

### Focus Question:

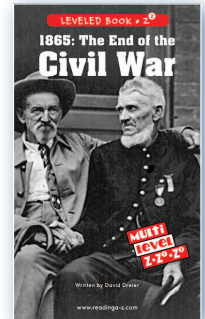
*How did the Civil War change the United States?*

### Book Summary

Text Type: Nonfiction/Informational

The war that divided the country also changed it forever. *1865: The End of the Civil War* provides students with a comprehensive look at this fascinating time in history. The book can also be used to teach students how to determine cause-and-effect relationships and the proper use of commas after introductory words.

The book and lesson are also available for levels Z and Z2.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine cause-and-effect relationships
- ☐ Describe information provided by maps
- ☐ Recognize and use commas after introductory words
- ☐ Identify and use similes and metaphors

#### Materials

- ☐ Book: *1865: The End of the Civil War* (copy for each student)
- ☐ KWLS / ask and answer questions, cause and effect, similes and metaphors, commas after introductory words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *campaign* (n.), *Confederate* (adj.), *Emancipation Proclamation* (n.), *indivisible* (adj.), *seceded* (v.), *Union* (n.)

**Enrichment:** *abolitionists* (n.), *amendment* (n.), *assassinated* (n.), *casualties* (n.), *fugitive* (n.), *mourning* (n.), *relentless* (adj.), *representatives* (n.), *roiled* (v.)

- **Academic vocabulary:** *acquired* (v.), *allow* (v.), *economy* (n.), *expanding* (v.), *region* (n.), *separate* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a battle from the Civil War. Ask students to work with a partner to identify the possible causes of this conflict. Have volunteers share the information with the class.
- Create a KWLS chart on the board and introduce, explain, and have students complete the **KWLS / ask-and-answer-questions worksheet**. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. Discuss and fill in the first column (*K*) on the board with information students know about the topic: the end of the Civil War. Have students complete the same section of their KWLS / ask-and-answer-questions worksheet.

##### Introduce the Book

- Give students their copy of *1865: The End of the Civil War*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that having prior knowledge about a topic, and asking and answering questions while reading, can help readers understand and remember information in a book. Direct students to the "Words to Know" box on the back of the book and model asking questions about the list of words. Ask students what they would like to know about

### Guiding the Reading (cont.)

the end of the Civil War. Have them fill in the second column (W) of their worksheet. Write their questions on the class chart. As students read, encourage them to ask questions and record them on their KWLS / ask-and-answer-questions worksheet.

### Introduce the Comprehension Skill:

#### Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the top of the cause-and-effect worksheet on the board, and write *told a friend's secret to her class* in the Cause box and *lost her friend's trust* in the top Effect box. Ask students what else can happen when someone shares a secret. Record responses.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on pages 19 and 20. Explain that the glossary provides definitions for the vocabulary words in the book. Point to the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about how the Civil War changed the United States. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What facts would you select to support the idea that Lee did not want to surrender?* (level 1) page 4
- *How would you contrast the North and the South leading up to the Civil War?* (level 2) pages 6 and 7

- *What was Lincoln's main goal for the Civil War?* (level 1) page 8
- *How would you explain how the Battle of Fredericksburg affected the North's feeling against the war?* (level 2) pages 9 and 10
- *How would you elaborate on the reason Grant was known as "The Butcher"?* (level 3) page 12
- *How would you describe the sequence of events of the South's surrender?* (level 3) pages 13 and 14
- *What conclusions can you draw about John Wilkes Booth?* (level 3) page 15
- *What do you think would have been the outcome if the South had won the Civil War?* (level 3) pages 17 and 18

### Text Features: Maps

Explain that maps help readers understand where places are in the world and can help readers better understand what they read. Have students work with a partner to review the map on page 3. Ask students: *What do the colors on the map represent? Which Confederate states border territories? What do you think the points on the map show?* Have students review the other map in the book and discuss in groups what the map shows and why the author included it in the book. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how to ask and record questions while reading on the KWLS / ask-and-answer-questions worksheet. Invite volunteers to share their questions. Discuss with students how posing questions helps them better understand the book.
- Have students work in groups to periodically review the cause-and-effect relationships they find in the book. Have groups discuss their opinion of these relationships.
- Model evaluating details to determine cause-and-effect relationships.  
**Think-aloud:** *The book is providing me with information about the cause-and-effect relationships of the end of the Civil War. I read on page 7 that the Confederate army opened fire against the Union's defense of a fort in Charleston. This caused other states to choose sides between the Union and Confederacy. This is one of many cause-and-effect relationships I read about in the book.*
- Model how to complete the **cause-and-effect worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the book.

### Guiding the Reading (cont.)

#### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the examples they chose. Discuss with students how the cause-and-effect relationships changed the course of history of the United States.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Students should include freeing slaves and establishing the United States as an indivisible nation. Samples: *The Civil War changed the United States by abolishing slavery and showing states that they are under one nation despite individual differences.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics:

##### Commas after introductory words

- Explain that commas may be used by writers in many ways. Some of the uses are to separate an introductory word or phrase from the rest of the sentence, to separate a list of three or more items, and to separate clauses within sentences.
- Write the following sentence on the board: *Still, the Civil War might never have happened if the United States had remained a small collection of states in the eastern part of the continent.* Ask a volunteer to come to the board and circle the comma. Explain that the word *still* is an introductory word and that the comma separates it from the rest of the thought. Remind students that this is one of many uses for a comma.

- **Check for understanding:** Have students look through the book to locate commas. Ask them to share with a partner the commas found and how they are used.
- **Independent practice:** Introduce, explain, and have students complete the **commas-after-introductory-words worksheet**. If time allows, discuss their answers.

#### Word Work: Similes and metaphors

- Write the word *simile* on the board and read it aloud with students. Review or explain to students that a *simile* is a figure of speech comparing two things using the word *like* or *as*. Have students turn to page 8 to find an example of a simile. Ask a volunteer to read it aloud. Write the example (*men fell like leaves in autumn*) on the board under the word *simile*.
- Write the word *metaphor* on the board and read it aloud with students. Review or explain to students that a metaphor is a figure of speech in which one thing is spoken of as if it were another thing. Have students turn to page 11 to find an example of a metaphor. Ask a volunteer to read it aloud. Write the example (*Grant the butcher*) on the board under the word *metaphor*.
- **Check for understanding:** Have students work in pairs to create examples of similes and metaphors. Invite volunteers to read their examples to the class.
- **Independent practice:** Introduce, explain, and have students complete the **similes-and-metaphors worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.