**Who Are We?**

**The American Civil War**

**7th Grade**

**Andrew Betances**

**Brittany Tarbell**

**Jonny Chung**

**Rich Akapnitis**

**Shaquille Brown**

Dedicated to Dr. James Harten

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**Overview and Introduction:**

The Civil War is one of the most integral events in America’s development because it demonstrates conflicting values regarding what it means to be free. To be more specific, during the mid-nineteenth century (1861-1865), issues of slavery went beyond its boiling point as the Union states went to war with the Confederate states of America. Over a period of four years, hundreds of thousands of soldiers who fought in either the Northern or the Southern army risked their lives and became severely injured or died due to patriotic, but divided viewpoints. This war is a part of the American tragedy, and it was a climactic turning point in the history of the nation. These powerful visions of America were diverse, and the people of the time were not aware that lives would be at stake. That said, the Civil War ultimately marks the citizens of United States as people who want hope, liberty, and justice for all.

This interdisciplinary unit is for a seventh grade urban setting, and the activities will allow students to grasp the Civil War in its entirety. The American Civil War is the historical focus for this unit, but this historical event will be unpacked also through English Language Arts and Mathematics. By the end of this unit, students will have a full understanding of the Civil War’s background of events, the causes of the Civil War, and the ways in which the American citizens were affected. In the case of English Language Arts, students will conduct research to deepen their understanding about the soldiers who fought during the Civil War, the conflicting viewpoints regarding slavery that resulted in the war, and the unsettling reality of United States’ citizens. The seventh grade students will use the researched information about the mid-nineteenth century figure out how the American people responded differently to the unfolding events of Civil War, and students will provide their own insights about the war based on the evidence they find. Through the application of Mathematics to the Civil War, the seventh graders will gain knowledge about the inflating prices of goods during this time period in addition to the Civil War’s cost.

**Classroom Environment:**

Research is an important aspect of this interdisciplinary unit; the students need to gather as much information as they can about a time period that may seem archaic to them. As a result, the seventh grade class will be using computers and the Internet to look at credible sources that describe and comment on the Civil War. The students will see the importance of diverse research perspectives on this topic. The English classroom environment will ultimately be a space where students can foster their own inquiry by conducting research for understanding, reading accurately for information, and using evidence to make reasonable arguments about the Civil War.  
 All of the researched information the students gain about the Civil War is going to be crystallized even further in the History classroom environment. The students are going to learn more about how slavery was integral in the history of the United States and how the viewpoints about it ultimately became something that divided the country. The seventh graders will be provided with visual examples of the soldiers in the Civil War, the Union and Confederate flags, and the map of the United States during this time period. The History classroom environment will allow these urban students to gain a better sense of what happened before the Civil War, the issues that contributed to a divided nation, and the aftermath of the war on its citizens.

The Mathematics classroom environment will involve the students applying their knowledge of ratios, proportions, and probability as related to the soldiers who fought during the Civil War and the citizens who were spectators of this event. The seventh grade urban class will solve mathematical word problems as a way to identify how money was both used and saved. This will help them understand that money was a very scarce and valuable resource for all people of America due to the resulting costs of the Civil War.

The students are finally going to demonstrate their knowledge of the history, research, and math related to the Civil War through a friendly debate; this is the culminating activity of this interdisciplinary unit. The classroom will be split in half to represent the beliefs of the Union and Confederate States. With the appropriate direction of how a debate is conducted, the seventh grade urban class is going to build upon the knowledge and ideas of others and gain a true sense of what it was like to be an American citizen during the Civil War. The debate is going to summarize the student’s knowledge of America during the mid-nineteenth century as they make connections with the image of the country at this time and their own identity of being in America in the twenty-first century.

**English Language Arts:**

*Week 1- Core Proficiency: Researching to Deepen Understanding*

**Subject Objectives**:

This section of the unit will equip students with the skills to research to find answers to questions they may have whether that be about curriculum or a personal question unrelated to their studies. This will give them an opportunity to be independent and self sufficient and will give them the confidence they need to be self -discoverers. This will get students ready for plans after school whether that be college or entering the workforce.

      Students will first learn how to research; finding credible sources and reading with the knowledge that articles may be written by an author with an agenda. They will be taught to think critically about these articles and will ask questions about the articles that they will be able to answer themselves through further research. They will gather multiple sources about the Civil War to enlighten themselves on historical events with both primary and secondary sources.

This will be a gateway into Core Proficiency 2(*Reading Closely for Textual Details)*.

**Standards:**

* **7.RI.2**: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* **7.RI.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
* **7.RI.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
* **7.W.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
* **7.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  1. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  2. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
* **7.SL.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
  1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

**Plan:**

Day 1-2:

* Students will go to the library to learn about how to research. Students will be taught how to navigate search engines such as EBSCO and will be taught how to use Google to find relevant sources as well as using resources in the library. The teacher will provide them with the website  “Civil War for Kids” (<http://www.kathimitchell.com/civil.htm>) which has multiple sources. By doing so this creates a contained space for them to pick sources making it less intimidating and easier to find grade related sources. They will be given examples of credible sources (<http://ehistory.osu.edu/osu/sources/letters/follett_brothers/letters/JF620128.cfm>) vs non credible sources (<http://www.coe2ndwis.com/civiliancorner/strangefacts.html>)

Day 3-5:

* Students will spend time finding 3-4 sources that will aid in the understanding what the Civil War was, when it was, who fought, why they fought, and the outcome.

**Cooperative Learning**:

* This part of the unit will be mainly independent work but the students should be able to help each other finding articles and are encouraged to have conversations about their findings.

**Assessment**:

* Students will be given characteristics of both credible and non credible sources and students will be expected to differentiate them from one another

**Resources:**

* [**http://www.kathimitchell.com/civil.htm**](http://www.kathimitchell.com/civil.htm)
* <http://www.coe2ndwis.com/civiliancorner/strangefacts.html>
* <http://ehistory.osu.edu/osu/sources/letters/follett_brothers/letters/JF620128.cfm>

*Week 2- Core Proficiency: Reading Closely for Textual Details*

**Subject Objectives:**

The seventh grade students will now have more knowledge of how to conduct research, the differences between credible and non-credible sources, and what primary and secondary sources look like. This part of the unit will take their research abilities another step further. The students are going to look at specific primary sources to determine not only what was said about the Civil War, but also how it was said. These sources are as follows--and will be used in the order in which they are listed: Lincoln’s Emancipation Proclamation, Lee’s Letter to His Wife on Slavery, Lee’s Farewell Address to the Army of Northern Virginia, and Grant’s Conversation on Slavery.

The students will be looking at particular words and phrases of these four primary sources to determine the key ideas of each and the perspective and purpose of writing the documents. They will harness this information using text-dependent questions, a semantic question map, and a discussion web. All of this textual-based knowledge will be combined when the students write a compare and contrast essay (five paragraphs) regarding Ulysses Grant and Robert E. Lee’s reaction to the ending of slavery and the Civil War. Before all of this takes place, the seventh graders will examine the significance of Abraham Lincoln’s Emancipation Proclamation as a way to set up the tension between Grant and Lee’s views on slavery and the ending of the Civil War.

