

Level: Grade 7 - 9

Class Size: 20 - 25 students

Unit: Civil War – *Bull Run* Courage

Time Needed: 40 minutes

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to use their knowledge of courage to explain how the actions of certain characters are either courageous or not.

- **Objectives:**
 - The learners will be cooperative during discussion.
 - The learners will participate in a group activity that will help them define courage in character actions.
 - The learners will discuss the reasons why people are courageous.
 - The learners will discuss courage in the context of what they know of the American Civil War.

- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 8 A1 (Reading - Interconnected Elements: Comprehension, Vocabulary, *Alphabetics*, *Fluency*)
 - a. “Use a range of before, during, and after *reading strategies* to deepen their understanding of the author’s message.”
 - English Language Arts, Grade 8 A2 (Reading - Literary Texts)
 - a. “Analyze the effect of the qualities of *character* on the plot and on the resolution of the conflict.”
 - c. “Explain how different points of view can affect the overall

theme of the work.”

Self-Knowledge and Interpersonal Relationships - Career and life Roles)

a. “Time management.”

b. Essential Questions

- What is courage?
- How do we see examples of courage in characters?
- Is it easy to find why a person is being courageous?
- How do these acts of courage effect others?

c. Knowledge and Skills

For the MEAs, students have been having practice with scanning and decoding techniques. These will be used during this lesson.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

During the group work, a recorder will be asked to fill out the sheet according to what is discussed. These will be collected at the end of the class.

e. Quizzes, Tests, Prompts

Prompt for the board: “I claim not to have controlled events, but confess plainly that events have controlled me.” ~ Abraham Lincoln

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Have students enter to the following quote on the board:

“I claim not to have controlled events, but confess plainly that events have controlled me.” ~ Abraham Lincoln

This should help students key in on the fact that they will be looking at courage and the events, or lack thereof, that surround it. Explain to students the task that they will be doing. (5 mins)

2. Break students up into four to six groups, depending on class size. Each group will receive the group worksheet and a collection of two pieces in a certain character’s viewpoint from the book *Bull Run*. Each group will then have to find examples of courage or lack thereof in their pieces.

*Each individual should come up with an example of courage or lack of.

*As a group, they must decide on which is the most important piece to the works.

(Give roughly 10 - 15 minutes. More time may be given if needed.)

3. Have Reporter 1 from each group share a brief over-view of what the pieces were and who they were about. Reporter 2 for the group should then share what the most important idea/event/action was that depicted courage or lack of. (Roughly 10 mins.)
4. If there is time remaining, ask students questions about their pieces. What other examples did they find? Does everyone see these of examples of courage? Etc.

i. Materials and Resource

- Small group worksheets
- *Bull Run* selections