



Unit Plan

Learning Goals

Cultural Literacy: Civil War, war, battles, Lincoln, generals, slavery, Frederick Douglas, abolitionist, Confederates, Union, Yankees, North and South, emancipation proclamation

Geography: Northern states, Southern states

Vocabulary: battle, general, separate, abolitionist

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Slave p. 3	Douglass p. 4	Lincoln p. 5	battle p. 11
Summary	Civil War (end of book)	Douglass p. 4	Soldiers p. 10	
Custom	Biography Douglass p. 4	Biography Lincoln p. 5	Biography Grant p. 10	Biography Lee p. 11
Map Activity	States p. 2	South Caroline p. 11		
Coloring Page	Douglass p. 4	Lincoln p. 5	Confederates p. 7	Cannon p. 9
Presentation	Separate p. 5	Civil War Flags p. 6	Agree or Disagree p.2	



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	Words and page
Reading Match	Soldiers, slave, Lincoln, U.S. – end of book
Vocabulary	battle, general, separate, abolitionist p. 11

	Concept and Page		Concept and Page
Sorting	Lincoln p. 5	Wh Questions	End of the book - Who
Classification	Cannon p. 9	Book Exam	End of the book
Pattern	Flags p. 6	Sentence Scramble	End of book
EZ Summary	End of book	Question and Answer	End of book
Cut and Paste	North and South p. 10	Fill in the Blank	End of the book
Capitalization	Names of wars p. 1	Reading Assessment	End of book
Grammar	did not page 6	Vocabulary Assessment	End of book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: The Civil War was a war between the states in our country. This book is all about this one war. The war called The Civil War. It happened from 1861-1865. It lasted four years. (Show students how to figure out how many years the war was by subtracting 1865 from 1861 on a calculator.) That was a long, long time ago. It was before you were born. It was before your parents were born. It was before your grandparents were born. A war is when countries fight. A Civil War is when people in one part of a country fight people in the other part. They fight because they don't like the ideas. War is awful. People can get killed.

Pointing Questions: grass, soldiers, cannon, guns, hat

Short Answer: What was the name of the war between the states? What war started in 1861?

Yes/No: Were you born during the Civil War? Was the Civil War a long time ago? Did the Civil War start in 2017? Did the Civil War start in 1861?

Sharing opinion/experiences: 1861 was a long, long time ago! They did not have cars in 1861. They did not have airplanes in 1861. They did not have video games in 1861. Would you like to have lived back then? Have you ever heard about a war? What do you know about wars?

Peer to Peer Interaction: [After you read Page 1, ask students, "What was the name of the war between the states?" The answer is the main idea card "Civil War." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.](#)

Assignment Options: Coloring Page Cannon



Unit Plan

Page Two:

Talking Points: The Civil War occurred in the United States. It was a war between the states in the north and south part of the United States. (Have students look at the map in the book.) The war started because they disagreed. Disagree means that they did not agree.

Pointing Questions: Call out different states for students to point to.

Short Answer: Who fought in the Civil War? What two parts of the United States fought in the war?

Yes/No: Was the Civil War between the states?

Sharing opinion/experiences: (Have students look at the map of the United States. Work together to name some of the states in the North. Do the same with the South. Call out some states from the North and ask if anyone has visited any of these states. Do the same with the South.)

Peer to Peer Interaction: After you read Page 2, ask students, “Who fought in the war?” The answer is the main idea card “states.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Agree or Disagree (What is something you have disagreed on? Drive home point that wars start because of disagreements that can't be solved)

Assignment Options: Map Activity States (teach students to use the second page as a reference to color the states the appropriate color.)



Unit Plan

Page Three:

Talking Points: The South thought slavery was a good idea. There were a lot of plantation farms in the south. Those farmers wanted to have slaves do the work. They did not pay the slaves. The slaves hated this. It was not fair. Slavery is when people own people and force them to do work. Slaves had a hard life. Many worked in the fields. It was very hot in the summer. Sometimes their owners beat them if they didn't get their work done. (Show the following video which has a visual representation of slavery. Have a discussion with the students about the pictures.) <https://www.youtube.com/watch?v=jkWRd3bTUfw>

Pointing Questions: boy, torn clothes, field, people working, hats, horse

Short Answer: What was it called when people owned other people?

