

Lesson Plans: 04 SS LPQ3 048 Florida and the Civil War

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Grade Level : Grade 4

Subject : Social Studies - Elementary

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade 4

Florida Sunshine State Standards

American History

5: Crisis of the Union: Civil War and Reconstruction in Florida

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.

Description/Abstract of Lesson: The student will understand Florida's involvement in the Civil War and the challenges Floridians faced during reconstruction.

Essential Question-Scope & Sequence: **How might a war affect my life?**

Technology Connections and Teacher Materials: *Harcourt Horizons* Text Unit 3, Chapter 6, Lessons 1 and 2, pages 200-213, Reading and Vocabulary Transp. 3-7, 3-8

Technology Connections and Student Materials: *Harcourt Horizons* text, Unit 3, Chapter 6, Lessons 1 and 2, pages 200-213, crayons, markers, poster board (for storyboard), art supplies for diorama, materials for research

Duration : 6 Hours

Vocabulary: Manufacturing, Underground Railroad, abolish, states' rights, secede, Union, Confederacy, civil war, blockade, shortage, assassinate

Steps to Deliver Initial Instruction: Ask students to share what they know about the Civil War and Reconstruction in Florida. Discuss quotation on page 199, *Harcourt Horizons* text as Florida playing a significant role in helping feed soldiers throughout the Confederacy. Florida was a key source of two items crucial to war effort-cattle and salt. Hundreds of heads of cattle were being driven north from Florida to other destinations throughout the Confederacy. The salt was needed to preserve the meat as well as used to help prepare the hides for tanning. BIG IDEA Use the map on page 204, Harcourt text to show students the North and the South. Discuss the fact that the North and the South had different beliefs about slavery and the power of the government. The Civil War was a long and costly war that the South finally lost. Stress to students that although Florida contributed much to the Confederacy, little fighting took place inside the state.

Guided Practice with Feedback: Read aloud to students Time for Young Readers, Civil War Soldiers. Discuss Florida's role in the Civil War. (Lesson 1) Using Reading and Vocabulary Transparency 3-7, have students preview the illustrations and subheadings to predict how differences between the North and the South would affect the nation. (Lesson 2) Discuss how the population of enslaved African Americans grew after Florida became part of the United States. Have students make a line graph depicting Enslaved African Americans in Florida pg. 208, *Harcourt Horizons* text. Tell students that Florida supplied soldiers, food, and salt to the Confederacy. Even though little fighting took place in the state, shortages and other hardships made life difficult for those at home. After the Confederacy's surrender, Florida's enslaved people were freed.

Independent Practice: Have students use index cards to organize the vocabulary terms in Chapter 6, Lessons 1 and 2. On each card, students should list the vocabulary terms from each lesson. As students read each lesson, have them write an original sentence for each term, using context to show what the term means. Assign a paragraph to each student to paraphrase. Ask students to read their paragraph and use their own words to retell what they read. Have each student create a diorama about an event or scene discussed in lessons. Ask each student to write a paragraph explaining the diorama.

Differentiated Instruction/Small Buddy read each lesson. While reading Lesson 1, have students complete a cause-and-effect chart to identify events leading to war (pg. 204, Harcourt text). While buddy

Groups: reading Lesson 2, have students answer the following questions (Reading and Vocabulary Transp. 3-8 pgs. 210/213): What role did Florida play in the Civil War? How did Floridians cope with the hardships of war? What happened to Florida after General Lee surrendered? Have pairs of students create a storyboard to summarize and illustrate key points in the lesson.

ESE/ESOL Accommodations & Strategies: Have students illustrate and use each vocabulary word in a sentence.

Lesson Closure/Review: (Lesson 1) Have students work with a partner to write and answer questions about the lesson. Tell each student to write ten questions and supply the answers. Direct partners to take turns asking and answering each other's questions. (Lesson 2) Write a newspaper headline about the Battle of Olustee that could have appeared in a Northern paper and one that could have appeared in a Southern paper.

Assessment with Clear & Compelling Product Standards: Write a story pretending you are living in Florida during the time leading up to the Civil War. Write a story that you could tell your grandchildren about an event that took place at this time. Share your story with the class.

Explain Selected Design Qualities: Have students draw a map showing the United States at the beginning of the Civil War. Ask them to identify the areas included in the Union and the Confederacy. Refer to the map on pg. 204, Harcourt text to check for accuracy. Assign students to groups to create illustrated reports. Have each group choose a different topic from the lessons such as the cotton gin, slavery in Florida, Anna Kingsley, the Underground Railroad, Fort Sumter, the Battle of Olustee, Mary Martha Reid, General Robert E. Lee, or the Emancipation Proclamation.

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