

COMMON CORE CATHOLIC IDENTITY INFUSION ELA UNIT PLAN

| ELA UNIT PLAN | |
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| Title/Theme | America in Conflict |
| Grade/Subject | Grade 5 / ELA |
| Length of Unit/Timeframe | 6 weeks |
| Description | This six-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text. |
| Overview | Students read historical fiction and informational text about the Civil War in the United States and compare and contrast the ways in which each type of text describes key historical events. In order to gain a deeper understanding of the period beyond what is addressed in print, students listen to music and examine art from the Civil War period. The culminating activity is to compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, the ideas of 'life and dignity of the human person' and 'rights and responsibilities' and incorporates authentic facts, photos, or artwork. |
| THE BIG PICTURE | |
| Essential Questions: How are fictionalized characters and real people changed through conflict? What are the roles of truth, justice and courage in settling conflict? | |
| Catholic Identity Elements: Social Justice Themes: 'Life and Dignity of the Human Person' and 'Rights and Responsibilities' courage justice racism service 5 th Commandment 4 th Beatitude truth | |
| Common Core Standards <ul style="list-style-type: none"> • RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. • RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • RF.5.4: Read with sufficient accuracy and fluency to support comprehension. • RF.5.4(a): Read on-level text with purpose and understanding. • W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on | Key Objectives Linked to the Standards Students will be able to: <ol style="list-style-type: none"> 1. Compare and contrast the points of view in fictional and nonfictional texts about the same topic or time period. RL.5.6 2. Compare/ contrast the ways in which fictional and informational texts treat historical events (e.g., the Civil War and slavery in the United States). RI.5.5 3. Analyze two accounts of the same event and describe important similarities and differences in the details they provide. RI.5.3 4. Apply the ideas of 'life and dignity of the human person' and 'rights and responsibilities' to the people involved in the Civil War. 5. Write a historical narrative, incorporating knowledge gained from fictional and informational text about a particular period in history (e.g., the Civil War). W.5.3 6. Define vocabulary words and identify their parts of speech. L.5.4 7. Use the Internet to find resources related to the Civil War, especially regarding the role of <i>Catholic Sisters in the Civil War</i>. SL.5.4 8. Discuss the central issues of the Civil War from a |

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| <p><i>grade 5 reading and content, choosing flexibly from a range of strategies.</i></p> | <p>variety of different perspectives. SL.5.4</p> <p>9. Describe how people (real and fictional) change due to conflict. RI.5.3</p> <p>10. Write to compare/contrast and persuade. RI.5.5</p> <p>11. Use reference materials to comprehend unknown words. L.5.4</p> <p>12. Make oral and written presentations with clarity and accuracy. SL.5.4, W.5.3</p> <p>13. Interact with text before, during and after reading, listening and viewing by making predictions, forming questions, and supporting answer from textual information or other sources. RL.5.6</p> <p>14. Integrate learning from art and music with learning from fiction and nonfiction texts. RL.5.6</p> |
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Summative Assessment(s):

- Compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, the ideas of “life and dignity of the human person’ and ‘rights and responsibilities’ and incorporates authentic facts, photos, or artwork.
- In small groups, discuss the central issues of the Civil War from a variety of different perspectives. Be sure to cite material to support your input.

UNIT READINGS AND VOCABULARY

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| Fiction Text (s) | <ul style="list-style-type: none"> • <i>Sweet Clara and the Freedom Quilt</i> (Deborah Hopkins) (Intro Activity) AR3.8 • <i>Across Five Aprils</i> (Irene Hunt) AR6.0 • <i>Charley Skedaddle</i> (Patricia Beatty) AR5.2 |
| Non-Fiction Text (s) | <ul style="list-style-type: none"> • <i>Outrageous Women of Civil War Times</i> (Mary Rodd Furbee) AR6.8 • Internet resources on <i>Catholic Sisters in the Civil War</i> 1050L • <i>The Gettysburg Address</i> (Abraham Lincoln) (E) (Note: <i>The Gettysburg Address</i> is a CCSS exemplar text for grades 9-10.) AR6.8 |
| Essential Unit Vocabulary | <p>cause consequences characterization conflict</p> <p><i>Across Five Aprils</i></p> <p>abolitionist imminent forays forfeiture integrity</p> <p>obscurity ominous seceding vehement ‘coming of age’</p> <p><i>Charley Skedaddle</i></p> <p>skirmish shrieking dodged desertion relieved</p> <p>gaunt resumed skedaddle receive</p> <p><i>Outrageous Women of Civil War Times</i></p> <p>brigades unseemly humane auxiliaries significant</p> <p><i>Catholic Sisters in the Civil War</i></p> <p>prejudice epidemic perceived duration courage</p> <p>casualties religious communities</p> <p><i>Gettysburg Address</i></p> <p>Fourscore proposition hallow consecrate detract ‘in vain’ perish</p> <p><i>Catholic Identity</i></p> <p>“Life and Dignity of the Human Person” “Rights and Responsibilities”</p> <p>justice racism service 5th Commandment 4th Beatitude truth</p> |