Yes/No: Did the farmers in the South want slavery? Do we have slaves in the United States now?

Sharing opinion/experiences: How do you think slaves felt? Do you think slavery is a good or bad thing?

Peer to Peer Interaction: After you read Page 3, ask students, "What was it called when people owned other people?" The answer is the main idea card "slavery." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Word Scramble Slave (L)



Unit Plan

Page Four:

Talking Points: The people in the north part of the United States did not want slavery to be legal. People who wanted slavery to end were called abolitionists. Abolitionists made speeches and wrote articles in the newspaper. They wanted everyone to know how bad slavery was. They think slavery is wrong. Frederick Douglass was a famous abolitionist. He wanted slavery to stop! (Show the following video which is a cartoon explaining abolitionists and Frederick Douglass.) <https://www.youtube.com/watch?v=GtKY4bLUxC0>

Pointing Questions: hair, moustache, vest, shirt, jacket

Short Answer: What did they call people who wanted slavery to stop? Who was a famous abolitionist?

Yes/No: Did abolitionists like slavery? Did abolitionists want slavery to end? Was Frederick Douglass an abolitionist?

Sharing opinion/experiences: Abolitionists wanted slavery to end. If you lived back then, would you haven't wanted slavery to end? Would you have been an abolitionist? Frederick Douglass had a moustache. Do you know anyone who has a moustache? What do you think about slavery?

Peer to Peer Interaction: After you read Page 4, ask students, "What did they call people who wanted slavery to end?" The answer is the main idea card "abolitionists." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Coloring Page Frederick Douglass, Biography Douglass, Word Scramble Douglass (L), Summary Douglass



Unit Plan

Page Five

Talking Points: President Lincoln was the president of the United States a long, long time ago. He was the president before you were born. He was the president before your parents and grandparents were born. The South wanted to separate from the United States. That means that they did not want to be part of the United States. They wanted to be their own country. President Lincoln did not want the South to separate from the United States. Do you know what separate means? It means the U.S. would be two countries instead of one. A lot of people in the South did not like Lincoln. Did you know that later on he was shot? A man named John Wilkes Booth shot him. We will learn more about that later. (Show the following video which is a brief biography of Lincoln.) <https://www.youtube.com/watch?v=fTjYG1Tyaos>

Pointing Questions: eyes, ears, nose, mouth, hair, bow tie,

Short Answer: Who was the president of the United States a long time ago?

Yes/No: Was President Lincoln a president a long time ago? Did President Lincoln want the South to separate from the United States? Did President Lincoln want the South to stay part of the United States?

Sharing opinion/experiences: Have you ever seen a picture of Lincoln before? What do you know about the president we have now?

Peer to Peer Interaction: After you read Page 5, ask students, “Who was the president of the United States who lived a long time ago?” The answer is the main idea card “Abraham Lincoln.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: [Point to the word **separate** in the book. **Separate** means to break apart. The North wanted to separate from the United States. They wanted to break apart from the United States. They did not want to be a part of the United States anymore. If you separate. Find the **separate** flashcard and its matching definition.](#)

Presentation: Separate

Functional activity: Have students separate laundry to show how one thing can be broken into two. Explain why laundry is sorted.

Assignment Options: Coloring Page Lincoln, Word Scramble Lincoln (L), Biography Lincoln, Sorting



Unit Plan

Page Six:

Talking Points: The South separated from the north. The south did not want to belong to the U.S. A fancier word for the south separating is secede. Secede means to quit or separate. That means that the south said they were not part of the north. The south said that they were not the U.S. any more. The South decided that they would no longer be part of the United States. The South created a new flag. All countries have their own flag. The flag represents that country. When people see a flag, they know which country it is. (Show students their flag on page 6 of the book.)

Pointing Questions: American flag, the South's flag, flag pole

Short Answer: What does separate mean? What is it called when the South separated from the United States?

