

# Conflict in America, Technology Grade 2

Special Area: Technology / 2

Written by: Sharon Samples and Theresa Ralston, Northern Hills Elementary, San Antonio, TX

Length of Unit: 4 lessons / 3 weeks

## I. ABSTRACT

The goals of this unit are for students to become aware of historical figures and events that develop a sense of empathy. Students will learn how different beliefs in a society can cause conflicts. Students will become aware of how the conflicts of our past have affected the civil rights we enjoy today. Students will learn of the many sacrifices historical figures have made to improve civil rights. Lessons will be discovery-based using electronic technology, literature, poetry, songs, and historical reference materials. Lessons will be presented through activities designed to engage student's imagination. Authentic assessment activities included are directly related to the goals of this unit.

## II. OVERVIEW

### A. Concept Objectives

1. Understand how the political system gains power over the people and land.
2. Understand that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.
3. Develop a sense of historical empathy.
4. Understand how belief systems (religion, philosophy) affect a society's actions.

### B. Content from the *Core Knowledge Sequence*

1. The War of 1812: President James Madison and Dolley Madison \*British impressments of American Sailors \*Old Ironsides \* British burn the White House \*Fort McHenry-Francis Scott Key-"The Star-Spangled Banner" \*Battle of New Orleans-Andrew Jackson
2. The Civil War: Controversy over slavery \*Harriet Tubman -the "Underground Railroad" \*Northern v. Southern states – Yankees and Rebels \* Ulysses S. Grant and Robert E. Lee \* Clara Barton – "Angel of the Battlefield" founder of American Red Cross \* President Abraham Lincoln – keeping the Union together \* Emancipation Proclamation and the end of slavery
3. Civil Rights: Susan B. Anthony and the right to vote \*Eleanor Roosevelt and civil rights and human rights \* Mary McLeod Bethune and educational opportunity \* Jackie Robinson and the integration of major league baseball \* Rosa Parks and the bus boycott in Montgomery, Alabama \* Martin Luther King, Jr. and the dream of equal rights for all \* Cesar Chavez and the rights of migrant workers

### C. Skills

1. Create and interpret a timeline.
2. Identify contributions of historical figures who have influenced our nation.
3. Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
4. Describe how governments establish order, provide security, and manage conflict.
5. Identify selected patriotic songs such as "Star Spangled Banner"
6. Identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.
7. Organize and interpret information acquired from a variety of sources including electronic technology.

8. Acquire and apply key vocabulary through meaningful experiences.
9. Identify places and events related to historical figures.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. What Your Second Grader needs to know, Revised Edition, E.D. Hirsch , JR., Delta Trade Paperbacks, ISBN:0-385-31843-X
  2. “All Hands on Deck, Learning Adventures Aboard “Old Ironsides”, Penny Parsekian, USS Constitution Museum, P.O. Box 1812, Boston MA 02129 (Free unit and video for educators)
  3. Website: <http://www.biography.com>
- B. For Students
  1. Students will have a basic understanding of The American Revolution, map skills, timelines, and the American flag from the first grade units.

### IV. RESOURCES

- A. Hirsch, E. D., Jr. What Your Second Grader Needs to Know
- B. Parsekian, Penny, “All Hands on Deck, Learning Adventures Aboard “Old Ironsides”
- C. Inspiration 6® software
- D. Microsoft Word
- E. Computers with Internet access

### V. LESSONS

#### Lesson One: Conflict in America

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will understand how people’s belief affects their choices.
    - b. Students will understand how different beliefs can cause conflict.
  2. Lesson Content
    - a. Freedom
    - b. Impressment
    - c. Conflict
  3. Skill Objective
    - a. Acquire and apply key vocabulary through meaningful experiences.
    - b. Create and interpret a timeline.
- B. *Materials*
  1. index card for each student
  2. pencil
  3. newspaper and magazine articles that represent conflict in society
  4. Computer with Inspiration 6 software
- C. *Key Vocabulary*
  1. Freedom – state of being free as **a**: the absence of coercion
  2. Impressment – capturing a person and forcing them to work.
  3. Conflict – opposing action of incompatibles
- D. *Procedures/Activities*
  1. Students will write what they think the words freedom, impressment, and conflict mean on an index card and then they will share with the class.
  2. Teacher will briefly review the American Revolution, which was previously covered in first grade.