INSTRUCTIONAL ACTIVITIES

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| <input type="checkbox"/> Catholic Identity 5,6,8,10,12,15,17,18,20,21,26,29,30 | <input type="checkbox"/> Language 15,26,27 |
| <input type="checkbox"/> Reading 8,14,18,25 | <input type="checkbox"/> Vocabulary 6,8,9,11,13,18,24,25,27 |
| <input type="checkbox"/> Writing 7,8,10,12,15,20,26,28 | <input type="checkbox"/> Viewing 1 (and throughout) |
| <input type="checkbox"/> Speaking/Listening 3,9,13,15,18,21,22,25 | <input type="checkbox"/> Critical Thinking 2,3,5,7-9,12,16,17,19-23,28-30 |

1. Throughout the unit, integrate art from the Civil War period. (14)
2. Discuss: How are fictionalized characters and real people changed through conflict? What are the roles of truth, justice and courage in settling conflict? Give examples. (EQ)
3. Do the first two parts of a KWL chart with students to establish what the students already know about the Civil War and what they want to learn. (13)
4. Read aloud the Civil War picture book *Sweet Clara and the Freedom Quilt*, to start building background knowledge of the Civil War period, but also to help students understand what you will expect from them in journal entries and other assignments. (13)
5. Give input and discuss: Is war a good thing? Give input on the meanings of 'life and dignity of the human person' and 'rights and responsibilities.' What does war mean in light of these terms? (1,4)
6. Teach vocabulary for *Across Five Aprils*. (6,11)
7. While reading *Across Five Aprils*, begin a class 'conflict chart' of information about the Civil War period learned from each fiction and nonfiction piece read. The chart will track responses to the following questions:
 - What is the conflict?
 - Why does this conflict occur?
 - Who is involved on each side of the conflict?
 - How is the conflict resolved? Is this a 'just' resolution?
 - What roles do truth and courage play in settling conflict?
 - How does this conflict affect our lives today?
 Students keep an ongoing list of their responses to these questions in their journal as they read each piece in the unit. (1,2,3,4)
8. Have students read *Across Five Aprils*.
 - Chapters 1-3:
Think of a time when you were forced to 'take a side' in an argument or another conflict. What did you do? Why? Read to learn about the difficult choices characters face at the outbreak of the Civil War. In this section, the author introduces many characters. Pay attention to qualities that help define each character. Summarize your ideas in a few words, and then jot them down in a chart. (1,9,13)
 - Chapters 4-6
What is the biggest responsibility you have ever been asked to handle?
Read to find out about the new responsibilities that Jethro must assume.
In chapter 6, the narrator says, "If someone had asked Jethro to name a time when he left childhood behind him, he might have named that last week of March in 1862" (page 70). Write a couple of paragraphs in which you compare and contrast the person Jethro was before his trip to Newton with the person he is by the time he discovers the coal oil in the well. Identify the events that force Jethro to leave childhood behind. (9,13)
 - Chapters 7-9
What is your definition of a bully? Are bullies courageous? just? What are some courageous and just ways to deal with bullies? Read to learn how a bully provides some comic relief amid the tragedy of war. (9,13)
 - Chapters 10-12 Think of a time when a person said or did something that caused deep hurt to you or to someone you know. Was it possible to forgive the person and forget the incident, or did it damage or even ruin the relationship?
Read to learn whether the end of the war will also mean an end to the conflicts between North and South.

Imagine that you are Shadrach Yale. You are writing to Matt and Ellen to request permission to take Jethro back East with you and Jenny. Your plan is to help Jethro get a good education. List reasons that are likely to convince the Creightons to agree to your plan. Note how your plan is likely to benefit not only Jethro but other members of the Creighton family as well. Anticipate objections that the Creightons may raise and respond to each possible objection in your letter. (10,12,13)

