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## Tuesday

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### Content Standard 5:

4. Identify and summarize the consequences of the major turning points of the war including the:
  - B. Battle of Antietam as a catalyst for the issuance of the Emancipation Proclamation and its role in expanding the goals of the war to include the ending of Slavery.

### Daily Outline of Lesson:

#### **What The Students Will Be learning:**

- The students will be learning that prior to the Battle of Antietam the Union had suffered horrendous defeats at the hands of the Southerners. Robert E. Lee, the new and brilliant commander of the confederate army was leading an invasion force into the Union border state of Maryland. Hoping to convince the state to join the confederacy and deal the North one more significant blow which would then force European powers like Britain and France into the war on the side of the confederacy.
- The North looked like it was going to lose the war unless Lincoln changed the strategy and purpose for the side of the Union to fight the war. Lincoln decided that emancipating the slaves and changing the focus of the war away from states rights and onto slavery would give the Union a moral cause for continuing to fight the war.
- However, the Union could only do this after a significant victory so that the North would not appear desperate or doing it as a last resort.
- Lincoln capitalized quickly on the draw between Robert E. Lee and George B. McClellan at Antietam to pass the emancipation Proclamation through congress. This changed the whole meaning of the war in a complete opposite direction in favor of the Union side (Morally).

#### **How I Know the Students Have Mastered The Content:**

- The instructor will know that the students have mastered the lesson's content by making the class near the end of this lesson fill out a worksheet which they are not allowed to use notes or work with a partner. The instructor will then base his student's understanding of the lesson's information on the grades of the end of class worksheet.
- Furthermore, the Instructor will know that the students have mastered the content concerning both the battle of Antietam and the Emancipation Proclamation through various class activities concerning both topics.

#### **How I will Enable That Learning:**

- The class as a whole will read the Antietam section of *The Civil War: Turning Points*
- The Instructor will then read a section from the book *Landscape Turned Red* that describes the battle of Antietam.

- All students no matter where they are at on the Lexile level for their age will read the CivilWar.org article on the 150th anniversary of the Emancipation Proclamation.
  - ELL will be give a translated version in Spanish to read.
- The Class and Instructor will take take turns reading sections of the January 1, 1863 Emancipation Proclamation.
- Next, the instructor will play various scenes from the 2012 movie called “Lincoln” that deal with the Emancipation Proclamation.
- Finally the students will complete a worksheet concerning the Battle of Antietam and The Emancipation Proclamation.

### **Documents/Reading Material:**

- ***The Civil War: Turning Points***
  - Lexile: 990
  - Summary & Reason for Using It:
    - This work describes the key battles of Antietam and Gettysburg that changed the course of the war in the favor of the north.
    - I decided to use this book because it has been rated very high with its description of the significance of the battle of Antietam in relation to the emancipation Proclamation
    - Furthermore, it has been ranked almost in the middle of the Lexile range for 8th Graders.
  - APA Citation:
    - Ollhoff, J. (2012). The Civil War: turning points. Minneapolis, MN: ABDO Pub. Co.
- ***Landscape Turned Red: the Battle of Antietam***
  - ***Lexile:*** Unknown
  - Summary & Reason for Using It:
    - This novel provides a really vivid description of the brutality in Antietam. It was for this reason why I decided to include it within my lesson.
  - APA Citation:
    - Sears, S. W. (2003). Landscape turned red: the Battle of Antietam. New York, NY: Houghton Mifflin Co.
- **Transcript of the January 1, 1863 version of the Emancipation Proclamation:**
  - [https://memory.loc.gov/cgi-bin/query/r?ammem/mal@field\(DOCID+@lit\(d2082000\)\)#l121](https://memory.loc.gov/cgi-bin/query/r?ammem/mal@field(DOCID+@lit(d2082000))#l121)
- **CivilWar.org’s web page article (in both English & Spanish) on the 150th anniversary of the Emancipation Proclamation:**
  - <http://www.civilwar.org/150th-anniversary/emancipation-proclamation-150.html?referrer=https://www.google.com>

### **Differentiation:**

**ELL:**

- ELL students will be given a translated copy of the CivilWar.org's article on the 150th anniversary of the Emancipation Proclamation.

**Cultural Differences:**

- Students will become more aware of the struggle that many African Americans went through prior to the Emancipation Proclamation on January 1, 1863 by watching scenes from the movie Lincoln.

**Low-Level Readers:**

- These students will only be required to read the CivilWar.org article on the 150th anniversary of the Emancipation Proclamation.

**High-Level Readers:**

- These students will be required to read the CivilWar.org article on the 150th anniversary of the Emancipation Proclamation.
- These students will also be called upon the majority of the time to read Emancipation Proclamation aloud to the class the majority of the time.

**On-Level Readers:**

- These students will be required to read the CivilWar.org article on the 150th anniversary of the Emancipation Proclamation.
- These students may also be called upon to read aloud the Emancipation Proclamation to the class but it is based on the instructor's judgement whether to select specific students or not.