
Monday

Content Standard 5:

4. Identify and summarize the consequences of the major turning points of the war including the:

A. Anaconda Plan and Total War Strategy Summary

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This lesson will educate the students on the Union's military strategies that were used to break the moral of the confederate states called the Total War Strategy. In particular, Sherman's March to the Atlantic (The Savannah Campaign) in Georgia. During this campaign Sherman destroyed almost all of the Southern property that was of any value. Furthermore, we will also discuss the attempt to cut off southern supplies from the sea with the Anaconda Plan.

Daily Outline:

1. The class will begin with a bellwork assignment by asking the students to answer this particular question:
 - *"During war, how could one side defeat the other off of the Battlefield?"*
2. After students are done with their bellwork. The class will then watch a video on the Union's Anaconda Plan.
3. Following the video, the instructor will give a short lecture on the infamous Savannah Campaign (Sherman's March to the Sea). During this campaign, the Union army intentionally destroyed everything that could be of possible use to the confederate army. Creating the term "total war" because the Union took the war to the south off of the battlefield.
4. The students will then divide up in four reading groups that the instructor organized prior to this lesson based on reading level and other student characteristics/needs. Each group will be assigned to a specific article/section of a book to read concerning the Savannah campaign.
5. Each group will then give a short presentation to the rest of the class about their reading assignment.
6. The students will conclude the class by writing a mock letter to a family member, friend, government official, ect. Describing how their home/farm/plantation was destroyed by Sherman and his troops. Once finished, they will then give this letter to the instructor.
7. Homework Assignment: Watch the youtube video over the Battle of Antietam.
 - <https://youtu.be/CxDAJInnPXo>

How You Will Know The Students Learned The Material:

1. The instructor will make sure that the students have mastered the lesson content by listening to the students presentations over their assigned group readings. Adding to any

important information that the groups may have left out or correct any statements that are false.

2. The instructor will also read each student's mock letter to grade their understanding of the experiences of southerners during the Savannah Campaign.

How You Will Enable That Learning:

1. I will enable learning by matching appropriate reading assignments to each student's reading level.
2. Furthermore, I will give the students an opportunity to discuss subjects with their peers.
3. ELL students will be given a Spanish translation of an article so that they can be able to have a discussion in English with other students.

Documents/Materials:

1. *American Diaries: Maddie Retta Lauren*

Lexile Measure:

- 780L

○ Summary & Why I Used This Book/Source:

- This book is about a young-Georgian girl named Maddie Retta Lauren who was trapped directly in the path of Sherman's march of destruction. Furthermore, Maddie was separated from her family and runs into both danger and support during her quest to reunite with her family.
- I selected this novel because it is a great portrayal of the experiences that many Georgians went through during Sherman's march to the sea. Second, it has a low lexile score that will be used for the lower level readers in the class.

○ Citation:

- Duey, K. (2000). *Maddie Retta Lauren : Georgia, 1864* (American Diaries). Econo-Clad Books

2. *Gone With The Wind:*

○ Lexile Measure:

- 1100L

○ Summary & Why I Used This Book/Source:

- This work is focused on the life of a wealthy southern belle named Scarlett O'Hara and traces her survival through the tragic history of the south during the Civil War and Reconstruction.
- The main reason that I decided to use this book as one of my student reading sources because it is an iconic example of one of the wealthy southern plantations that were completely destroyed by Union troops. Furthermore, it has a higher Lexile score that can be given to the students who have higher reading levels.

○ Citation:

- Mitchell, M. (1936). *Gone with the wind*. Boston, MA: G.K. Hall & Co.

3. *Diary of Dolly Sumner Lunt:*

- Lexile Measure:
 - Not given a score on the Lexile Measurement Webpage.
- Summary & Why I used This Book/Source:
 - Dolly Lunt Burge was a widow who ran a plantation in Georgia during Sherman's march to the sea. Her diary thoroughly documents the steps she took to hide her valuable possessions from both Union troops and Southerners that posed as Union Troops.
 - I specifically selected from this primary source because it described the threat from not just Union troops but from other Southerners.
- Citation:
 - Sherman's March to the Sea, 1864. (n.d.). Retrieved March 22, 2017, from <http://www.eyewitnesstohistory.com/sherman.htm> 4.

Father O'reilly: Atlanta Hero (English & Spanish Translations) ○

Lexile Measure:

- Not given a score on the Lexile Measurement Webpage.
- Summary & Why I used This Book/Article:
 - This article described how a Catholic priest named Father Thomas O'Reilly basically pleaded with Sherman to not burn down Atlanta's Churchill. Ultimately his efforts were successful and all the churches in the city were saved.
 - The reason that I decided to use this website article because it falls under the category of culture because religion is one of the many categories that fall under culture. It is also an example of one of the few times that Sherman spared something from destruction. Finally, it is a short article that can be translated into Spanish.
- Citation:
 - M. (n.d.). Father O'Reilly: Atlanta hero. Retrieved March 22, 2017, from http://www.gacivilwar.org/story/father-oreilly-saves-atlanta-churches-fromthe_torch

5. Video of the Union's Anaconda Plan:

- <https://youtu.be/TjCPssmvXvo>
- **Summary:**
 - This video describes the Union's Anaconda Strategy to block southern seaports and prevent the south from exporting their goods and receiving valuable supplies from Europe and other countries.

Differentiation For The Following Students:

- **ELL:**
 - The ELL will be given a spanish copy of *Father O'reilly: Atlanta Hero* for their group reading assignment.

- **Cultural Differences:**
 - This requirement will be met in the lesson plan with the article about *Father O'reilly: Atlanta Hero* because it addresses the religious aspect of cultures.
- **Low-Level Readers:**
 - Students who are lower level will be assigned sections from *American Diaries: Maddie Retta Lauren* because this book was rated lower on the Lexile scale for this particular age group. Nevertheless, this book was one of the best works that described this aspect of the American Civil War.
- **High-Level Readers:**
 - High-level readers were assigned with one of the most famous works that described the story of the destruction of Southern homes and property during the American Civil War. Furthermore, *Gone With The Wind* was given a Lexile score of 1100L when the average students at the eighth grade level were placed somewhere in between 820 to 1140.
- **On-Level Readers:**
 - These student are given the *Diary of Dolly Sumner Lunt* for their group reading assignment.