**Standards:**

**Key Ideas and Details**

* **CCSS RI.7.1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **CCSS RI.7.2** - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Craft and Structure**

* **CCSS RI.7.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
* **CCSS RI.7.6** - Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Text Types and Purposes**

* **CCSS W.7.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g. headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
  2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**Production and Distribution of Writing**

* **CCSS W.7.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Plan:**

Day 1-2:

* In order to sustain the students’ interest in the Civil War, I will provide images of the map of America during the Civil War, the soldiers during the battle, and the Union and Confederate flags. As the students digest the meaning of the map, they will activate any prior knowledge they have of the Civil War by discussing the reasons why slavery occurred in the South and not the North. All of this will segue into talking about the end result of the war--that is, the freeing of slaves as seen in Abraham Lincoln’s Emancipation Proclamation. The students are going to realize that this was an important document because it symbolized the end of the Civil War and a new beginning for the slaves of the South.
* The language of this primary source will more than likely be archaic and complex for the seventh grade students. As a result, it is important that the students get a scaffold instruction for the first two days as they pick out the important words and phrases that encapsulate the gist of the Emancipation Proclamation. The students’ understanding of Lincoln’s document will be supported more thoroughly with text-dependent questions. By the end of the reading, they should be able to determine what Lincoln explicitly says and what he wants his reader to understand about the Civil War. The seventh graders will also write about how Lincoln’s message was delivered by examining the language that is tricky as well as the level of play on words.

Day 3-5:

* With Lincoln’s speech in mind, the students will read Lee’s letter on slavery, Lee’s farewell address, and Grant’s conversation on slavery. It is important for the students to recognize that Lee was a proponent of slavery as he fought with the Confederate South and Grant was an opponent of slavery. These three days of the unit will ultimately bring Abraham Lincoln (as the president of the U.S.), Robert E. Lee (as the general of the Confederate South), and Ulysses S. Grant (as the general of the Union North) in conversation with one another as the students gather information about their dispositions on the Civil War and Slavery.
* Day three will involve the reading of Lee’s Letter to His Wife on Slavery and Lee’s Farewell Address to the Army of Northern Virginia. As a way to get a sense of Lee’s reaction to the results of the Civil War--which is seen in his farewell address--the seventh graders are going to learn about his position on slavery in the United States by reading Lee’s letter to his wife. Day four will consist of the students reading Grant’s conversation with the chancellor of the German Empire on slavery in the United States. The seventh graders are going to recognize that one of the key aspects of Grant’s primary source is that the reader still gains a sense of his position on the Civil War even though he is in conversation with someone else.
* In order to enhance their understanding of Lee’s sources on day three and Grant’s source on day four, the students will use a semantic question map to analyze the key diction of these two generals’ thoughts on the Civil War and slavery. In the case of Lee’s letter to his wife, the seventh graders will use the word “subjugation” to describe his position on slavery and the Civil War. With regard to Grant’s conversation on slavery, the students are going to analyze his take on these issues through the phrase “destroy slavery.” Ultimately, the class will use these two means of diction to analyze the two generals’ position on slavery and the results of the war in addition to the way this word fits into the overall message of the primary source.
* All of this will lead into the students creating a discussion web of Robert Lee and Ulysses Grant’s reactions to the Civil War on day five. It is important that the students use their abilities to cite direct evidence from the sources in order to answer the discussion web question: “Do Robert Lee and Ulysses Grant have similar feelings about the Civil War’s results?” The seventh graders will then write a conclusion of Lee and Grant’s reaction to the Civil War based on the amount of evidence they find to support the reasons why the generals have similar feelings or different feelings.

Day 6-7:

* By now, the students are going to have an in-depth knowledge of Robert Lee and Ulysses Grant’s perspective on slavery and the ways in which this was the primary issue that led to the Civil War. The seventh graders will compose a compare and contrast essay of Grant and Lee’s reaction to the ending of the Civil War. Their essays need to demonstrate their comprehension of Grant’s Conversation on Slavery, Lee’s Letter to his Wife on Slavery, and Lee’s Farewell Address to the Army of Northern Virginia by citing textual evidence from each in their planning and writing.
* The class will use their semantic question maps, discussion webs, essay outlines, and five-point rubrics to guide there planning of the compare and contrast essay. I am going to provide an essay outline and five-point rubric to each of the students as they plan their essays on day six. Day seven is when the seventh grade class will write out their full compare and contrast essays, but they will only be allowed to use their outlines as a reference when they write. It is mandatory for the students to examine the scoring criteria of the rubric when they plan their writing. Furthermore, I will remind the class that this is an essay, which uses supportive textual evidence to inform the reader and explain General Grant and General Lee’s position on slavery and the ending of the Civil War. In other words, the students are not writing an argumentative essay, but the seventh graders will engage in rhetorical language in the culminating activity debate.

**Cooperative Learning:**

During the reading of Lincoln’s Emancipation Proclamation, students will be working independently to answer the text-dependent questions about this source, but they will be contributing to the discussions of the text regarding Lincoln’s key ideas, details, and the way he delivers his message. The seventh grade class will also be working independently while they plan and construct their compare and contrast essays regarding Lee and Grant’s position.

However, the students will be a part of collaborative learning during the semantic question map and discussion web assignments. Within their respective groups, the students are going to use the context clues in the sources to evaluate how the selected words relate to each position on the war and on slavery--via the semantic question map. The cooperative learning of the seventh graders will continue as they build upon one another’s comments and work on their discussion web assignments in groups.

**Assessment:**

1. Text-Dependent Questions (Abraham Lincoln)
2. Semantic Question Map (both Robert E. Lee and Ulysses S. Grant)
3. Discussion Web (both Robert E. Lee and Ulysses S. Grant)
4. Compare and Contrast Essay (five paragraphs)

**Texts:**

* Abraham Lincoln’s Emancipation Proclamation <http://www.pbs.org/wgbh/aia/part4/4h1549t.html>
* Robert E. Lee’s Letter to his Wife on Slavery <http://fair-use.org/robert-e-lee/letter-to-his-wife-on-slavery>
* Robert E. Lee’s Farewell Address to the Army of Northern Virginia <http://www.civilwar.si.edu/appomattox_lee_farewell.html>
* Ulysses S. Grant’s Conversation on Slavery <http://www.granthomepage.com/grantslavery.htm>

**Worksheets etc:**

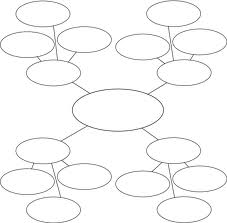
**Text-Dependent Questions**

* By the end of the Emancipation Proclamation reading, students should have the four questions answered in complete sentences.
  1. What is Abraham Lincoln saying about the Civil War and slavery?
  2. What does Lincoln want me to understand about the war?
  3. Are there any hard or tricky words used to express his thoughts?
  4. Is there a play on word as Lincoln conveys his ideas?

**Semantic Question Map**

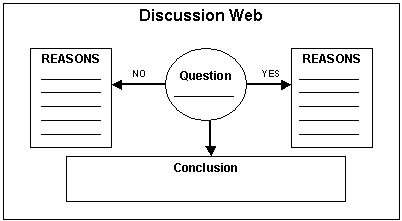
* Each of the groups of students should have two semantic maps done on chart paper with markers. The vocabulary word I select will be in the middle oval followed by the four questions in the oval’s that connect to the middle. The remaining ovals will be the students’ answers to the questions. One semantic question map should represent the word “subjugation” (from Lee’s letter) and the other should represent the phrase “destroy slavery” (from Grant on slavery), and the students should answer the four questions for each:

1. What might this word/phrase reveal about the author’s position on slavery?
2. How does this word/phrase fit into the overall message of the primary source?
3. What does this word/phrase show about the speaker’s reaction to the results of the war?
4. List other words/phrases in the passage that function in the same way of this word/phrase.