3. Teacher will discuss with students current events that are related to conflict.
- E. *Assessment/Evaluation*
1. Class will develop a vocabulary web around the word “conflict” using Inspiration 6 [An example of this will be shown at the conference presentation.]

**Lesson Two: War of 1812** (Note: This lesson will take more than one day)

A. *Daily Objectives*

1. **Concept Objectives**
  - a. Understand how the political system gains power over the people and land.
  - b. Understand that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.
  - c. Develop a sense of historical empathy.
  - d. Understand how belief systems (religion, philosophy) affect a society’s actions.
2. **Content**
  - a. The War of 1812
  - b. President James Madison and Dolley Madison
  - c. British impressment of American Sailors
  - d. Old Ironsides (USS Constitution)
  - e. British burn the White House
  - f. Fort McHenry, Francis Scott Key, “The Star-Spangled Banner”
  - g. Battle of New Orleans, Andrew Jackson
3. **Skill Objectives**
  - a. Describe how governments establish order, provide security, and manage conflict.
  - b. Identify places and events related to historical figures.
  - c. Identify selected patriotic songs, such as “Star-Spangled Banner.”
  - d. Create and interpret a timeline.

B. *Materials*

1. “All Hands On Deck” (video)
2. TV/VCR
3. Timeline Bulletin Board
4. Computer with Internet access
5. Appendix A: Conflict In America (Websites Hotlist)
6. drawing paper
7. crayons
8. Appendix B: Summary- Somebody, Wanted, But, So
9. Inspiration 6
10. index cards
11. pencils
12. Appendix C: Visualization / Poetic Analysis

C. *Key Vocabulary*

1. empathy- the action of understanding, being aware of, being sensitive to
2. war- a state of hostility, conflict, or antagonism
3. treaty- the action of treating and especially of negotiating
4. British- the people of Great Britain

D. *Procedures/Activities*

1. Teacher will review the meaning of freedom, impressment, and conflict with the class.

2. View “All Hands On Deck” video.
  3. Teacher will define and discuss empathy with the class.
  4. Students will work in small groups to create an empathy role play about historical figures involved in the War of 1812.
  5. Teacher will read to the class about key events and historical figures during the War of 1812 (pg. 133-139 *What Every Second Grader Needs To Know*)
  6. Student will use the Internet and Appendix A to explore War of 1812 websites. Teacher will give each student an index card with an event from the War of 1812. Student will use the Internet and Appendix A to identify the date and location of the event. Student will post their index card on the Timeline Bulletin Board.
  7. Student will use the Internet to identify the likes and differences between the American flag in 1812 and our present day flag. Student will draw and label the two differences on an 1812 American flag and a present day flag.
  8. Student will go to the War of 1812 website and read and listen to the “Star-Spangled Banner” with a partner. Students should discuss the meaning and feelings expressed in each stanza of the poem. Student will use Inspiration 6 and Appendix C to create a poetic analysis of the “Star-Spangled Banner”. Student will share their poetic analysis with the class.
- E. *Assessment/Evaluation*
1. Appendix B: Summary-Somebody, Wanted, But, So
  2. Student will use Inspiration 6, Appendix B Conflict In America (Website Hotlist), and the Internet to create a Historic Period Web of the War of 1812. [An example of this will be shown at the conference presentation.]

**Lesson Three: Civil War** (Note: This lesson will take more than one day)

- A. *Daily Objectives*
1. Concept Objectives:
    - a. Understand how political systems gain power over people and land.
    - b. Understand how beliefs affect people’s choices.
    - c. Understand how different beliefs cause conflict.
  2. Lesson Content
    - a. The Civil War: Controversy over slavery
    - b. Harriet Tubman- the “underground railroad”
    - c. Northern v. Southern states – Yankees v. Rebels
    - d. Ulysses S. Grant v. Robert E. Lee
    - e. Clara Barton – “Angel of the Battle field” founder of the American Red Cross
    - f. President Abraham Lincoln – keeping the Union together
    - g. Emancipation Proclamation and the end of slavery
  3. Skill Objectives
    - a. Describe how the government established order, provided security and manage conflict.
    - b. Identify places and events related to historical figures.
    - c. Create and interpret a timeline.
- B. *Materials*
1. *What Every Second Grader Needs to Know*, E.D. Hirsch Jr.
  2. Inspiration 6®
  3. Appendix A: Conflict In America (Website Hotlist)
  4. Overhead projector
  5. Red and blue transparency markers
  6. Transparency map of the United States with state names labeled
  7. Student copy of map of the United States with state names labeled