9. After reading: Have students discuss what the terms 'growing up' and 'coming of age,' meant for Jethro and any other character they choose from *Across Five Aprils*. Have them discuss what these terms mean to them and their classmates in today's world. (1,9)
10. Discuss: Is war a good thing? When is it justified and when is it not? After discussion, have students write their personal response in a journal that they will come back to later. (1,4,8)
11. Teach vocabulary for *Charley Skedaddle*. (6,11)
12. Remind students to complete their 'conflict chart' as they read. (1,2,3,4)
13. Discuss peer pressure and gangs and ask students to look for examples as they read the beginning of *Charley Skedaddle*. (1,9)
14. Do guided reading of *Charley Skedaddle*. (13)
15. Discuss the similarities / differences between Jethro and Charley emphasizing any examples of 'growing up' or 'coming of age.' After reviewing the process of writing a narrative, each student writes a one-page narrative between Jethro and Charley including an example of courage, justice or racism. They edit their writing, especially for quotation marks. (1,2,3,4,9)
16. Listen to *When Johnny Comes Marching Home*. How is it alike and different from what you read in *Across Five Aprils* and *Charley Skedaddle*. (1,2,3)
17. Is war a good thing? What does it mean for 'life and dignity of the human person' and 'rights and responsibilities?' Add to your journal any new insights since your last entry. (1,4,8)
18. Pre-teach any necessary vocabulary for *Outrageous Women of Civil War Times* and *Catholic Sisters in the Civil War*. Give an overview of *Outrageous Women of the Civil War Times*. Have students form a small group with each group choosing a woman from the book or the role of *Catholic Sisters in the Civil War* (will need to do research on the internet). Ask them to research the role and contribution in the Civil War of whomever they choose. Have students present their findings orally. (6,7,12,13)
19. Compare/contrast the roles and contributions of men and women in the Civil War. (1,2,3)
20. Remind students to complete their 'conflict chart' for whomever they choose. (1,2,3,4)
21. Give input and discuss any relationships among the 5th commandment, the 4th beatitude and war. (9)
22. Using a T chart, individually compare what you learned about the Civil War from fiction and what you learned from nonfiction, emphasizing cause and consequences. Share your chart with the class noting similarities and differences among students' work. (1,2,3)
23. How does the information from the two fiction books differ from/agree with information from the nonfiction you've read? (1,2,3)
24. Teach the vocabulary for the *Gettysburg Address*. (6,11)
25. Divide the class into 10 groups (one for each sentence) and have them work together using their own words to create a 'translation' of what Lincoln meant. Students should use dictionaries and/or a thesaurus to determine word meanings. Students provide the teacher with their finished translation and read their translation to the class. Discuss: what does it say? (6,11,13)
26. After the class finishes the 'conflict chart', students individually write a summary explaining one of the conflicts studied. The response should be a well-developed essay that includes at least three supporting details and a statement about how the event fits into the larger context of the Civil War as well as the rights and responsibilities of those involved. Edit your writing, especially for commas. (1,2,3,4,10,12)
27. Choose two characters from each piece read and give five adjectives to describe each. (6,9)
28. In writing, compare the lives of different characters, real and fictional, during the Civil War and discuss how they grew because of the conflict they experienced. (1,2,3,9)

29. Is war a good thing? What does it mean for 'life and dignity of the human person' and 'rights and responsibilities?' Make a final entry in your journal with any new thoughts. (1,4,8)
30. Discuss: How are fictionalized characters and real people changed through conflict? What are the roles of truth, justice and courage in settling conflict? (EQ)

INSTRUCTIONAL RESOURCES

Art

A House Divided: Civil War Photography

What can photographs of the Civil War tell us about the conflict and developments in the documentation of war?

http://americanart.si.edu/education/pdf/civil_war_photo.pdf

Smithsonian lesson plan on 7 photographs – photos at bottom

The Civil War in Art (choose selections from here)

http://www.civilwarinart.org/lessonplans/CWIA_NaughtonLincolnandTadVisitRichmond.pdf

Music

Bob Welch-"Songs of the Civil War" <http://www.bobwelch1863.com/>

Catholic Sisters in the Civil War

<http://womenandspirit.org/education.html> 5: Courage and Care, pp. 30-32

<http://www.angelfire.com/pa5/civilwarchaplain2/>

Life and Dignity of the Human Person and Rights and Responsibilities

<http://www.osjspm.org/page.aspx?pid=436> (especially the link to notable quotations)

"From the Ground Up," NCEA, pp. 37, 39

Catholic Bishops on Social Justice Teachings

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/sharing-catholic-social-teaching-challenges-and-directions.cfm> (scroll down to material on 'Life and Dignity of the Human Person')

5th Commandment

"The Catholic Source Book," Harcourt, pp. 79

CROSS CURRICULAR LINK(S)

This unit could be extended to teach:

History/Geography: The Civil War (e.g., abolitionists, slave life, Abraham Lincoln, *Gettysburg Address*, Yankees and Rebels, Blue and Gray, First Battle of Bull Run/First Battle of Manassas, Sojourner Truth, Harriet Tubman, Underground Railroad, etc.)

Language Arts: "O Captain, My Captain" (Walt Whitman)

As a member of Common Core™ Curriculum Maps this unit was adapted from resources found on their website.