Yes/No: Was the South Part of the United States anymore? Does seceded mean to stay in the United States? Does seceded mean to leave the United States?

Sharing opinion/experiences: Look at the American flag. Is there an American flag in this room? Where have you seen an American flag?

Peer to Peer Interaction: After you read Page 1, ask students, "What is it called when a state leaves the United States?" The answer is the main idea card "separated." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Functional: Practice the Pledge of Allegiance

Vocabulary Focus: separate

Presentation: Civil War Flags

Assignment Options: Pattern



Unit Plan

Page Seven:

Talking Points: The South needed a new name. They called themselves the Confederate States of America. They called people who lived in the South Confederates.

Pointing Questions: Confederate flag, trees, men, guns

Short Answer: What did the South call themselves?

Yes/No: Did the South give themselves a new name? Did they call themselves the Confederate States of America?

Sharing opinion/experiences: Look at the Confederate flag? What do you see on the flag? What other flag has stars on it?

Peer to Peer Interaction: After you read Page 7, ask students, “What did the South call themselves?” The answer is the main idea card “Confederate States of America.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Coloring Page Flag, Map Activity Flags



Unit Plan

Page Eight:

Talking Points: The North stayed part of the United States. They called themselves the Union. The north wanted the south to come back and be one country, not two.

Pointing Questions: grass, trees, soldiers, smoke, cannons, flag

Short Answer: What did the people in the North call themselves?

Yes/No: Did the North leave the United States? Did the South leave the United States? Did the North call themselves the Union?

Sharing opinion/experiences: The South separated from the United States. They left the United States. The North did not want the South to leave? My mother lives in New York. She comes to Arizona to visit me. When she leaves I feel sad. I do not want her to leave? Has anyone ever come to see you at your house? How do you feel when they leave?

Peer to Peer Interaction: After you read Page 8, ask students, "What did the North call themselves?" The answer is the main idea card "Union." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Coloring Page Stars



Unit Plan

Page Nine:

Talking Points: The Confederates were soldiers from the South. The Union were soldiers from the North. Another name for the soldiers from the North was Yankees.

Pointing Questions: grass, canons, soldiers

Short Answer: What do you call people who fight in a war? What were the soldiers from the North called? What were the soldiers from the South called?

Yes/No: Were the Confederates soldiers? Were the Confederates from the South? Were the Union soldiers? Were the Union soldiers from the North? Were the Union soldiers from the South?

Sharing opinion/experiences: Soldiers fight in wars. People join the Army, Navy, Airforce and Marines to learn how to fight in case there is a war. Do you know anyone who is in the Army? Navy? Airforce? Marines?

Peer to Peer Interaction: After you read Page 9, ask students, “What do you call people who fight in the war?” The answer is the main idea card “soldiers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Functional: There is a baseball team in New York called the New York Yankees which was named after the North. There is also a song called Yankee Doodle.

Assignment Options: Classification



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Page Ten:

Talking Points: Generals are in charge of the soldiers. They are the bosses! The general for the Union was General Grant. The general for the Confederates was General Lee.

Pointing Questions: General Grant, General Lee, eyes, nose, beards, buttons

Short Answer: What do they call the people who are in charge of the soldiers? Who was the general for the Union? Who was the general for the Confederates?

Yes/No: Did the Union have a general? Did the Confederates have a general? Was General Lee a general? Was General Grant a general?

Sharing opinion/experiences: The soldiers have a job. Their job is to fight in the war. The general is the boss of the soldiers. They tell the soldiers how to do their job. What type of job would you like to have? When you get a job, you will have a boss just like the soldiers.

Peer to Peer Interaction: After you read Page 10, ask students, "Who is in charge of the soldiers?" The answer is the main idea card "a general." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **general** in the book. A **general** is a person who is in charge of the soldiers. A general is the boss of the soldiers. A general tells the soldiers what to do. Find the **general** flashcard and its matching definition.