8. Index cards
  9. Drawing paper
  10. Colored pencils
  11. Appendix D- Imagery Pictures
  12. Appendix E- Conflict Comparison
- C. *Key Vocabulary*
1. Civil- relating to citizens
  2. Slavery- submission to a dominating influence
  3. Union / Yankee / North
  4. Confederacy/ Rebel /South
  5. Emancipation – to set someone free
- D. *Procedures/Activities*
1. Teacher will review the timeline with the class.
  2. Teacher will read poem about Harriet Tubman on pg. 10, *What Every Second Grader Needs to Know*. Teacher will divide class into five groups. Each group will be assigned a stanza from the poem. The group will design and illustrate a picture. The groups will read their stanza and share their picture. (see Appendix D)
  3. Teacher will read “ Swing Low, Sweet Chariot” pg. 157 and “Following the Drinking Gourd” on pg. 159, *What Every Second Grader Needs to Know*. Teacher will discuss with class what hidden messages might be hidden in each song. Student will write about the hidden messages in one song.
  4. Teacher will break students into five groups. Each group will create and present an empathy role-play about one of the songs.
  5. Student will use Appendix A: Conflict In America (Website Hotlist) to explore Civil War websites.
  6. Teacher will give each student an index card with an important event. Student will use Appendix A: Conflict In America (Website Hotlist) to locate the date and information about the event. Student will post the index card on the Timeline Bulletin Board.
  7. Student will use Inspiration 6® and Appendix D to create a comparison chart between the War of 1812 and the Civil War
  8. Teacher will use transparency map of the United States to show how the Union (blue) and the Confederacy (red) were divided. Students will color their maps to show the division between the Union and the Confederacy.
  9. Students will use Appendix A: Conflict In America (Website Hotlist) to find a picture of the Union flag and the Confederate flag. The student will draw each flag and write two ways they are alike and two ways they are different.
  10. Student will explore Poetry and Music of the War Between the States website (Appendix A: Conflict In America). Student will listen to “When Johnny Comes Marching Home” and “Dixie” on the website (pg. 161 of *What Every Second Grader Needs To Know*). Class will discuss what they felt as they listened to each song. Divide the class into two groups and assign one song to each group. Have each group march and sing their song.
- E. *Assessment/Evaluation*
1. Inspiration 6® Vocabulary Web using the word slavery.
  2. Appendix B: Summary-Somebody, Wanted, But, So

#### **Lesson Four: Civil Rights**

##### *A. Daily Objectives*

1. Concept Objectives
  - a. Understand how political systems gain power over people and land.

- b. Realize beliefs affect people’s choices.
- c. Understand how different beliefs cause conflict.
- 2. Lesson Content
  - d. Civil Rights
  - e. Segregation / integration / passive resistance
- 3. Skill Objectives
  - f. Describe how governments establish order, provide security and manage conflicts.
  - g. Identify places, and events related to historical figures.
  - h. Create and interpret a timeline.
- B. *Materials*
  - 1. *What Every Second Grader Needs to Know*, E.D. Hirsch Jr.
  - 2. Copy of the Bill of Rights (14<sup>th</sup>. Amendment – Rights of Citizens)
  - 3. Timeline Bulletin Board
  - 4. Index cards
  - 5. Computer with Internet access
  - 6. Appendix A: Conflict In America (Website Hotlist)
- C. *Key Vocabulary*
  - 1. Segregation – separating people by skin color
  - 2. Integration- organization of individuals of different groups (as races)
  - 3. Passive Resistance- power characterized mainly by noncooperation
  - 4. Equality- state of being equal
- D. *Procedures/Activities*
  - 1. Teacher will read part of the Declaration of Independence (pg. 169 “We hold these truths to be self-evident, that all men are created equal.”) Discuss with students what these words mean to them. Read the 14<sup>th</sup>., 15<sup>th</sup>., 19<sup>th</sup>., and 24<sup>th</sup>. amendments to the class. Discuss how these amendments relate to the beginning of the Bill of Rights. Divide class into five groups and ask each group to write a new amendment to the Bill of Rights that would guarantee children’s rights.
  - 2. Teacher will read about Civil Rights leaders pg. 169-175. Discuss how they used passive resistance to obtain change.
  - 3. Teacher will assign students a Civil Rights leader to research. Student will use Appendix A- Conflict In America (Website Hotlist) to research assigned Civil Rights leader. Student will use Microsoft Word to publish their research. Student must show how passive resistance was used.
  - 4. Teacher will divide students into three groups to brainstorm, write, and perform an empathy role-play. An empathy role-play is where children portray a historical character by thinking more of how that person felt than just the event. This type of role-play helps children relate to historical events better. The teacher will assign each group one person (Rosa Parks, Jackie Robinson, and Ruby Bridges).
  - 5. Teacher will review timeline bulletin board. Teacher will ask students to use their research to add important Civil Rights events to the timeline. Class will vote on which events to write on index cards and add to the timeline.
- E. *Assessment/Evaluation*
  - 1. Student will use Inspiration 6 to create a Historical Events Web on Civil Rights.
  - 2. Student will use Appendix B- Summary (Somebody, Wanted, But, So)
  - 3. Student will use Inspiration 6 to create a vocabulary web around the word equality.