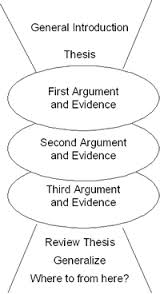
**Discussion Web Question**

* Do Robert Lee and Ulysses Grant have similar feelings about the Civil War’s results? Use evidence from the primary sources to support your answers. (The students will work in their respective groups and jot down as many reasons why Lee and Grant feel the same about the Civil War’s results in the “Yes” section. They will also look for evidence from the primary sources regarding the ways in which Lee and Grant express different sentiments about the ending of the war and write them in the “No” section. Each group will write a conclusion that answers the discussion web question, and their conclusion should reflect the section of the discussion web that has stronger evidence which either explains why Grant and Lee feel different or similar about the Civil War’s results.)



**Compare and Contrast Essay**

* The students will ultimately use the Ulysses Grant source, Robert Lee sources, as well as their semantic question map and discussion web to construct a five-paragraph compare and contrast essay of these two historical figures on the Civil War and slavery. They will also have an essay outline and rubric in front of them to guide their thinking about key ideas and revise as necessary. Their introductory paragraph should be mapped out in the “General Introduction Thesis” section of the rubric. The “First Argument and Evidence” will represent similarities between Lee and Grant’s take on the ending of the war and slavery. The “Second Argument and Evidence” is going to be the students interpreting Lee’s viewpoint, and the “Third Argument and Evidence” will coincide with Grant’s perspective on the Civil War and slavery. The seventh grade class will conclude their essay with respect to the “Review Thesis” portion of the outline.



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(5)**  **Exemplary** | **(4)**  **Proficient** | **(3)**  **Basic** | **(2)**  **Approaching** | **(1) Non-Existing** |
| **Intro and Thesis** | First Paragraph is creative, interesting, strong and catchy. Thesis is evident and clearly stated. Reader knows what the essay is about. | First paragraph is strong and interesting. Thesis is evident and clearly stated. Reader knows what the essay is about. | First paragraph somewhat grabs the attention of the reader. Thesis is not clear and hard to piece together. Reader may or may not know what the essay is about. | First paragraph is confusing. Thesis is unclear and Reader does not know what the essay is about. | First paragraph is confusing. Thesis is unclear and the topic of the essay can not be determined. |
| **Accuracy of Facts** | All facts presented in the essay are accurate and relate to the topic. | Almost all facts presented in the essay are accurate and relate to the topic. | Most facts presented in the essay are accurate and relate to the topic. | There are several factual errors in the essay. Some of the facts relate to the topic. | There are several factual errors and unrelated facts in the essay. |
| **Organi-**  **zation** | The essay is very well organized. Five paragraphs evident. One idea follows another in a logical sequence with clear transitions. | The essay is organized. Five paragraphs evident. One idea follows another in a logical sequence. | The easy is somewhat organized. Five paragraphs evident. One idea may seems out of place. Transitions are sometimes unclear. | The essay is hard to follow. Paragraphs are unclear Transitions are unclear. | The essay is very unorganized. Ideas are randomly arranged. |
| **Focus on Topic** | The entire essay is related to the assigned topic and allows the reader to understand much more about the topic. | The entire essay is related to the assigned topic and allows the reader to understand the topic. | Most of the essay is related to the assigned topic. The essay may wander but the reader can still learn something about the topic. | Some of the essay is related to assigned topic , but the reader does not learn much about the topic. | No attempt has been made to relate the essay to the assigned topic. |
| **ELA**  **Conven-**  **tions** | The essay has no spelling, punctuation, capitalization, grammar, or usage errors. | The essay has few if any spelling, punctuation, capitalization, grammar, or usage errors. | The essay has two or three mechanic errors. | The essay has four or five mechanic errors. | The essay has more than five mechanic errors. |

*Week 3- Core Proficiency: Making Evidence Based Claims*

**Subject Objectives:**

This section of the unit will equip students in developing and applying their skills of critical reading to make evidence based claims pertaining to the contrasting ideals between the societies of the North and South during the Civil War era, with special attention to literature that was composed during that time period. Therefore, the skills that are being developed in this unit are students’ abilities to compare and contrast, evaluate and cite textual evidence to support their claims, which will further develop their understandings between the contrasting ideals of the North and South. Truly, students will be challenged by the content of the unit and are encouraged to take intellectual risks. That is, they will be engaged in forming discussions with their peers, collecting evidence for their debates and answering “what if?” questions.

Indeed, students will develop their critical reading and writing skills to take a position on the negative or positive aspects of the secession of the Southern States and slavery. Moreover, the evidence that they have gathered from the previous unit will be the sources of their evidence. Furthermore, in order to take and understand the positions of the North and South during this era, students must engage in the mindset of the people that lived during the Civil War. In order to facilitate this way of thinking, student will engage in self-questioning. For example, students will ask themselves: “ Slavery existed 200 years before, why did it become an issue?”. As a result, students will organize the answers they have gathered from their supporting texts, analyses and ideas about the ideals of the Northerners or Southerners, which ever they are assigned, to form a written portion of their argumentative essays. Ultimately, these acquired skills will lead students in forming a cohesive and coherent oral debate.

**Standards:**

**Reading Standards for Informational Text Grade 7 students:**

**Key Ideas and Details:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure:**

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas:**

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Writing Standards Grade 7 students:**

1. Write arguments to support claims with clear reasons and relevant evidence.
   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   4. Establish and maintain a formal style.
   5. Provide a concluding statement or section that follows from and supports the argument presented.

**Plan:**

Day 1-4

* Students will closely read two writings pertaining to one of the most controversial issues of the Civil War era, slavery. First, students will be gathering evidence from (Chapter 1 pages 1- 4 of) Frederick Douglass’s Narrative of the Life of Frederick Douglass, An American Slave, in support of abolishing slavery. In doing so, students will be engaging and referring to the essential question of these lessons, “Are all peoples created equally?” and later on in the lessons “How do slave narratives compare and contrast with other works written about slavery from a white perspective”? Indeed, the former text will engage students in the pathos of the slave narrative; with special attention to the Douglass’s first account of slavery and the suffering it caused all enslaved people. Thus, students will be using graphic organizers such as the series of events organizer, summary pyramid organizer and a Venn diagram. The series of events organizer will support students after reading the text so that they can have clarification of the series of events within Douglass's narrative. After, the summary pyramid will help scaffold students into autonomy by having them answer text specific questions in limited words. As a result, they will be able to form their own summaries of the text inspired by text specific questions. In essence, this activity will guide students back to Douglas’s slave narrative so that they can abstract the answers within the text. Hence, they are working on their close reading skills and evaluating relevant evidence.
* In the later lesson, students will be focusing on (paragraphs 6-10) James Henry Hammond’s pro-slavery speech, “Cotton is King”. This is an alternative text that challenges Douglass’s anti-slavery sentiments. Indeed, instead of appealing to the pathos of the people like Douglas, Hammond appeals to the economic and logical sensibilities of the people of that time. This is something important for students to understand and it relates to the latter essential question,” How do slave narratives compare and contrast with other works written about slavery from a white perspective”? The skills and strategies learned in the first lesson will help students understand the totality of Hammond speech and with guided questions they will be able to collect evidence in support of slavery. For this reason, the incorporation of the Venn diagram becomes important because students will list the differences between Douglass’s narrative and Hammond’s speech. However, they will also have to acknowledge similarities between the texts. For example, both authors acknowledge that slavery has been profitable but they perceive this differently. Ultimately, students are being asked assess the point of view of each author, their reasoning behind their writing and how these texts have affected their perspective of slavery during the Civil War.

