

Level: Grade 7 - 9

Class Size: 20 - 25 students

Unit: Civil War – Courage

Time Needed: 40 minutes

Sequence In Unit: 1/?

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to explain the effects and reasoning of courage.
- **Objectives:**
 - The learners will be able to define courage.
 - The learners will discuss different forms of courage in different aspects of life.
 - 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, Grades 6-8 E1 (Listening and Speaking - Listening)
 - a. “Formulate clarifying questions.”
 - b. “Examine and critique information presented.”
 - c. “Expand on ideas presented by others.”
 - Career and Education Development, Grades 6-8 A3 (Learning About Self-Knowledge and Interpersonal Relationships - Interpersonal Skills)
 - a. “Getting along with others.”
 - b. “Working as a team.”
 - i. “Following established rules/etiquette for observing/listening.”

- Career and Education Development, Grades 6-8 A4 (Learning About Self-Knowledge and Interpersonal Relationships - Career and life Roles)

a. "Time management."

b. Essential Questions

- What is courage?
- What can you think of for an example of courage outside of school?
How about inside of school?
- Is there anyone that you know of that you think is courageous?
- Is courage important in our daily lives?
- How does a person come to have courage?
- What effects whether or not a person is courageous?
- Did it take courage on the part of the South to want to break free from the North?
- During a time of suffering, would you have courage to stand up for what you believe in?

c. Knowledge and Skills

- Students have most likely discussed the importance of courage before.
- All students can reflect of examples from their own life to build on 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

- Question for group activity #1:
What is the definition of courage?

- Questions for group activity #2
 - * What can you think of for an example of courage outside of school?
How about inside of school?
 - * Is there anyone that you know of that you think is courageous? Make sure to explain why. Each person in your group should think of a different person.
 - * Do you feel courage is important in our daily life? Why or why not?
 - * You just finished up learning about _____, do you think that person was courageous? Make sure to explain why.
 - * How does a person come to have courage?
 - * What effects whether or not a person is courageous?

f. Unprompted Evidence

The teacher will be keeping observation on those that are being sidetracked.

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. As an introduction to the lesson, students will be asked to quickly take a seat. After students are settled, pull out the paper bag that contains a “gross” item of your choice, such as softened butter, bakery batter, or some other odd feeling item. Build up the tension by refusing to talk about the bag at first. Once students begin to start insisting about knowing what’s in the bag, mention to them something about finding it in the back of your fridge, or outside of your house. Really build on the idea that this thing is amazingly gross, that it’s something you can’t stand the sight of. Have a student volunteer to come to the front and reach into the bag. Try to pick a student that will have a very outward reaction to whatever you have chosen. (Most likely this won’t take more than 5 minutes.)

2. After the student takes part in the activity, ask the others in the class whether or not they thought that was brave; whether it took courage. (Be brief.)

3. Have students break into groups. Make sure to hand out the group work activity sheet. In the next five minutes, have them come up with what they feel is a definition of courage. Also, have them list some ideas of things that might take courage to do. Discuss these results as a class. (Roughly 5 - 10 minutes.)

COURAGE:

- The ability to do something frightening
- Strength in the face of pain or grief

BRAVE

- To have or show courage

4. Next, give each group two prompts from the following discussion questions. Make sure each group has an activity sheet for each prompt. (10 - 20 minutes)

* What can you think of for an example of courage outside of school?

How about inside of school?

* Is there anyone that you know of that you think is courageous? Make sure to explain why. Each person in your group should think of a different person.

* Do you feel courage is important in our daily life? Why or why not?

* You just finished up learning about _____, do you think that person/ was courageous? Make sure to explain why.

* How does a person come to have courage?

* What effects whether or not a person is courageous?

5. Bring everyone back into a class setting and have each group present their question and what they have come up with. As a class, discuss the findings.

6. At the end of the discussion on courage, bring up the Civil War. (After all, that's what this unit's about!) Ask the student how much they know about the Civil War. After getting a feel for what their knowledge level is, ask them the following questions, if appropriate:
 - * Do you think it took courage on the part of the South to want to break free from the North? Why or why not?
 - * Do you think any of the slaves were courageous? Why or why not?
 - * If you lived back then, do you think you would have the courage to stand up for what you believe? Explain.

i. Materials and Resource

- Prompts pre-written on slips of paper in a bag.
- "Courage" bag
- Small-discussion/ Group work sheets (2 for each group)