## **VI CULMINATING ACTIVITY**

- A. Students will use the documents they created during the unit and Appendix A – Conflict In America (Website Hotlist) to create a Social Studies Events Web (See Appendix F).
- B. Students will use timeline to develop a presentation for parents. Each student will read about an important event or historical figure. Program should be grouped by topics: War of 1812, Civil War, and Civil Rights. Class should sing songs and recite poems as a transition before or after each topic.

## **VII. HANDOUTS / STUDENT WORKSHEETS**

- A. Appendix A: Conflict In America (Website Hotlist)
- B. Appendix B: Summary (Somebody, Wanted, But, So)
- C. Appendix C: Visualization / Poetic Analysis
- D. Appendix D: Imagery Pictures
- E. Appendix E: Conflict Comparison
- F. Appendix F: Social Studies Events Web

## **VIII. BIBLIOGRAPHY**

- A. Helfgott, D. and Westhaver M., *Inspiration 6 Software*, Inspiration Software, Inc.. 1988-1999
- B. Hirsh, E. D. Jr., *What Your Second Grader Needs to Know: Fundamentals of Second Grade Education* (Revised Edition) New York: Doubleday, 1998, ISBN:0-385-x
- C. Parsekian, Penny, *All Hands on Deck: Learning Adventures Aboard "Old Ironside"* MA: USS Constitution Museum, 1997
- D. Websites:
  - <http://www.geocities.com/Heartland/Ranch/9198/Index.htm>
  - <http://www.multied.com/1812>
  - <http://Sunsite.utk.edu/civil-war/warweb-htm/>
  - <http://uswers.erols.com/kfraser/>
  - <http://beavton.k12.or.us/Greenway/Leahy/ugrr/index.htm>
  - <http://americancivilwar.com/>
  - <http://www.biography.com/>
  - <http://www.m-w.com/cgi-bin/dictionary>

## APPENDIX A

### Conflict In America

Step 1: Explore each web site.

Step 2: Choose at least two web sites to research.

Step 3: Record your information.

WELCOME TO HISTORY 101 (CHRISTOPHER'S HISTORY PAGES)