Day 5-8:

* These lessons will guide students in applying all the evidence they have gathered using their graphic organizers as supports. Indeed, this part of the unit will focus on students organizing their evidence to make a coherent argumentative essay supporting Northern idealization of anti-slavery or Southern support for slavery; students will be assigned a side to support. However, students will first be taught how to compose an argumentative essay. They will learn how to construct a thesis and use the supporting evidence that they have gathered to support their thesis. In order to support their writing, we will use the quotation hamburger graphic organizer to teach students how to quote their information correctly within their body paragraphs. In addition, they will construct their own conclusions and hand them in. In essence, students will work on their assignments individually during class and outside of class. After, students will be given their assignment back with corrections and be separated into pro or con slavery groups and organize their debate. They will be able to use their papers to form their oral debates. They will identify their claims, which are their group’s individual thesis, acknowledge counter-claims, argue against those claims by using evidence and reading their conclusions.

**Cooperative Learning:**

The first week of this unit will be individual work and teaching students the skills they need in order to gather relevant information. In addition, the students will be learning to raise important questions pertaining to the different perceptions of slavery in the South and identifying them through the texts that are used for this lesson.

However, the second week of this unit will be comprised of group work. Indeed, students will refer to their argumentative papers and choose the most effective and thought provoking points to challenge the ideas of the other group. Indeed, students will be using their skills of communication to compromise with their teammates and structure a coherent debate with evidence that they have compiled through the unit.

**Assessment:**

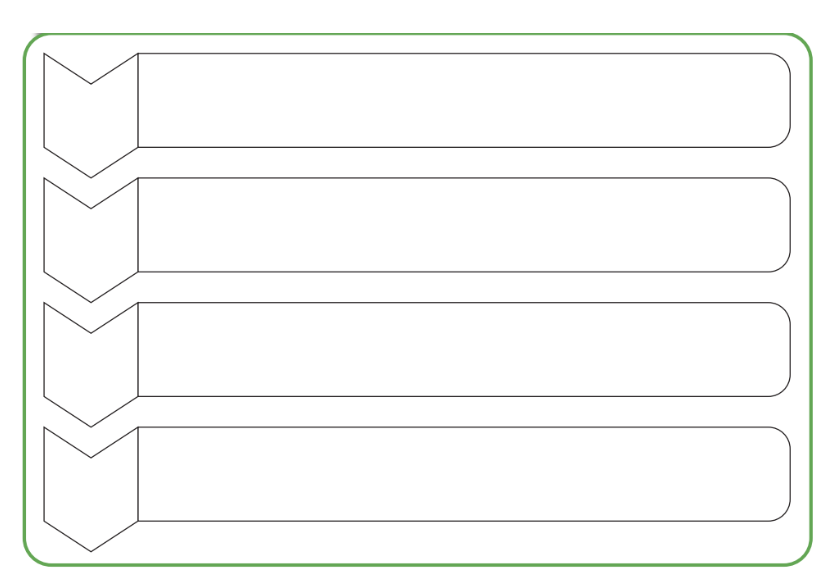
1. Series of event graph- illustrating the most significant events from the texts.
2. Summary Pyramid- summarizing each text using minimal words.
3. Venn Diagram- Comparing and contrasting the ideals of slavery in the North and South.
4. Essay- Argumentative essay that expresses the stance of the students in regards to pro-slavery or anti-slavery.
5. Debate- An oral extension of the written essay. The Culminating activity is the source of this assessment.

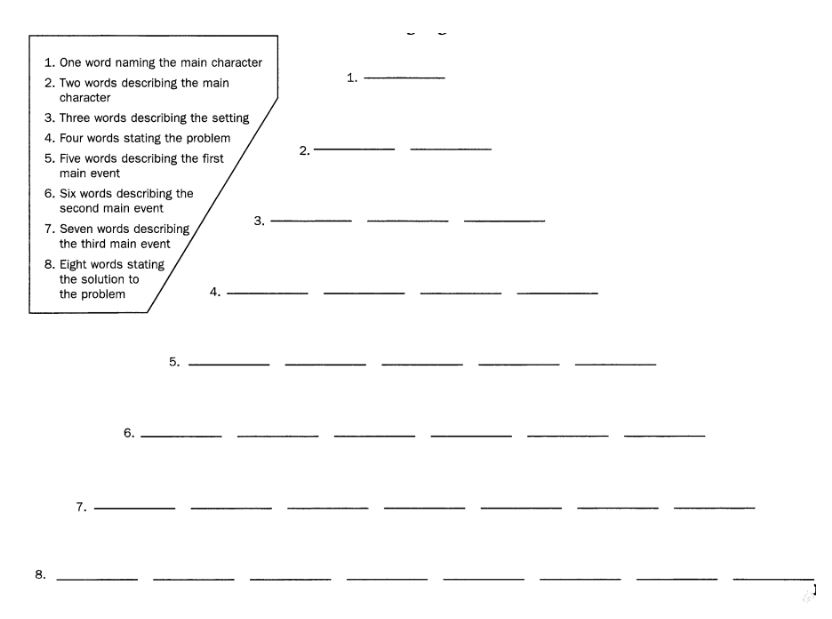
**Texts:**

* (Chapter 1 pages 1- 4 of) Frederick Douglass’s Narrative of the Life of Frederick Douglass, An American Slave <http://docsouth.unc.edu/neh/douglass/douglass.html>
* (paragraphs 6-10) James Henry Hammond’s pro-slavery speech, “Cotton is King”. <http://www.sewanee.edu/faculty/willis/Civil_War/documents/HammondCotton.html>

**Worksheets etc:**

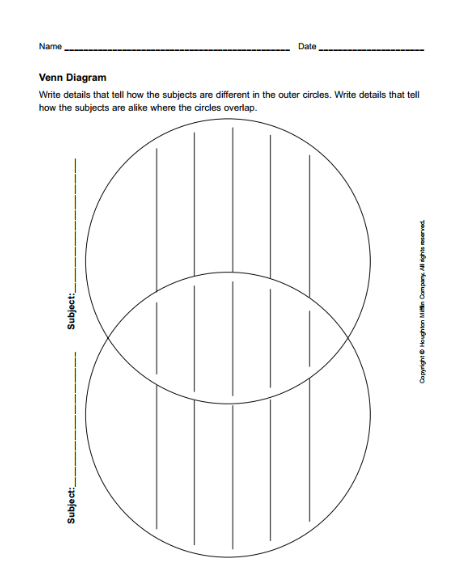
* [http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pd](http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf)f

Please follow with your eyes while I read aloud the Douglass’s slave narrative. After, I will ask you questions about the most important events that he writes about as a child born into slavery. Finally, you list those important events in order on this series of events organizer.



