

THE CIVIL WAR

READING ON THE INTERNET

Student/Class Goal
As students prepare for the Social Studies GED test, they need to have background knowledge of US History and the Civil War.

Outcome (*lesson objective*)
Students will use reading comprehension strategies specific to the Internet and search for answers to questions related to the Civil War.

Time Frame
Three 45 minute sessions

Standard *Read with Understanding*

NRS EFL 3-6

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	3.1, 4.1, 5.1, 6.1	Decoding skills	3.3, 4.3, 5.3, 6.3	Strategy use	3.11, 4.11, 5.11, 6.11
Select text	3.2, 4.2, 5.2, 6.2	Word parts		Text structural elements	3.12, 4.12, 5.12, 6.12
		Context clues	3.5, 4.5, 5.5, 6.5	Genres	
		Reference materials	3.6, 4.6, 5.6, 6.6	Literary analysis	
		Word relationships		Drawing conclusions	3.15, 4.15, 5.15, 6.15
		Content vocabulary	3.8, 4.8, 5.8, 6.8	Making connections	3.16, 4.16, 5.16, 6.16
		Figurative language			
		Fluency			

Materials
KWL Chart
Post-it notes and chart paper
Reading on the Internet Teacher Resource
Scavenger Hunt for the Civil War Handout
Computers with Internet access

Learner Prior Knowledge
This lesson might be used as a culminating activity for students that have been studying about the Civil War previously. Vocabulary and places should be very familiar. A brief introduction on Internet navigation may be helpful if there are students unfamiliar with searching websites.

Instructional Activities

Step 1 - Each student will complete the first two sections of a [KWL chart](#). To discover what the class knows as a group, each will write on separate post-it notes facts they already know about the Civil War. These will be posted on a large sheet of paper in the room. As we discuss each item, the student will clarify the information if necessary.

Step 2 - Begin a discussion about what specific strategies students use when they read websites. Are they different than the strategies they use for printed text? Introduce the strategies needed to research material on the Internet with the *Reading on the Internet* Teacher Resource.

Step 3 - Using the *Scavenger Hunt for the Civil War* handout, students will read the questions before beginning, use their prior knowledge about the Civil War as a navigational tool, and answer this set of questions. Some questions will require students to make judgments about the information. They may print material to read. Students can work individually or in pairs, depending on learning goals for the scavenger hunt.

TEACHER NOTE Choose questions for your scavenger hunt that reflect what your students have been learning. Not every question must be used - feel free to pick and choose those that apply. Additional scavenger hunts are available online and can also be adapted at [Civil War Scavenger](#) or [Civil War Hunt](#).

Step 4 - Students will complete the third section of the KWL chart, and put these items on separate post-it notes. Place on another large sheet of paper as done previously for the group to see. Class will compare the number of items, and discuss whether any of the notes from the first step were incorrect or if any opinions had changed.

Assessment/Evidence *(based on outcome)*

Teacher observation and notes

KWL charts

Scavenger Hunt

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Quilt Codes would be the next lesson in the Civil War & Slavery unit of study.

Technology Integration

KWL chart http://literacy.kent.edu/eureka/strategies/k_w_l.pdf

Civil War Scavenger <http://www.kn.sbc.com/wired/fil/pages/huntcivwar.html>

Civil War Hunt <http://www.kn.sbc.com/wired/fil/pages/huntcivilwamr1.html>

Travel Through Time to the Civil War <http://www.kn.sbc.com/wired/fil/pages/huntintrotoms1.html>

Reading on the Internet http://www.readingonline.org/newliteracies/lit_index.asp?HREF=jaal/9-03_column/index.html

Purposeful/Transparent

Technology is an important tool in today's world. Students will gain knowledge of conducting Internet searches in addition to the information about the Civil War.

Contextual

Students are aware of the content on the Social Studies test and realize the need for a background in U.S. history. This activity will also aid the student in searching for material using computers and websites.

Building Expertise

This activity expands on what they already know about the Civil War. Sharing their findings from the scavenger hunt will further increase their knowledge base.

Civil War K – W – L

Name _____

Date _____

K – What do I know about The Civil War?

W – What do I want to know about The Civil War?

L – What did I learn about The Civil War?

SCAVENGER HUNT FOR THE CIVIL WAR

Introduction

The U.S. Civil War was the greatest war in the continental USA and the only war fought on American soil by Americans. In terms of human loss it was the most terrible war ever fought in American history. More Americans died in the Civil War than in any other American war.

*A house divided against itself cannot stand.
I believe this government cannot endure
permanently half-slave and half-free.
-Abraham Lincoln, 1858*

Whereas, the American Revolution created the United States, the Civil War saved the nation from annihilation and formed its future. It decided whether the United States was to be a nation with a sovereign national government, or a dissoluble confederation of sovereign states; and whether this nation was to continue to exist as a slaveholding country. We study this topic because the changes caused by the Civil War remain very much with us today. The issue of race relations and the role of the national government in promoting social change and justice still have not been fully resolved. The violent clash of opposing beliefs and the huge stakes involved in the outcome make the Civil War a drama which is hard to ignore. The power this war still holds over us are testified to by the sheer number of Civil War resources on the Internet. Now, as you embark on your Civil War hunt, try to maintain an open mind and see it through other people's eyes. How would you have felt about the war if you had lived in the North, or the South? What if you had been a slave?

Questions

1. What were some of the main causes of the Civil War?
2. During which years did the American Civil War take place?
3. Define these words as they refer to the Civil War.

Secede

Abolitionist

Emancipation
4. Give two names that the group of 11 Southern states went by when they seceded from the United States (Union) in 1860-1861.
5. Who was elected President of the United States in 1860?
6. Did the southern states approve of him? Why?