<http://geocities.com/Heartland/Ranch/9198/index.htm>

WAR OF 1812

<http://www.multied.com/1812>

THE AMERICAN CIVIL WAR HOMEPAGE

<http://sunsite.utk.edu/civil-war/warweb.html>

POETRY AND MUSIC OF THE WAR BETWEEN THE STATES

<http://users.erols.com/kfraser/>

OUR VIRTUAL UNDERGROUND QUILT

<http://www.beavton.k12.or.us/Greenway/Leahy/ugrr/index.htm>

AMERICAN CIVIL WAR

<http://americancivilwar.com/>

Biography.Com

<http://www.biography.com/>

**Appendix B**

Summary

Somebody \_\_\_\_\_

Wanted \_\_\_\_\_

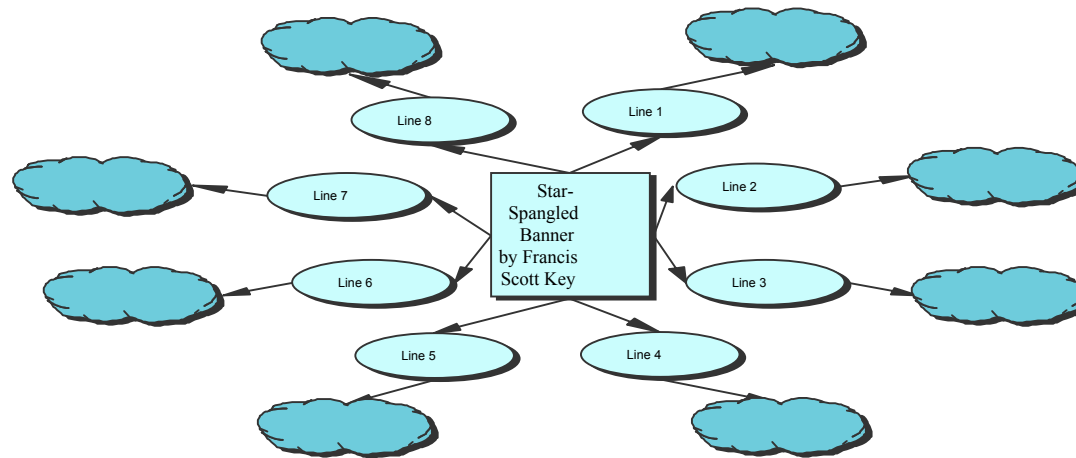
But \_\_\_\_\_

So \_\_\_\_\_



## Visualization

As you listen to the poem, try and draw a picture in your mind. Imagine you are Francis Scott Key. Visualize the battle in your mind. What would you see, hear, smell, and feel? Now read the poem. Reread the poem line by line. Write one word for each line that describes how the words make you feel.



**How to use this template**  
1. Enter lines from the selected poem in the appropriate symbol.  
2. Add symbols as necessary using the Create tools.  
3. Record interpretations, comments, questions, etc. in the cloud symbols associated with each line.  
4. Add subsymbols as necessary using the Create tools or RapidFire™ feature.

**Benefits of using the Poetic Analysis template**  
This template allows students to analyze or respond to a poem line by line, making a sometimes daunting task more manageable. By switching to Outline view, students will be able to translate their diagram to the beginnings of an analytic essay.

### Appendix C

## **APPENDIX D**

### Imagery Pictures

#### Project:

Use the poem, Harriet Tubman to create crayon resist, black wash images.

#### Materials:

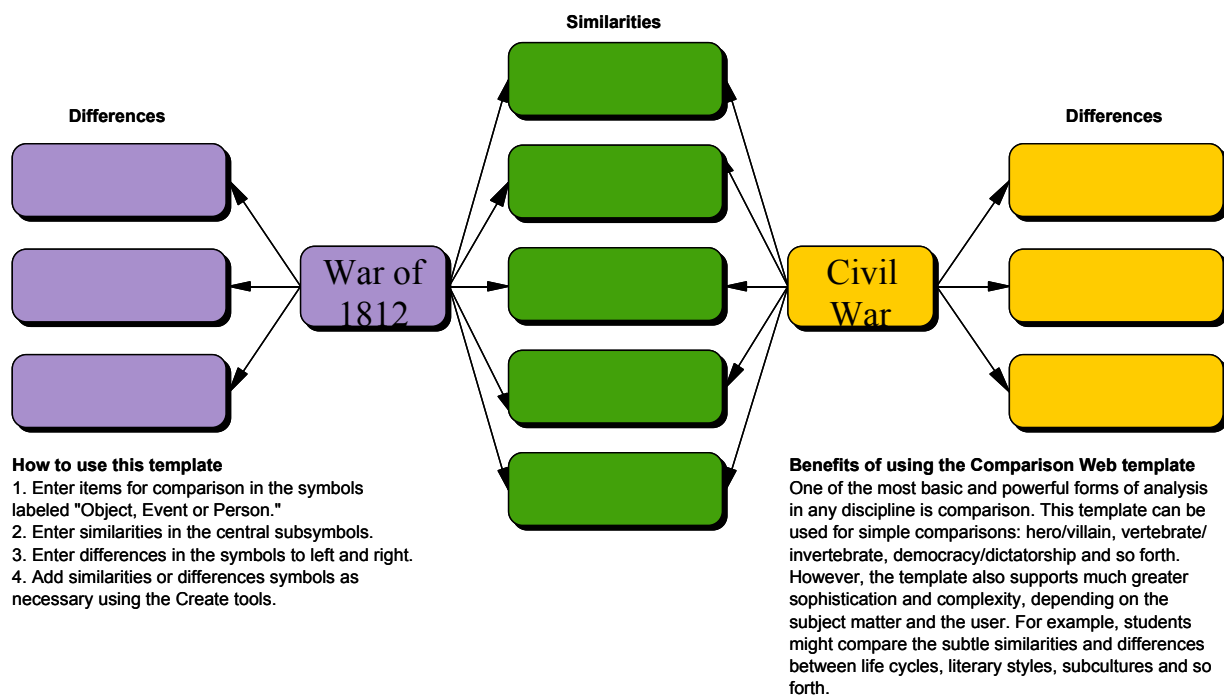
A copy of the poem for each student  
One large sheet of white drawing paper per student  
Black crayon per student  
Paintbrushes  
Water containers  
Black watercolor paints

