**America in Conflict**

**This nine-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.**

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**Overview**

* + Students can choose from a variety of historical fiction, and compare and contrast this with informational text about the same time period. In order to hone a deeper understanding of the period beyond what is conveyed 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 real historical context, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork.
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
    - **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 information (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 *grade 5 reading and content*, choosing flexibly from a range of strategies.
    - **L.5.4 (b):** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Read and write poetry about America.
    - Compare fiction and nonfiction books about the Civil War and slavery.
    - Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
    - Conduct research on a person or event from the Civil War time period.
    - Create a multimedia presentation on a person or event of choice from the Civil War.
    - Continue defining relationships between words (e.g., civil, civilization, and civilian).
    - Write a historical narrative, based in the Civil War time period.
    - Participate in group discussions.
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Stories (Historical Fiction, Civil War)**

* + - *Bull Run* (Paul Fleishman)
    - *Maritcha: A Nineteenth-Century American Girl* (Tonya Bolden)
    - *Ballad of the Civil War* (Mary Stoltz and Sergio Martinez)
    - *Across Five Aprils* (Irene Hunt)
    - *A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859* (Dear America Series) (Patricia C. McKissack)
    - *Underground Man* (Milton Meltzer)
    - *Steal Away…to Freedom* (Jennifer Armstrong)
    - *Dear Austin: Letters from the Underground Railroad* (Elvira Woodruff and Nancy Carpenter)
    - *A Light in the Storm: The Civil War Diary of Amelia Martin, Fenwick Island, Delaware, 1861* (Dear America Series) (Karen Hesse)
    - *When Will This Cruel War be Over?: The Civil War Diary of Emma Simpson, Gordonsville, Virginia, 1864* (Dear America Series) (Barry Denenberg)
    - *After the Rain: Virginia's Civil War Diary* (Book Two) (Mary Pope Osborne) (EA)
    - *A Time To Dance: Virginia's Civil War Diary* (Book Three) (Mary Pope Osborne) (EA)
    - *The Journal Of James Edmond Pease: A Civil War Union Soldier, Virginia*, *1863* (Dear America Series) (Jim Murphy) (EA)
    - *Just a Few Words, Mr. Lincoln* (Jean Fritz)

**Poems**

* + - "The New Colossus" (Emma Lazarus) (E)
    - "The Eagle" (Alfred Lord Tennyson)
    - “I Hear America Singing” (Walt Whitman) (EA)
    - “I, Too, Sing America” (Langston Hughes) (E)
    - “The Star-Spangled Banner” (Francis Scott Key)

**Informational Texts**

**America**

* + - *You Wouldn't Want to Be a Worker on the Statue of Liberty!: A Monument You'd Rather Not Build* (You Wouldn’t Want To…Series) (John Malam and David Antram)

**Civil War**

* + - *A History of US: War, Terrible War, 1855-1865* (Book 6) (Joy Hakim) (E)
    - *Underground Railroad:The New Book of Knowledge.* (Scholastic) (Henrietta Buckmaster) (E)
    - *You Wouldn't Want to be a Civil War Soldier: A War You’d Rather Not Fight* (You Wouldn’t Want To…Series) (Thomas Ratliff and David Antram)
    - *If You Lived At the Time of the Civil War* (If You…Series) (Kay Moore and Anni Matsick)
    - *If You Traveled on the Underground Railroad* (If You…Series) (Ellen Levine and Larry Johnson)
    - *If You Lived When There was Slavery in America* (If You…Series) (Anne Kamma and Pamela Johnson)
    - *The Abraham Lincoln You Never Knew* (James Lincoln Collier and Greg Copeland)
    - *Outrageous Women of Civil War Times* (Mary Rodd Furbee)
    - *Sojourner Truth: Ain't I a Woman?* (Scholastic Biography) (Frederick and Patricia C. McKissack)
    - *The Abolitionist Movement* (Cornerstones of Freedom) (Elaine Landau)
    - *Your Travel Guide to the Civil War* (Passport to History) (Nancy Raines Day)

**Additional Resources**

* + - The U.S. Civil War 1861-1865 Timeline (A History Place)

**Art, Music, and Media**

**Music**

* + - Patrick S. Gilmore, [“When Johnny Comes Marching Home”](http://www.civilwarmusic.net/display_song.php?song=johnny) (1863)
    - Julia War Howe, [“The Battle Hymn of the Republic”](http://www.civilwarmusic.net/display_song.php?song=battlehymn) (1861)
    - Daniel Decatur Emmett, [“Dixie”](http://www.civilwarmusic.net/display_song.php?song=dixie) (1861)

**Art**

* + - Alexander Gardner, “President Abraham [*Lincoln in the tent of General George B. McClellan after the Battle of Antietam*](http://z.about.com/d/history1800s/1/0/S/-/-/-/Lincoln-McClellan-tent01.jpg) (Antietam [Sharpsburg], Maryland, October 3, 1862)
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**Sample Activities and Assessments**

* + **Class Discussion**

How do the symbols of America (e.g., the Statue of Liberty, the American flag, the bald eagle, etc.) provide strength during times of conflict? Discuss as a class, citing examples from the poems and stories we’ve read. (SL.5.1a, b, c, d)

**Poetry Response**

Continue the “Poetic Devices Chart” (begun in unit 1) that includes examples of similes, metaphors, alliteration, and onomatopoeia in poems from this unit. Write your own poem about America that uses at least two of the techniques found. (RL.5.4, L.5.5, W.5.4)

