

Subject(s) & Grade Level: 6th Grade History & English

Teacher Name: Emily Hays

Length of Instructional Time: 60 minutes

Stage of writing process: Composition

Standards of Learning:

SOL #:

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

d. the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.

e) Compose a topic sentence or thesis statement if appropriate.

f) Write multiparagraph compositions with elaboration and unity.

g) Select vocabulary and information to enhance the central idea, tone, and voice.

h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

Applicable NCTE National Standard(s):

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

General Objective(s):

(This lesson is preceded by lessons on Ulysses S. Grant and Robert E. Lee’s actions and influences in the civil war and lessons on the conclusion of the war.) The student will write emails based on the conclusion of the Civil War between the perspectives of Ulysses S. Grant and Robert E. Lee. These emails will be written in modern language for a creative spin on the Confederate’s surrender. The students will also be practicing the composition stage of writing. They will write the emails referring back to authentic surrender documents from the PBS website (hard copy will be provided in class).

Specific Learning Objectives	Instructional Procedures
<i>The student will be able to. . .</i> • The student will be able to identify their audience • The student will demonstrate the ability to write with a clear purpose	<i>The teacher will. . .</i> • The teacher will have the students gather in the designated meeting space. • The teacher will then go over composing in the writing process by asking the

• The student will compose a letter with multiple paragraphs that all come together with a central idea • The student will write in complete sentences that flow together in the paragraph • The student will stay on topic throughout the composition • The student will have a introduction and conclusion included in the letter • The student will apply the information known about Robert E. Lee and Ulysses S. Grant in their composition	students what they know about composition. • The teacher will make sure topic sentences, content, sentence structure etc. are all covered in the discussion (composition process had been previously taught) • The teacher will answer any questions about the composing process. • The teacher will then ask the student what they have learned about Ulysses S. Grant and Robert E. Lee from their previous lessons and write these traits on the board together. • Then the teacher will explicitly explain the email lesson utilizing past students' emails as examples • The teacher will discuss the authentic surrender documents
Introduction – 5 minutes	
• The teacher will gather the students' attention and tell them they will be writing letters to Civil War generals. • The teacher will explain that the students will be writing letters back and forth between Ulysses S. Grant and Robert E. Lee about the surrender at Appomattox Courthouse • The teacher will re-explain the relationship between Lee and Grant or have student volunteers explain the relationship in their own words (relationship taught in previous lesson) • The teacher will explain that they will be using the actual surrender documents to emphasize authenticity	
Main Lesson	
• The students will read the surrender letters and example letters provided by the teacher thoroughly (10 minutes) • The students will begin their letters using proper letter writing techniques that were previously taught -i.e. brainstorming and drafting (15 minutes) • The students will switch letters with a classmate and reply to their letter from the opposite perspective (15 minutes) • The students will switch one more time with the same classmate to respond back to their partner's response. They will have written a total of 3 letters each (15 minutes) • The teacher will walk around the classroom and answer any questions while providing positive feedback to encourage the students	

Closure - 5 minutes • The teacher will gain all the students' attention and ask for a volunteer to explain the surrender and the relationship between Grant and Lee • The teacher will ask for volunteers to share their letters with the class • Then the teacher will then lead the class in a discussion on the shared letters and ask the student if they understood Lee and Grant's relationships better by writing it in their own words etc.

Extension/assignment:

Revision of the letters being composed. (Language Arts lesson plan)

Accommodations/provisions for individual differences:

Students who need extra help: the assignment and all documents will be read aloud and they will be given extra time

Advanced Students: more than 3 emails may be written, and they may begin the revision process

Formative/summative evaluation:

Formative: informal questioning

Summative: the letters

Self- and/or peer evaluation:

Peer Evaluation: the students will trade papers and edit them (peer editing previously taught)

Self Evaluation: after peer evaluations, the students will revise and edit their papers (Language Arts lesson)

Products students will create:

An email from the perspectives of Lee and Grant portraying the surrender/end of the Civil War

Texts students will read:

Authentic Surrender Letters

Materials/resources:

Hard copies of the letters for each student from PBS

Examples of letters by past students

Sources for ideas/materials in APA format:

Lee, R. (1905). Primary Resources: Surrender Documents. Retrieved June 30, 2015, from <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lee-surrender/>

Rationale

After spending the day at Stratford Hall, it is important to complete activities that incorporate what was learned. It is relevant as we had seen and read some of the letters written by Robert E. Lee and because the ending of the Civil War is included in the standards that need to be covered in 6th grade. This activity also incorporates the composition stage of writing, which is a 6th grade

standard as well. This activity provides the students a chance to translate history into their own words and use a modern day genre to do so.