OLD TOWN ACADEMY

Grade 5 ~ History & Geography



Civil War Syllabus & Project Checklist

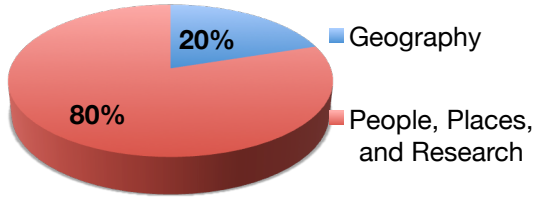
Quarter 4- 2014-2015

Welcome

Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study.

After listening to the descriptions or reading the handouts on these projects, please decide which ones you plan to do. Then show your plan , your Calendar Checklist, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!

Signature

How your final quarter grade is Determined:	Grading Pie
In an ACTIVE LEARNING ZONE Classroom: ❑ Students set goals, track their own progress, and grade themselves; ❑ Teachers coach and give Pass/Try Again Exams on each Project. ❑ The Mutual Goal is excellence.	

Notes:

The 5th Grade Project-Based History Program demands a high degree of responsibility from students: we will expect you to **plan your work schedule**, **track your own progress**, and **get coaching** when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" (ii) Treating other students, teachers, or volunteers with disrespect, (iii) or Damaging or misusing learning tools and technology.

- Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT** . Each " **Flying Colors** " is worth 5 points. Complete 3 to earn 15 pts = 1 Project.
- Every Project ends with a PROJECT EXIT EXAM on which you will be expected to understand and be able to discuss all the checklist requirements.... and to know all the vocabulary in the directions for that Project. So study the PROJECT CHECKLISTS before you take your orals.
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP , (with coaching from teachers and family members, of course). To earn credit for a Project, each student must do a fair share and be able to Pass the Project Exit Exam by themselves.
- There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**!

History & Geography **Date**

1	North vs. South & The Underground Railroad	Start	4/3
Intro:		Due	4/13

To receive credit for this Project:

□ **Conduct** internet research about the History of Slavery in America

❒ Complete the **North vs. South graphic organizer**: On each side, explain what they believe in, what they are fighting for, any differences, etc.
❒ Discover the journey a runaway slave would take through the **Underground Railroad**.
- For each step (Life on Plantation, Escape, Reaching Safety, and Freedom) in the journey, describe what they would go through and what life was like in that current step.
- Refer to the scholastic Underground railroad website if necessary

Share your work on your blog!

To Pass with Flying Colors:

Congress thought that they had solved the slavery issue by establishing the Missouri Compromise. Complete a Missouri Compromise poster. In the poster, explain what it was and why Congress thought that the slavery issue was solved for good!

2	Leading to the War Timeline	Start	4/13
Intro: Differences between the North and South were growing. Not only were the South and the North differing more and more about slavery, but they were also growing apart in other important ways. Along with the differences between the North and South, United State senators were debating the big issue about slavery and whether it should be allowed or not. During the time leading to the War, Abraham Lincoln was elected president and 7 states formally seceding from the Union.		Due	4/17

To receive credit for this Project:

❑ Research about the important events that lead to the Civil War by using your text book, pg. 237-248)
❑ **Create a picture web** depicting the differences between the Industrial north and the rural south.
❑ **Complete a timeline** of the important events that lead to the Civil War. For each event, explain what it is and why it was important. Use complete sentences. Include the following events (you may include more that you researched):
- Missouri Compromise (March 3, 1820)
- The Kansas-Nebraska Act (May 30, 1854)
- Dred Scott case (March, 1857)
- Lincoln-Douglas Debate/winner (Aug-Oct. 1858)
- John Brown (Oct. 16, 1859)
- The election of 1860 (Nov. 6, 1860)
- Southern States Secede (Dec.-Feb. 1860)
- The Start of the Civil War (April 12, 1861)

3	**The Good and the Bad**	Start	**4/20**
Intro: The Civil War had begun. The Union and the Confederate States of America were battling head to head. On July 21, 1861, the first battle started. Many thought the war would be quick, however the first battle proved that this would be a bloody and difficult war for both sides. Both the Union and the Confederacy had advantages and disadvantages. Let's learn to see what those are!		Due	**4/24**

To receive credit for this Project:

- ❒ **Research and take notes about the advantages/disadvantages** of the Union and the Confederacy on the internet and in your book, pg. 251-253)
- ❒ **Complete a Poster about the advantages/disadvantages** of both the Union and the Confederacy.
- ❒ **Write a compare and contrast paper** about the advantages/disadvantages of the North and the South. Predict who you think will win based on the knowledge you learned. Explain why!
- ❒ **Share your work on your blog!**

To Pass with Flying Colors:

- Read about why the Civil War was given the nickname 'A Brother's War' from your history book on pg. 254. Write a summary about what you learned and include a picture.