{Copy#1} Answers the questions in the box in regards to Douglass’s narrative. Please be aware of the word limit you are given.

{Copy#2} We will use this same structure for Hammond’s excerpts. Answers the questions in the box in regards to Hammond’s speech. Please be aware of the word limit you are given.



**Essay A:**

* Please write a four-paragraph essay supporting anti-slavery and why it would be beneficial to the American people. Please think in the mind frame of people living during these times. Questions to ask yourself: “Why is slavery an issue for all people?” “ Does the U.S.A represent freedom?” “Are all people equal”? {Hint: use the graphic organizers from previous lessons to help guide your thinking}.

**Essay B:**

* Please write a four paragraph essay supporting pro-slavery and why it would be beneficial to the American people. Please think in the mind frame of people living during these times. Questions to ask yourself: “How does the economy benefit from slavery?” “How would the economy suffer from the liberation of slaves?” “Without masters how will the slaves survive”? And “Are all people created equal”? {Hint: use the graphic organizers from previous lessons to help guide your thinking}.

**The Debate:**

* The debate is listed as the culminating activity. There we will see the rubric students will be judged on. However, the instructions for students will be: Please use the best parts of your essays and organize them into group-structured debate that supports your side please refer to the rubric to make sure you fulfill each requirement.

**History**

**Subject Objectives:**

This section of the unit will equip the students the background information of the Civil War. This will provide students information on what caused the Civil War, the motives behind the Union and the Confederate states, the aftermath of the Civil War, and how it affected America. This will allow students to understand how history is not as black and white as they would like to believe, and learn why the Civil War happened. This will allow help students learn how to critically think as examine laws that ultimately paved the way for the Civil War.

For the first week, the students at first will examine different laws such as the Kansas-Nebraska Act and examine how it affect America and how the laws lead to the Civil War. They will receive documents such as journal entries to examine how the U.S citizens from the northern states and the southern states reacted to the laws.

For the second week and the first two to three days of the third week, the students will learn about the Civil War and what both the Confederate and the Union states went through during the war. They will analyze the decisions both leaders made, and what caused the Confederates to do so well at the beginning of the war despite the lack of resources, and the cause of their defeat. The students will analyze various key battles of the Civil War, key moments, historical figures, and laws passed during this time, to have a deeper understanding of how what had happened during the Civil War.

For the remainder of the unit, the students will examine the aftermath of the Civil War. The students will evaluate the punishments the Confederate States was given by the Union states, the repercussions of the given punishments, and how it affected America. To understand the effects, the students will examine various documents, political cartoons, and journal entries in order

**Standards:**

* **7.14:** Complex economic, social, and political tensions between northern and southern states and differing views on slavery ultimately led to the Civil War, which affected the lives of all Americans.
* **7.14.a:** Beliefs about slavery and the resulting social and economic structures led to irreconcilable differences between the North and South.
* **7.14.b:** Perspectives on the long‐term causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the southern states.
* **7.14.c:** Military and political actions affected beliefs and behavior
* **7.14.e:** The power of the presidency expanded greatly during the Civil War, and presidential speeches, actions, and decisions of the time continue to have an impact on American life
* **7.14.f:** Geography, military innovations, and new modes of transportation significantly affected the outcome of the Civil War.
* **7.14.g:** The Emancipation Proclamation helped alter the course of the war and shifted the cause of the Union to focus on the abolition of slavery.
* **7.14.h:** The Civil War drastically affected human lives, physical infrastructure, economic capacity, and governance of the United States.
* **7.15:** Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.
* **7.15.a:** State and federal goals and policies during Reconstruction affected the political and social structures in the North and South.
* **7.15.b:** Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.
* **7.15.c:** The amendments expanding the rights of African Americans, added to the Constitution during Reconstruction, were challenged on many levels.

**Reading Standards**

* **7.RI.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* **7.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
* **7.RI.6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
* **7.RI.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Writing Standards**

* **7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

* **7.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Plan:**

Day 1-4:

* Students will learn about causes of the Civil War during this time frame. The students Friere Model together. The class will come up with their own definition of the Civil War as a class. The class will then be given the timeline cards of different events and acts that contributed to start of the Civil War. The students will read the cards and together with their partner they will analyze how the event/act influenced the Civil War. After analyzing the cards the teacher will expand on the information of the events/acts that caused the Civil War. The class will then be given a worksheet that will quiz them on the terms they had just analyzed.
* On the next day, the Students will then examine the escalation towards the Civil War. The will be asked an anticipatory question: Did the Americans think at the time they were going to be in a Civil War? Why or Why not? Use examples from yesterday’s class. The students will be given six pictures, and either with a partner or by themselves they have analyzed the pictures and decide which of the pictures had the most impact. The students will then be given another worksheet to do. Each student will cut out one picture from one row and another picture from another row and will paste it in the boxes. The students will then describe the major differences of the two pictures. Then they cut the rest of the pictures out and then glue it into another box and label what they think the event was.
* The next lesson will cover the book *Uncle Tom’s Cabin* and how it impacted the American society at the time. The students will then individually read different excerpts from the book and answer questions based on the excerpts.
* The next lesson will have students contrasting the North and the South. They will use a Venn diagram to compare and contrast the two. The students will research the social, cultural, and economic differences, by making a standing cube. The cube will have information on the differences between the North and the South, and they will write a comparative essay. The students will have two days to finish the essay; starting on the same day they completed the standing cube.

Day 5-11:

* These lessons will cover the actual war of the Civil War. The students will focus on key figures such as Robert E. Lee, Ulysses S. Grant, Thomas “Stonewall” Jackson, and President Lincoln. The students will analyze each of the key figures and write a short paragraph on one key figure and how that person impacted the Civil War.
* The students will also focus on the Emancipation Proclamation. This lesson will cover how the Emancipation Proclamation affected the Civil War. The students will receive a copy of the Emancipation Proclamation and will be split into seven groups and each group will have a different political cartoon for them to analyze. They will analyze how the Emancipation Proclamation is affecting the cartoonist, and the message behind it.
* Key battles such as the Battle of Antietam will also be covered. This was the bloodiest battles of the Civil War, and a very important battle for the Union. The students will read personal letters from the soldiers or from someone who witnessed the battle. The class will be split into two groups, those who fought in the battle, and the family members of the soldiers. Both groups will write letters to each other based on the personal letters.
* At the same time the students will evaluate the life as a soldier. To do this they will analyze different letters from the soldiers and make an interpretation on what a soldier’s life was like. The students will then analyze the Gettysburg Address, and understand its importance. First day the students will just have background information on the Gettysburg address. The next day the students will then watch a short clip of a reading of the address, and as the watch the video, they will be reading a copy of the Gettysburg address.
* The final lesson will focus on the end of the Civil War, and will focus on Lincoln vs. McClellan for presidency. Students will split into two groups, Lincoln and McClellan. The Lincoln’s group will have a copy of the Baltimore platform, while McClellan’s will have the copy of the Chicago. The students will then pair up with someone from another group and will debate on whether or not what their plan is better. The students will then get an excerpt of the Articles of Agreement and will answer questions.

