
Friday

Content Standard 5:

4. **Identify and summarize the consequences of the major turning points of the war including the:**
 - F. **Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse**
 - G. **Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction**

Daily Outline of Lesson:

What The Students Will Be learning:

1. The Students will be learning about the important roles of each military figure at the end of the war leading up to Appomattox Courthouse on April 9, 1865: Lee, Grant, Longstreet, Early, Sheridan, Johnston, or Sherman.
2. How the North agreed to very generous terms considering the significant and treasonous activities of the Southern Army Commanders.
3. Finally, how the assassination of Abraham Lincoln dramatically altered the plans of reconstruction.

How I Know the Students Have Mastered The Content:

1. The instructor will first understand whether or not the students have mastered the content by listening to each group's presentation over their assigned research subject.
2. The second opportunity for the Instructor to measure the student's mastery of content comes from reading the student paragraphs of each military leader.
3. Furthermore, the instructor will constantly question the students throughout the various presentations.
4. Finally, the Instructor will have one last opportunity to measure the student's mastery of the topic.

How I will Enable That Learning:

1. At the beginning of class the instructor will organize students into various groups and assign them one of the following Union or Southern military Commanders:
 - a. Grant, Lee, Longstreet, Early, Sheridan, Johnson, or Sherman.
2. Each group will then independently research the role that their assigned character played in the final campaign that ended with the Confederate surrender at Appomattox. Furthermore, the consequences for each character's side after the surrender at Appomattox.
 - a. In order to complete this research students may use their own laptop, one of the schools, or any of the available Civil War Books in the Classroom.
3. Each group will then write a paragraph that summarizes their role in the final days of the war and what happened to their side after their surrender at Appomattox.

4. After they are done with writing the paragraph, each group will share their research to the rest of the class. After presenting, the groups will place their paragraph on the story map.
5. After all the presentations are finished. The instructor will play a short video on the impact of Lincoln's death on southern reconstruction efforts.
6. Finally, the instructor will ask the students to create a personal reflection (journal entry, letter, telegram, ect) dated sometime between April 1 and 9, 1865. Included in this reflection should be specific references to events while also showing the perspective of the author. Students will turn in these written reflections to the instructor before leaving the room.

Documents/Reading Material:

1. *Lee and Grant at Appomattox*

- a. APA Citation:
 - i. Kantor, M. (2017). *Lee and Grant at Appomattox*. NY, NY: Hal Leonard.
- b. Lexile Score:
 - i. 990L
- c. Summary/Why I used this book:
 - i. Recounts the dramatic surrender of General Lee's Army of Northern Virginia in a new, illustrated edition.
 - ii. I selected this book because it has a lot of information concerning this event with great illustrations. Furthermore, it has a lexile score of 990L which is not too high or not too low

Differentiation:

- This lesson format will provide ELL, Low-Level, High-Level, and On-level students the freedom to use sources that best fit their specific needs.