4	**Battles & Strategy Book**	Start	**4/27**
Intro: General Winfield Scott had known all along that this war would not be ended with one quick, decisive battle. The battle of Bull Run proved him right. Scott knew war. He had fought in every American war since the War of 1812. Having a strategy was an important tool both sides used. There were many important battles that happened throughout the war, let's learn about them!		Due	**5/1**

To receive credit for this Project:

- ❒ **Read and take notes** about strategy and the different battles of the war, pg. 255-261.
- ❒ Pretend you are a General in the war and you have created a book to capture important details of Strategy & Battles along the way.
- ❒ **Create a Strategy & Battles Book. Complete a Battle or Strategy page for the following:**
  - •Page 1- Union Strategy
  - •Page 2- Confederate Strategy
  - •Page 3-Bull Run
  - •Page 4- Antietam
  - •Page 5-Fredericksburg
  - •Page 6-Chancellorsville
  - •Page 7- Vicksburg
  - •Page 8- Gettysburg
  - •Page 9- Richmond
  - •Page 10- The Surrender at Appomattox Court House
- ❒ Share your book on your blog!

To Pass with Flying Colors:

Add 3 more battles to your book!

5	**The Generals, Soldiers, and Women**	Start	**5/4**
Intro: There were many different people involved in the Civil War that are important to learn about! First, there were three important generals during this great war- Robert E. Lee, Thomas J. Jackson, and Ulysses S. Grant. Aside from the generals, who were the soldiers? Let's dive into what life was like for these volunteers. Lastly, what were women's job while men were at war?		Due	**5/8**

To receive credit for this Project:

- ❒ **Read and take notes. Read** pg. 264-272 in your textbook to learn about Generals, Soldiers, and Women in the Civil War.
- ❒ **With 3 other students, your job is to create a life size image of an assigned person. You will be assigned a general, a soldier, or a woman.**
- ❒ **You will cut out a life size outline of a person and complete the following instructions:**
  - Make your person look the part- dress your soldier or general in the appropriate uniform, or your woman in clothes of the 1860s. (Draw and color the outfit on your paper)
  - Include information about the person on his/her shirt:
    - ➢ Generals- What side are they on? What is his military background? What was significant about what he did during the war? What interesting facts or other important information could you include?
    - ➢ Soldiers- What did soldiers think war was going to be like? What was life really like at camp and during battles? Include information about food, shelter, and free time. What was the draft and what was the difference between the North and South's draft laws?
    - ➢ Women- What did women do while men were at war? What were their jobs? Discuss some of the important women during this time-Sally Tompkins and Clara Barton.

To Pass with Flying Colors:

Choose a different perspective and write 3 diary entries from their perspective about their life. Include lots of detail!

6	**Confederate Struggles**	Start	**5/11**
Intro: By the end of 1863, the Confederate States of America were having problems not only on the field of battle but back home as well. A lot of these problems had to do with the kind of government the Confederacy had set up.		Due	**5/15**

To receive credit for this Project:

- ❒ Read the Confederate Problems Mount in your textbook (pgs. 276-278)
- ❒ Create a newspaper that explains the struggles that the Confederacy was having.
- ❒ Include the following articles:
  - ❒ State's Rights and the problems that arose with it
  - ❒ The Cotton Business going downhill.
  - ❒ Government Leadership
- ❒ Include 2 Advertisements
- ❒ Also 1 newspaper element of your choice (a comic, a weather report, an obituary, a job ad, etc.)

To Pass with Flying Colors:

Create a Union newspaper and discuss the same articles above, but from the Union's perspective! (Your newspaper

only has to include the 3 articles)

7	**End of the War Party**	Start	**5/18**
Intro: Fight and fight some more and pursue. That is exactly what Grant did in spring 1864. Once again the science was northern Virginia. Once again the prize was Richmond. And once again the armies met and did battle near Chancellorsville, where one year earlier Lee had won his most brilliant issue. How will the war end? Who will have the big victory?		Due	**5/22**

To receive credit for this Project:

- ❒ Conduct **research** on The War Drawing to a Close in your textbook (pg. 279-280)
- ❒ **You are a party planner**. (Woo!) Your job is to create a plan for a massive Union celebration. You will work with 3 other students to complete the following:
  - ❒When will your party take place?
  - ❒Who is invited?
  - ❒What will your guests do at the party? (listen to a speech from Grant? Have soldiers talk about their experience? Etc.)
  - ❒What important events are you going to display at your party? You need at least 3. (Big parties often have stations or things for people to look at).
  - ❒Think about important figures, battles, speeches, how the war ended,
  - ❒Where will your event take place and what is the layout of the space?
  - ❒How will you decorate the space? (flags, uniform colors, etc.)