Day 13-15:

* This last set of lessons will focus on the aftermath of the Civil War, and how it affected the United States. The student’s will first analyze the 13th-15th amendment, and explain how crucial it was that it came after the war. They will also summarize each amendment based on their own understanding. They will then understand what today’s world would be like with the 13th-15th amendment. They will also learn about John Wilkes Booth, and the reasons behind the assassination of President Lincoln. The students will learn about what his original plan was, and how it changed after the Confederate states surrendered. They will be given a quote explaining his rationale behind the assassination. They will summarize it and answer the questions. Finally the students will be given two worksheets, one that they have cut out, and the other they have to place the cutouts in the proper spots.

**Cooperative Learning:**

In this section there are a lot of activities that do require group work. There are also activities where they will be split into groups, however the students will not be working together.

**Resources (Materials):**

* <http://www.civilwar.org/education/teachers/lesson-plans/civil-war-photography-as-a-primary-source/photograph-as-a-primary.pdf>
* [Photo #1](http://www.civilwar.org/education/teachers/lesson-plans/additional-lesson-plan-content/photo-1.jpg)
* [Photo #2](http://www.civilwar.org/education/teachers/lesson-plans/additional-lesson-plan-content/photo-2.jpg)
* [Photo #3](http://www.civilwar.org/education/teachers/lesson-plans/additional-lesson-plan-content/photo-3.jpg)
* [Photo #4](http://www.civilwar.org/education/teachers/lesson-plans/additional-lesson-plan-content/photo-4.jpg)
* <http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/gathering-storm-ms-activity.pdf>
* <http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-for.html>
* <http://quizlet.com/42615530/road-to-the-civil-war-flash-cards/>
* <http://telegraph.civilwar.org/education/curriculum/Middle/3%20Antietam%20and%20Emancipation/Antietam%20and%20Emancipation%20Lesson%20Package_Middle.pdf>
* <http://www.civilwar.org/education/teachers/lesson-plans/contrasting-the-north-and-south-lesson/contrasting-the-north-and-3.pdf>
* <http://vimeo.com/38125161>
* <http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/your-version-worksheet.pdf>
* <http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--Views_Emancipation.pdf>
* [file:///Users/jonnyc/Downloads/Effects\_of\_the\_War\_Lesson\_Package\_Middle.pdf](file:///C:\Users\jonnyc\Downloads\Effects_of_the_War_Lesson_Package_Middle.pdf)

**Texts:**

* <http://www.civilwar.org/education/history/biographies/thomas-jackson.html>
* <http://www.civilwar.org/education/history/biographies/ulysses-s-grant.html>
* <http://www.civilwar.org/education/history/biographies/robert-e-lee.html>
* <http://www.civilwar.org/education/history/biographies/abraham-lincoln.html>
* <http://www.civilwar.org/education/history/biographies/frederick-douglass.html>
* <http://www.civilwar.org/education/history/biographies/jefferson-davis.html>
* <http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/gettysburg-address-outline.pdf>
* <http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/your-version-worksheet.pdf>
* <http://www.brotherswar.com/Antietam-Aftermath.htm>
* <http://www.cwreenactors.com/tribune.htm>



**Mathematics:**

**Subject Objectives:**

The overall mathematics goal in this unit is for students to learn how to create, read, and use statistical information from the Civil War, as this will help the students in the culmination activity. By understanding data from the Civil War they will be able to make their own charts, graphs, and conclusions as to what know about the Civil War. By doing so the students will revisit topics from 6th grade as well as topics from the 7th grade curriculum such as, fractions, percents, ratios, etc.

**Standards:**

**Ratios and Proportional Relationships**

* **7.RP:** Analyze proportional relationships and use them to solve real-world and mathematical problems.

**The Number System**

* **7.NS:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

**Expressions and Equations**

* **7.EE.1:** Use properties of operations to generate equivalent expressions.
* **7.EE.2:** Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

**Statistics and Probability**

* **7.SP.1:** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.
* **7.SP.2:** Draw informal comparative inferences about two populations.

**Plan:**

Day 1-2:

* Lesson 1: For this lesson we will go over, An Experience in Relationships as Measuring Rate. The Students compute unit rates associated with ratios of quantities measured in different units. Students use the context of the problem to recall the meaning of value of a ratio, equivalent ratios, rate and unit rate, relating them to the context of the experience.

Day 3-4:

* Lesson 2: For this lesson we will go over, Proportional Relationships.  The Students understand that two quantities are proportional to each other when there exists a constant (number) such that each measure in the first quantity multiplied by this constant gives the corresponding measure in the second quantity. When students identify the measures in the first quantity with x and the measures in the second quantity with 𝑦, they will recognize that the second quantity is proportional to the first quantity if 𝑦 = 𝑘𝑥 for some positive number 𝑘. They apply this same relationship when using variable choices other than 𝑥 and 𝑦. The students will receive a worksheet that will allow for the students to practice what they have just learned on their own. This will also allow me time to perform an informal assessment by being able to see how the students are doing.

Day 5:

* After the first two lessons are complete I will take time out to go over anything that I have noticed giving my students problems. This is where I will use the information I have gathered about my student’s level of understand to decide what topics to go over more than others in review. I will be able to know what has been challenging them based off of homework assignments and what they tell me they have questions on.

Day 6-7:

* Lessons 3–4: For this lesson we will go over, Identifying Proportional and Non-Proportional Relationships in Tables. Students examine situations to decide whether two quantities are proportional to each other by checking for a constant multiple between measures of 𝑥 and measures of 𝑦 when given in a table. Students examine situations to decide whether two quantities are proportional to each other by checking for a constant multiple between measures of x and measures of y when given in a table or when required to create a table. Students study examples of relationships that are not proportional in addition to those that are. As in the previous lessons the students will receive a work sheet following the class discussion that we would have when teaching them the new subject. The students will be able to work with fellow classmate on this worksheet. This allows students that maybe struggling to receive help from their peers, while at the same time allowing for their peers to practice by teaching them.

Day 8-9:

* Lessons 5–6: For this lesson we will go over, Identifying Proportional and Non-Proportional Relationships in Graphs. I will have the lesson up on the smart board asking the students throughout the lesson to come up to the board and try to solve a problem. In this lesson as well as all the others I will use a, scaffolding appropriate that will ease my students into the new material that we are learning. Students decide whether two quantities are proportional to each other by graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Students study examples of quantities that are proportional to each other as well as those that are not. Students examine situations carefully to decide whether two quantities are proportional to each other by graphing on a coordinate plane and observing whether all the points would fall on a line that passes through the origin. As all of the previous lessons this one will have a worksheet that allows for the students to further practice their new mathematical abilities.

Day 10:

* These review days are so important for the growth of our students. It is very important that you take full advantage as the teacher to go over any material that a student maybe struggling with. This is where having a strong classroom community is useful because the students feel comfortable to share with the class. You want to make sure that the students fully understand what they are learning before you go on. It is important in all subjects to know the material before moving on to the next lesson but it is especially important in mathematics. In Mathematics if you do not get a topic it is important to get help and ask questions. Since math is constantly building on top of old topics if you do not take the time to learn the topic it is going to come back and get you.

Day 11-12:

* Lesson 7: For this lesson we will go over, Unit Rate as the Constant of Proportionality. While I am up at the smart board I will make sure that the students identify the same value relating the measures of x and the measures of y in a proportional relationship as the constant of proportionality and recognize it as the unit rate in the context of a given situation. Students find and interpret the constant of proportionality within the contexts of problems. After I am finished teaching the topic and doing practice problems as a class I will give the students their own worksheet with problems that they can work on by themselves. Once the class is finished I will call up students to the board to tell the class their answer and how they got the answer.