**Art Appreciation**

How is war depicted through art? View one of the most famous photos of the Civil War, “[President Abraham Lincoln in the tent of General George B. McClellan after the Battle of Antietam](http://z.about.com/d/history1800s/1/0/S/-/-/-/Lincoln-McClellan-tent01.jpg),” and discuss what you can learn about the Civil War, even before learning facts and reading literature from that time period. (SL.5.1a, b, c, d)

**Literature Response**

While reading a story, such as *Bull Run* by Paul Fleishman, keep an ongoing list of words to describe the main character(s). Mark the text with Post-it notes and write the adjectives on the notes. After finishing the book, you will be asked to choose the best adjectives that describe the character’s internal responses and external behaviors in response to conflicts experienced. (RL.5.6, RL.5.1, RL.5.3, RF.5.4a, b, c)

**Class Discussion**

Read and compare what you learn about slavery in America from fiction and nonfiction text (e.g., *Dear Austin: Letters from the Underground Railroad* by Elvira Woodruff and Nancy Carpenter and *If You Lived When There was Slavery in America* by Anne Kamma and Pamela Johnson). How does knowing the historical information enhance your understanding of the fictional story? Talk with a classmate to share ideas prior to large group discussion. (RL.5.9)

**Graphic Organizer**

As a class, we will keep a chartof information about the Civil War period that we learn from a variety of fiction and nonfiction; the chart will have the following categories:

* + - What is the conflict?
    - Why does this conflict occur?
    - Who is involved on each side of the conflict?
    - How is the conflict resolved?
    - How does this conflict have an effect on our lives today?

Keep a list of your responses to these questions in your journal. Share thoughts with a partner who has read the same book as you, and collaboratively contribute to the class chart.

**Class Discussion**

At the end of the unit, we will compare the lives of different characters, real and fictional, during the Civil War and discuss how they grew because of the conflict they experienced. (RI.5.5, RI.5.3, RI.5.7, RI.5.9, RF.5.4a, b, c)

**Research Essay/Multimedia Presentation**

Write a research essay about an event from the Civil War, highlighting the causes and effects of the conflict. Part of your essay should explain the relationship or interaction between individuals or events. (Alternately, students may choose a person to write about, noting how that person contributed to the cause or to the resolution of this historical conflict.) Present this report in a multimedia format to the class. (W.5.7, RI.5.3, W.5.2a, b, c, d, e, SL.5.4, SL.5.5, L.5.1a, b, c, d, L.5.2a, b, c)

**Word Study**

As an individual and as a class, keep an index card file of words studied (e.g., secession, rebellion, abolition, confederate, rebel, etc.). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, etc. How do word relationships (e.g., civil, civilization, and civilian) help us understand the meaning of the words, while the prefixes and suffixes affect the part of speech and spelling? (Note: This will be an ongoing activity all year long.) (RI.5.6, L.5.4,b,c)

**Historical Narrative**

Write your own historical narrative that is set during the Civil War, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner so your final product is of the highest quality. Publish your narrative on a class webpage to encourage “virtual” conversation after the unit is over. (W.5.3a, b, c, d, e, W.5.4, W.5.9a, b, SL.5.5, L.5.1a, b, c, d, L.5.2a, b, c)

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**Additional Resources**

* + [Engaging Students in a Collaborative Study of the Gettysburg Address](http://www.readwritethink.org/classroom-resources/lesson-plans/engaging-students-collaborative-exploration-888.html) (ReadWriteThink) (SL.5.3)

This lesson plan invites students to learn more about the historical significance of President Abraham Lincoln's famous speech, the Gettysburg Address, as well as the time period and people involved.

[Using Historical Fiction to Learn About the Civil War](http://www.readwritethink.org/classroom-resources/lesson-plans/using-historical-fiction-learn-779.html) (ReadWriteThink) (RL.5.2, W.5.7)

This lesson uses the book *Meet Addy* by Connie Porter to teach the characteristics of historical fiction, the making of inferences, the use of visualization, and Civil War history.

[Critical Perspectives: Reading and Writing About Slavery](http://www.readwritethink.org/classroom-resources/lesson-plans/critical-perspectives-reading-writing-1060.html) (ReadWriteThink) (RL.5.2, W.5.7)

In this lesson, students critically examine the perspectives of slaves and slave owners.

[Strategic Reading and Writing: Summarizing Antislavery Biographies](http://www.readwritethink.org/classroom-resources/lesson-plans/strategic-reading-writing-summarizing-1017.html) (ReadWriteThink) (RL.5.2, RI.5.1)

In this lesson, students practice writing effective summaries using biographies.

[Examining Plot Conflict Through a Comparison/Contrast Essay](http://www.readwritethink.org/classroom-resources/lesson-plans/examining-plot-conflict-through-802.html) (ReadWriteThink) (RL.5.9)

In this lesson, students explore picture books to identify the characteristics of four types of conflict: character vs. character, character vs. self, character vs. nature, and character vs. society.

[Civil War Music](http://artsedge.kennedy-center.org/content/2095/) (ArtsEdge, The Kennedy Center)

[Pictures of the Civil War](http://www.archives.gov/research/civil-war/photos/) (The National Archives)

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**Terminology**

* + - ballad
    - characterization
    - conflict
    - poetic terms: meter, rhyme scheme, metaphor, simile
    - symbolism
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**Making Interdisciplinary Connections**

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

**This unit could be extended to teach:**

* + - **History/geography**
      * The Civil War and Reconstruction (e.g., famous people, major events, The Gettysburg Address, etc.)
      * The assassination of Lincoln
      * Slavery
    - **Language Arts**: “O Captain, My Captain” (Walt Whitman) (written about the assassination of Lincoln)