To Pass with Flying Colors:

Complete a timeline of the events that took place in 1864. What important battles took place that helped end the civil war?

8	**Reconstructing the South**	Start	**5/18**
Intro: The South was in ruins. At the end of the Civil War, the South was a devastated land. Travelers to that region were shocked by what they saw. How would the Union work with the South to help put the pieces back together and once again become a unified nation.		Due	**5/22**

To receive credit for this Project:

- ❒ Read your textbook, pg. 283-294 and learn about the Southern Reconstruction
- ❒ With a small group you will be in charge of creating a poster to present to the class about once of the following topics:
  - Free slaves
  - Presidential Reconstruction & Congress's response
  - Radical Republicans
  - 14th Amendment
  - Congressional Reconstruction

- Impeachment of President Johnson
- The End of Reconstruction.

To Pass with Flying Colors:

Summarize in 1 page how the South was reconstructed after the Civil War.

United States Geography:

10-15	**The United States of America States & Capitals!**	Start	4/3
Intro: This quarter you will be testing your knowledge about the states in America! You will be required to know where on a map the state is located, how to correctly spell the state, and then learn the capitals! We will take it a region at a time to make it easier.		Due	6/5

To receive credit for this Project:

- ❒ Each week, you will be given blank region maps for you to practice with in the morning after you do your morning work. On Friday, you will take the Region Quiz. (If you are ready earlier in the week, you may take your test earlier and move on!) You must correctly locate the state, spell the state correctly, and label the capital. You must pass each region to move onto the next. In order to pass you must get a 90% or higher. I will grade you for location of the states and correct spelling.
  - ❒ Week 3- Southwest Region
  - ❒ Week 4-West Region
  - ❒ Week 5-Midwest Region
  - ❒ Week 6-Northeast Region
  - ❒ Week 7- Southeast Region
  - ❒ Week 8- All States & Capitals
- ❒ We will keep all our materials in our States & Capital Folder. You must turn this in at the end of the quarter to receive an extra point!

Optional Projects:

16	**Invention Booklet**	Start	4/2
There were many important inventions that occurred before the Civil War- The Cotton Gin was one of them! Let's see what its all about!		Due	6/5

To receive credit for this Project:

- ❒ Create a booklet about the Cotton Gin (should include both pictures and paragraphs!)
- ❒ Your booklet should include at least 5 pages and should explain the following:

- ❒ What is the cotton gin?
- ❒ Why is it so important?
- ❒ What does it look like?
- ❒ How does it work?
- ❒ How did it impact the South?

17	**Sing It!**	Start	**4/2**
Intro: All my musicians out there in 5th grade, show us your talents!		Due	**6/5**

To receive credit for this Project:

- ❒ Choose an event from the Civil War and turn it into a song!
- ❒ Capture the main idea of the event and include a lot of detail!

To Pass with Flying Colors:

- ❒ Sing the song and record it! Post it to your blog! ☺

18	**Who is Mr. Lincoln?**	Start	**4/2**
Intro: Lincoln is a very important figure for our country.		Due	**6/5**

To receive credit for this Project:

- ❒ Complete a biography about Abraham Lincoln
- ❒ A biography should include facts about the person's life in order.
- ❒ Include information about his childhood & Youth, adult life, career, Presidency, and assassination.
- ❒ (Write it like an essay)

19	**Design Your Own**	Start	**4/2**
Intro: Display your knowledge in a creative way! **CONSULT WITH MRS. COOK BEFORE STARTING YOUR PROJECT.** Remember you have to do enough work to be worth a project point. Think about the projects we do in history. You need to spend time on this project and it needs to be a substantial amount of effort on your part! Is the project you are thinking about going to require you to think hard?		Due	**6/5**

To receive credit for this Project:

- ❒ **Be creative!**
- ❒ **It should take you longer than 1 class period to complete.**

20	**Gettysburg Address (1 project point in Language Arts too!)**	Start ☛	**4/2**
Intro: Abraham Lincoln spoke for just two minutes and his speech has become the most famous in American history. Lincoln wanted to use this speech to explain the real meaning of the war- that it was really about the ideas found in the Declaration of Independence. Let's discover this important speech together!		Due	**6/5**

To receive credit for this Project:

- ❒ **Read Lincoln's Gettysburg Address**
- ❒ **Analyze the speech**, like we do for poetry. (take notes off to the side, underline important details, highlight important facts, etc.)
- ❒ **Complete the in class activity** that Mrs. Cook explains ☺