Day 13-14:

* Lessons 8–9: For this lesson we will go over, Representing Proportional Relationships with Equations. Students use the constant of proportionality to represent proportional relationships by equations in real world contexts as they relate the equations to a corresponding ratio table and/or graphical representation. Students use the constant of proportionality to represent proportional relationships by equations in real world contexts as they relate the equations to a corresponding ratio table and/or graphical representation. The worksheets that the students will receive following the lesson are very interesting. Like all of the worksheets this one includes real accurate statistics from the time of the Civil War. One of the charts in this worksheet has a graph of what someone from this time period would be making, working in the factors.

Day 15:

* In this final day of review we will go over everything that we have learned to this point. Like in the previous review days it is important to make sure that any and all questions students may have are cleared up. Otherwise this will come back to hurt them later on.

**Assessment:**

* There will be a lot of informal assessment going on throughout this unit. There will also be homework as well as class work that will be handed out and checked throughout the lesson. Also based on how well the students use statistics they learned from the problems in the debate will allow for further assessment.

**Resources:**

* [**http://www.digitalhistory.uh.edu/historyonline/us20.cfm**](http://www.digitalhistory.uh.edu/historyonline/us20.cfm)
* <http://www.civilwar.org/education/history/faq/>
* <http://www.engageny.org/sites/default/files/resource/attachments/g7-m1-teacher-materials.pdf>

* <http://www.historylearningsite.co.uk/cost-american-civil-war.htm>

**Worksheets:**

Richard C. Akapnitis Worksheet for day 1-2

1. Find each rate and unit rate.
   1. 420 miles in 7 hours
   2. 360 Deaths in 30 days
   3. 40 yards in 16 seconds
   4. $7.96 for 5 pounds
2. Write three ratios that are equivalent to the one given: 18 deaths by disease for every 4 deaths from battle.

Richard C. Akapnitis Worksheet for day 3-4

Robert E. Lee decided that for dinner he was going to make soup for his men. The recipe that Robert E. Lee knew required 2 whole carrots for every half a gallon of broth for each pot. One of Robert E. Lee soldiers said he would mix 8 whole carrots with 2 gallons of broth to equal 4 pitchers. How can you use the concept of proportion to decide whether the soldier is correct?

Richard C. Akapnitis Worksheet for day 6-7

1. The table below shows the price for the number of bullets indicated.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of bullets | 3 | 6 | 9 | 12 | 15 |
| Price (Dollars) | 9 | 18 | 27 | 36 | 45 |

Is the price proportional to the number of bullets? How do you know?

Find the cost of purchasing 30 bullets.

In each table determine if y is proportional to x. Explain why or why not.

|  |  |
| --- | --- |
| x | y |
| 3 | 12 |
| 5 | 20 |
| 2 | 8 |
| 8 | 32 |



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Richard C. Akapnitis Worksheet for day 6-7



|  |  |
| --- | --- |
| x | y |
| 3 | 15 |
| 4 | 17 |
| 5 | 19 |
| 6 | 21 |

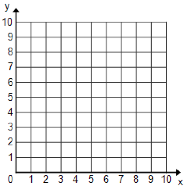
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|  |  |
| --- | --- |
| x | y |
| 6 | 4 |
| 9 | 6 |
| 12 | 8 |
| 3 | 2 |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Richard C. Akapnitis Worksheet for day 8-9

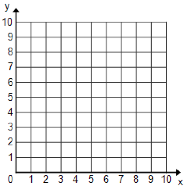
1. The following table gives the number of soldiers that dug trenches in a field and the corresponding number of hours that the soldiers worked digging. Graph the table. Does the graph represent two quantities that are proportional to each other? Explain why or why not.



|  |  |
| --- | --- |
| x | y |
| 1 | 3 |
| 7 | 1 |
| 4 | 2 |

1. Fill in the table and given values to create quantities proportional to each other and graph them.

|  |  |
| --- | --- |
| x | y |
| 2 | 1 |
| 4 | 2 |
| 6 | 3 |



1. What are the differences between the graphs in Problem 1 and 2?

Richard C. Akapnitis Worksheet for day 8-9

1. What are similarities in the graphs in Problem 1 and 2?
2. What makes one graph represent quantities that are proportional to each other and one graph that does not represent quantities that are proportional to each other in Problems 1 and 2?

Richard C. Akapnitis Worksheet for day 8-9

|  |  |  |  |
| --- | --- | --- | --- |
| Group 1 A local frozen yogurt shop is known for their monster sundaes to be shared by a group. The ratios represent the number of toppings to total cost. Create a table then graph and explain if the quantities are proportional to each other or not. | Group 2 The school library receives money for every book sold at the school’s book fair. The ratios represent the number of books sold to the amount of money the library receives. Create a table then graph and explain if the quantities are proportional to each other or not. | Group3 Your uncle just bought a hybrid car and wants to take you and your siblings camping. The ratios represent the number of gallons remaining to hours of driving. Create a table then graph and explain if the quantities are proportional to each other or not. | Group 4 For a Science project Eli decided to study colonies of mold. He observed a piece of bread that was molding. The ratios represent the number of days passed to colonies of mold on the bread. Create a table then graph and explain if the quantities are proportional to each other or not. |
| 4 to 0 | 1 to 5 | 8 to 0 | 1 to 1 |
| 6:3 | 2 to 10 | After 1 hour of driving, there are 6 gallons of gas left in the tank. | 2 to 4 |
| 8/6 | The library received $15 for selling 3 books. | 4:4 | 3:9 |
| The total cost of a 10- topping sundae is $9. | 4:20 | 2 to 7 | 4/16 |
| 12 to 12 | 5: 25 | 0/8 | Twenty five colonies were found on the fifth day. |

Richard C. Akapnitis Worksheet for day 8-9

|  |  |  |  |
| --- | --- | --- | --- |
| Group 5 For a Science project Eli decided to study colonies of mold. He observed a piece of bread that was molding. The ratios represent the number of days passed to colonies of mold on the bread. Create a table then graph and explain if the quantities are proportional to each other or not. | Group 6 Your uncle just bought a hybrid car and wants to take you and your siblings camping. The ratios represent the number of gallons remaining to hours of driving. Create a table then graph and explain if the quantities are proportional to each other or not. | Group 7 The school library receives money for every book sold at the school’s book fair. The ratios represent the number of books sold to the amount of money the library receives. Create a table then graph and explain if the quantities are proportional to each other or not. | Group 8 A local frozen yogurt shop is known for their monster sundaes to be shared by a group. The ratios represent the number of toppings to total cost. Create a table then graph and explain if the quantities are proportional to each other or not. |
| 1 to 1 | 8 to 0 | 1 to 5 | 4 to 0 |
| 2 to 4 | After 1 hour of driving, there are 6 gallons of gas left in the tank. | 2 to 10 | 6:3 |
| 3:9 | 4:4 | The library received $15 for selling 3 books. | 8/6 |
| 4/16 | 2 to 7 | 4:20 | The total cost of a 10- topping sundae is $9. |
| Twenty five colonies were found on the fifth day. | 0/8 | 5: 25 | 12 to 12 |

Richard C. Akapnitis Worksheet for day 8-9

1. Which graphs in the art gallery walk represented proportional relationships and which did not? List the group number.

**Proportional Relationship Non-proportional Relationship**

1. What are the characteristics of the graphs that represent proportional relationships?
2. For the graphs representing proportional relationships, what does (0,0) mean in the context of the given situation?