Assignment Options: Cut and Paste, Biography Lee, Biography Grant



Unit Plan

Page Eleven:

Talking Points: The North and South fought each other a lot! Many soldiers got hurt or died in the battles. (Show the following video of Fort Sumter.) https://www.youtube.com/watch?v=PXR_A00JHpE

Pointing Questions: soldiers, hats, guns, gunsmoke

Short Answer: What is it called when soldiers fight each other? Where was the first battle between the North and South?

Yes/No: Did the soldiers fight in a lot of battles? Was the first battle of the Civil War at Fort Bragg? Was the first battle of the Civil War at Fort Sumter? Was the first battle in Arizona? Was the first battle in South Carolina?

Sharing opinion/experiences: How do you think the soldiers felt when they were fighting in the war? Do you think they were scared? Do you think they were mad? Do you think they were sad? Have you ever felt scared? Mad? Sad? What happened?

Peer to Peer Interaction: After you read Page 11, ask students, “What is it called when soldiers fight each other?” The answer is the main idea card “battles.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **battles** in the book. A **battle** is a fight in a war. A battle is when soldiers from the North and South fight each other. Find the **battle** flashcard and its matching definition.

Activity: Play Battleship board game

Assignment Options: Map Activity South Carolina, Vocabulary, Word Scramble Battle (L)



Unit Plan

Page Twelve:

Talking Points: Abraham Lincoln said that the slaves were free. The slaves were no longer owned by people. The slaves were happy! (Show the following video which is a song about the Emancipation Proclamation.) <https://www.youtube.com/watch?v=cwNTwuHaf1M>

Pointing Questions: Abraham Lincoln, man, woman, baby, child

Short Answer: What did Abraham Lincoln say about the slaves? What was it called when Lincoln said the slaves were free?

Yes/No: Did Lincoln say that the slaves were free? Were slaves still owned by people?

Sharing opinion/experiences: How do you think the slaves felt when Lincoln said that they were free? Tell us about a time when you were happy.

Peer to Peer Interaction: After you read Page 12, ask students, “What was it called when Lincoln said that the slaves were free?” The answer is the main idea card “Emancipation Proclamation.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Reading Match (L), Summary Emancipation Proclamation



Unit Plan

Page Thirteen:

Talking Points: The Civil War ended! Guess who won?? The North won the war! The South became part of the United States again.

Pointing Questions: flag, stars, striped

Short Answer: What happened after 4 years?

Yes/No: Did the South win the war? Did the North win the war? Did the Civil War last 4 years?

Sharing opinion/experiences: The North won the war? Have you every won something? How did you feel? How do you think the North felt that they won? The South lost the war. Have you ever lost at something? How did you feel? How do you think the South felt?

Peer to Peer Interaction: After you read Page 13, ask students, “Were the North and South one country again?” Have them ask each other students about the end of the war.

Assignment Options: Do assignments that are listed of End of Book



Unit Plan

Page Fourteen:

Talking Points: The Civil War ended! Guess who won?? The North won the war! The South became part of the United States again.

Pointing Questions: flag, stars, striped

Short Answer: What happened after 4 years?

Yes/No: Did the South win the war? Did the North win the war? Did the Civil War last 4 years?

Sharing opinion/experiences: The North won the war? Have you every won something? How did you feel? How do you think the North felt that they won? The South lost the war. Have you ever lost at something? How did you feel? How do you think the South felt?

Peer to Peer Interaction: After you read Page 13, ask students, “Were the North and South one country again?” Have them ask each other students about the end of the war.

Assignment Options: Do assignments that are listed of End of Book



Unit Plan

Page Fifteen:

Talking Points: The Civil War ended! Guess who won?? The North won the war! The South became part of the United States again.

Pointing Questions: flag, stars, striped

Short Answer: What happened after 4 years?

Yes/No: Did the South win the war? Did the North win the war? Did the Civil War last 4 years?

Sharing opinion/experiences: The North won the war? Have you every won something? How did you feel? How do you think the North felt that they won? The South lost the war. Have you ever lost at something? How did you feel? How do you think the South felt?

Peer to Peer Interaction: After you read Page 13, ask students, “Were the North and South one country again?” Have them ask each other students about the end of the war.

Assignment Options: Do assignments that are listed of End of Book