolina and Virginia.

His March to the Sea was a strategic victory because it severely reduced the South's economic and transportation abilities. But -- just as important -- it damaged the spirit of the South.

I'm Jonathan Evans.

And I'm Kelly Jean Kelly.

This is *The Making of a Nation* from VOA Learning English.

*Frank Beardsley, Christine Johnson and Kelly Jean Kelly wrote this story. George Grow was the editor.*

---

### Words in This Story

**defensive** – *adj.* defending or protecting someone or something from attack

**disaster** – *n.* something that has a very bad effect or result

**supply lines** – *n.* routes used to deliver food and equipment to soldiers during a war

**present** – *v.* to give something to someone in a formal way

# 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.

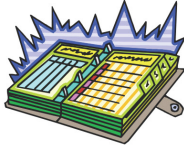



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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/>

# Metacognitive Strategies







CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>METACOGNITIVE STRATEGIES</b>		
Plan / Organize	 Planner	Before beginning a task: -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 Check	While working on a task: -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	 I did it!	After completing a task: -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	 Pace Yourself	-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	
<b>TASK-BASED STRATEGIES</b>		
 <p style="text-align: center;"><b>USE WHAT YOU KNOW</b></p>		
Use Background Knowledge	 <p style="text-align: center;">I know.</p>	<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	 <p style="text-align: center;">Use Clues</p>	<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	 <p style="text-align: center;">Crystal Ball</p>	<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	 <p style="text-align: center;">Me</p>	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>


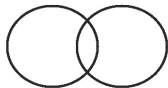


# Task-Based Strategies

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>


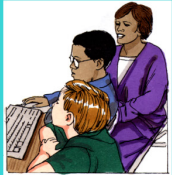
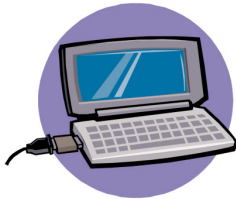


# Task-Based Strategies

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
<b>TASK-BASED STRATEGIES</b>		
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	 Look it up!	<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	 Together	<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)	 I can do it!	<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>