#### Directions:

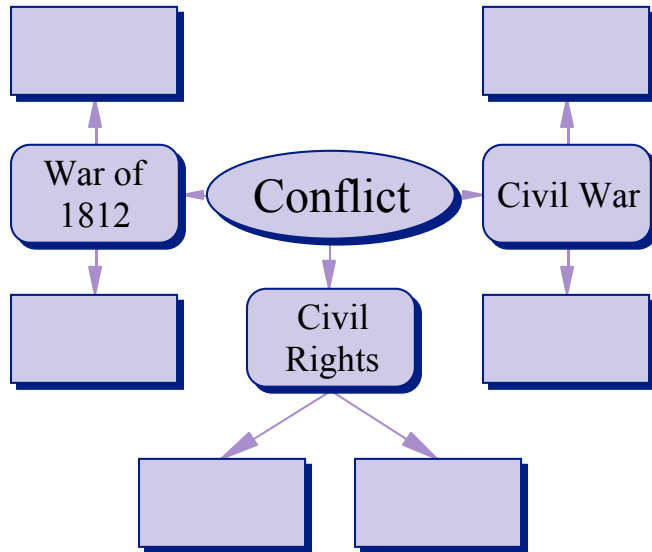
1. Create cooperative groups of five students
2. Have each group read and discuss poem and images
3. Assign each student of the group a stanza of the poem (repeat for each group)
4. Have each student reread the assigned stanza
5. Using the black crayon and drawing paper, have each student draw images visualized from the assigned stanza
6. Then use black watercolor paint to wash over the whole sheet of paper, let dry
7. Have each cooperative group present their combined images of the poem and discuss

# Conflict Comparison

1. Brainstorm with your cooperative group on the ways that the War of 1812 and the Civil War are similar and different.
2. Work independently on making your own comparison web.
3. Edit your web with a partner.
4. Make corrections to your web.
5. Save to your file.



APPENDIX F



**How to use this template**

1. Indicate a specific event in the symbol labeled "Effect of Event."
2. Enter the names of specific groups affected by the event in the first set of subsymbols.
3. Enter examples of the effects as subsymbols.
4. Add groups and effects symbols as necessary using the Create tools or RapidFire™ feature.

**Benefits of using the Understand Events Web template**

Often students see history as a series of events, dissociated from the human condition. Students need to see that events affect people internally as well as externally. The Understand Events Web allows students to analyze the effects of an event from a psychological perspective. This template can be used in science, language arts and social studies curricula. For example, it is possible to examine the effects of events such as the invention of the printing press or the development of atomic energy.

**APPENDIX F**  
Rubrics for Unit Assessment

Web subtopic requirements:

95% 3 historical figures  
2 historical places  
2 historical events

85% 2 historical figures  
2 historical places or events  
1 historical place or event

75% 2 historical figures  
1 historical place  
1 historical event

70% 1 historical figure  
1 historical place  
1 historical event

Bonus: addition of literature, music, or vocabulary