7. What was the name of the new President of the Confederacy?
8. President Abraham Lincoln is said to have greeted Harriet Beecher Stow in 1862 with the words, "So you are the little woman who wrote the book that started this great war!" What did he mean?
9. Which was the first U.S. state to remove itself from the Union known as the United States of America?
10. What did the eleven seceding states eventually form?
11. The attack on which fort officially started the American Civil War? Why was the attack made and what was the result?
12. In what states were most of the major battles fought during the Civil War?
13. During the Civil War, Columbus, Ohio was the site of a prisoner of war camp. What was the name of this camp and how many prisoners were held there? What was the most interesting fact you discovered about this camp?
14. Name the two sides of the war and their leaders.
15. Who was considered to be the 'great leader on the battlefield' for the South?
16. Describe what Sherman's March was.
17. Out of 9 million people who lived in the Confederacy states, how many of them were slaves?
18. How many stars were on the Confederate flag, in total?
19. How many men in total were killed in the American Civil War?

20. What was the greatest cause of death during the Civil War?

21. What was the estimated amount of money that the war was costing every day?

22. What were the chances of surviving a wound in the Civil War days?

23. How many freed slaves became soldiers for the Union during the war?

24. How much were blacks paid to fight for the Union in the war? The Whites?

25. What were some of the causes for the downfall of the south in 1865?

26. Give some examples of women's contributions to the war.

27. What were some of the effects of the war for the South? For the North?

The Internet Resources

- The Civil War Home Page www.civil-war.net
 - The American Civil War http://history-world.org/confederate_states_of_america.htm
[Flesch-Kincaid 12.5]
 - Time Line of the Civil War <http://memory.loc.gov/ammem/cwphtml/tl1861.html>
[Flesch-Kincaid 11.6]
 - Pertinent Facts About the Civil War <http://www.19thAlabama.org/cwfacts.html>
[Flesch-Kincaid 10.3]
 - Civil War Facts #2 <http://www.civil-war.ws/facts/>
[Flesch-Kincaid 8.3]
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The Big Question

Were the goals of the Civil War achieved? In your opinion, was freedom for the slaves worth the death and destruction that occurred over these 4 years?

Reading on the Internet: The Link Between Literacy and Technology

http://www.readingonline.org/newliteracies/lit_index.asp?HREF=jaal/9-03_column/index.html

Literacy and technology converge when students read on the Internet. The skills required to comprehend text are used when students search the Internet for an answer to a question or just browse. To be adept in seeking, evaluating, and using information found on the Internet, readers must navigate through Internet text and apply their knowledge of the reading process. Being able to successfully use the Internet places special demands on the reader.

- First, the Internet reader must be able to handle the sheer volume of text. The potential for gathering information is virtually unlimited. Through links a reader can access innumerable sites related to the original topic of a search.
- Second, much Internet content has blinking graphics, vivid color, and eye-catching phrases that can guide or distract from the reading. A reader must be able to evaluate all the features of a webpage and quickly decide which one will be the most helpful in accessing information.
- Third, most of the text of the Internet is expository. Being able to read such text requires familiarity with its concepts, vocabulary, and organized format. Expository text is usually found written as hypertext where highlighted elements are linked to other texts that consist of a definition, additional information, or a video or audio example of the original word or phrase.

How can educators help students use their reading strategies to understand the electronic word? One answer is to begin with what we know about strategic readers of print text - they use a set of comprehension strategies. Research has shown that these strategies can be strengthened by using a direct instructional model that includes explicit description, modeling, collaborative use, guided practice, and independent use of the strategy. There are seven comprehension strategies that consistently surface in research about strategic readers.

1. **Activate prior knowledge** - Strategic readers use what is known about the topic of a text and the way a text is organized to check their comprehension and make mental connections between new information and existing knowledge.
2. **Monitor comprehension** - Reading rate and strategies are adjusted when a reader needs to understand different kinds of text.
3. **Repair comprehension** - When meaning has been lost, fix-up strategies such as rereading and skipping ahead, are used by strategic readers to move reading back on track.
4. **Determine important ideas** - Making predictions and identifying the most important ideas of the text come before, during, and after reading.
5. **Synthesis** - Throughout reading, strategic readers mentally summarize information as a way to check their comprehension.
6. **Draw inferences** - Strategic readers combine prior knowledge with textual information to make inference about the text. Gaps in understanding are filled in through predictions, inferences, and new ideas.
7. **Ask questions** - Questions are developed and answered by strategic readers throughout the reading of the text to activate prior knowledge, check comprehension, clarify ideas and focus attention.

How do the reading strategies identified in the comprehension model look when applied to Internet text? Internet reading appears to apply similar reading strategies as those used with print text reading. An additional strategy - navigate - has been added to describe the skills needed by the Internet reader to not only make meaning from text but also to be able to locate the information within an Internet text.

Strategies	Book	Internet
Activate prior knowledge	Reader recalls experiences and information relating to the topic.	Similar strategies used.
Monitor and repair comprehension	Reader adjust reading rate depending on the purpose of the reading.	Skimming and scanning becomes crucial for reading sheer volume of text.
Determine important ideas	Reader analyzes text to determine which parts are important for developing an understanding of text.	Similar strategies used.
Synthesize	Reader sifts important from unimportant details to determine the heart of an idea.	Similar strategies used.
Draw inferences	Reader reads between the lines, using background knowledge and text to help fill in the gaps.	Similar strategies used.
Ask questions	Questions give purpose to reading by motivating the reader to continue.	Guiding question must be in forefront of reader's mind or getting lost or sidetracked is likely.
Navigate	Reader used the feature of print text to search for information, e.g., table of contents, glossary, headings, etc.	Reader figures out features of the Internet in order to search for information, e.g., pop-up ads, downloading, etc.