Richard C. Akapnitis Worksheet for day 11-12

Two soldiers named Tyler and Bill are buying items their military platoon may need for war. Each soldier is expected to have one helmet. Tyler says that if you multiply the unit price for a helmet by the number of soldiers in the platoon, you will be able to determine the total cost of the helmet. Bill says that if you divide the cost of a 12 pack of helmets by the number of helmets, you will be able to determine the total cost of the Helmets? Who is right and why?

Richard C. Akapnitis Worksheet for day 11-12

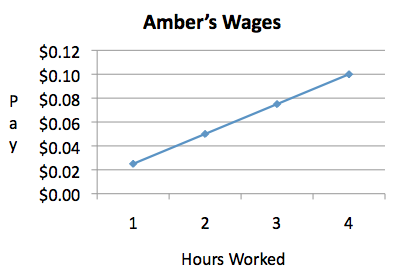
For each of the following problems, define the constant of proportionality to answer the follow-up question.

1. Gunpowder is $0.59/pound.
   1. What is the constant of proportionality, k?
   2. How much does 25 pounds of gunpowder cost?
2. 3 soldiers were killed out of every 18.
   1. What is the constant of proportionality?
   2. How many soldiers were their originally if 11 soldiers are killed?
3. For every 5 soldiers killed by cannons, 50 soldiers were killed by Muskets
   1. What is the constant of proportionality?
   2. If cannons killed 150 soldiers, how many soldiers a Musket would kill?

Richard C. Akapnitis Worksheet for day 11-12

1. Each year during the war, the north would tally the total in cost for the war. In 1862, it cost the north $100,000,000 for 527,204 soldiers to fight in the war. In 1863, it cost the north $400,000,000 for 698,808 soldiers to fight in the war. In 1864, it cost the north $650,000,000 for 611,250 soldiers to fight in the war.
   1. Is the price the union pays each year in cost proportional to the number of soldiers in the war?
   2. Explain why or why not?
   3. Identify the constant of proportionality and explain what it means in the context of this situation.
   4. What would the union pay if 750,000,000 soldiers fought?
   5. How many soldiers would fight in the war if the union paid $1,000,000,000?

Richard C. Akapnitis Worksheet for day 13-14

John and Amber work at for a company that builds weapons for the Civil War. The hours worked and wages earned are given for each person.

|  |  |
| --- | --- |
| John’s wages | |
| Time (h) | Wages ($) |
| 2 | $.06 |
| 3 | $.09 |
| 4 | $.12 |

1. Determine whether John’s wages are proportional to time. If they are, determine the unit rate. If not, explain why not.
2. Determine whether Amber’s wages are proportional to time. If they are, determine the unit rate. If not, explain why not.
3. Write an equation to model the relationship between each person’s wages. Identify constant of proportionality for each. Explain what it means in the context of the situation.

Richard C. Akapnitis Worksheet for day 13-14

1. How much would each worker make after working 10 hours? Who will earn more money?
2. How long will it take each worker to earn $10?

Robert and Gregory each wrote an equation that they felt represented the proportional relationship between deaths in the union and deaths in the confederacy. One entry in the table paired 778,339 union deaths with 541,060 confederacy deaths. If k = number of deaths in the Union and m = number of deaths in the confederacy, who wrote the correct equation that would relate confederacy deaths to union deaths? Explain why.

1. Robert wrote the equation 𝑘 = 1.44𝑚, and he said that the rate 1.44/1 represents confederacy deaths per union death.
2. Gregory wrote the equation 𝑘 = 0.70𝑚 as her equation, and he said that 0.62 represents confederacy deaths per union death.

Richard C. Akapnitis Worksheet for day 13-14

1. A person who weighs 205 pounds with military equipment on weighs 165lb without his military equipment.
   1. Which variable is the independent variable? Explain why.
   2. What is an equation that relates weight of a person with military equipment on to weight without military equipment on?
   3. How much would a 185-pound soldiers weigh with his military equipment on?
   4. How much would a man that weighed 236 pounds without his military equipment on, weigh with his equipment on?

|  |  |
| --- | --- |
| Gallons | Miles Driven |
| 0 | 0 |
| 2 | 62 |
| 4 | 124 |
| 10 | 310 |

1. Use this table to answer the following questions.
   1. Which variable is the dependent variable and why?
   2. Is miles driven proportionally related to gallons? If so, what is the equation that relates miles driven to gallons?

Richard C. Akapnitis Worksheet for day 13-14

* 1. In any ratio relating gallons and miles driven, will one of the values always be larger, if so, which one?
  2. If the number of gallons is known, can you find the miles driven? Explain how this value would be calculated?
  3. If the number of miles driven is known, can you find the number of gallons consumed?
  4. How many miles could be driven with 18 gallons of gas?
  5. How many gallons are used when the car has been driven 18 miles?
  6. How many miles have been driven when 1⁄2 of a gallon is used?
  7. How many gallons have been used when the car has been driven 1⁄2 mile?

1. Suppose that it took 30 days of work to purchase a $15 handgun.
   1. If the c = cost and d = days, which variable is the dependent variable? Explain why.
   2. How many days of work would it take to purchase two handguns?

Richard C. Akapnitis Worksheet for day 13-14

1. In the union’s iron clad ships, the number of hours running is proportional to the amount of coal used.

|  |  |
| --- | --- |
| Hours Driven | Coal  (Pounds) |
| 0 | 0 |
| 4 | 20,000 |
| 6 | 30,000 |
| 8 |  |
| 10 | 50,000 |

* 1. Write the equation that will relate the amount of coal used to the number of hours driven.
  2. What is the constant of proportionality?
  3. How many hours can you drive if you have 85,000 pounds of coal?
  4. If you need to make a trip that takes 22 hours, how many pounds of coal would you need to make the trip?
  5. If you drive a total of 224 hours over the course of a month, how many pounds of coal would you have burnt?

**Culminating Activity:**

* This unit will culminate with a debate that will assess student’s knowledge in Social Studies, Language Arts, and Mathematics. Students will be broken up into two groups, North and South. Using their research articles, information from the historical background, and statistics they will form their argument with the goal to persuade the audience to take their side. They will have to show knowledge of historical background, research, statistics, and language skills. After the debate they will write an exit slip about which side was most convincing, and based on the arguments made would they switch their perspective. This will serve as a summative assessment for the unit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Information** | All information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear and accurate, but was not usually thorough. | Information had several inaccuracies OR was usually not clear. |
| **Rebuttal** | All counter-arguments were accurate, relevant and strong. | Most counter-arguments were accurate, relevant, and strong. | Most counter-arguments were accurate and relevant, but several were weak. | Counter-arguments were not accurate and/or relevant |
| **Use of Facts/Statistics** | Every major point was well supported with several relevant statistics and/or examples. | Every major point was adequately supported with relevant statistics and/or examples. | Every major point was supported with statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |
| **Respect for Other Team** | All statements, body language, and responses were respectful and were in appropriate language. | Statements and responses were respectful and used appropriate language, but once or twice body language was not. | Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark. | Statements, responses and/or body language were consistently not respectful. |
| **Organization** | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. | Arguments were not clearly tied to an idea (premise). |