

Teacher Guide for the Lesson on **Battle of Gettysburg**

Standard:

8.8(C)

Content Objective:

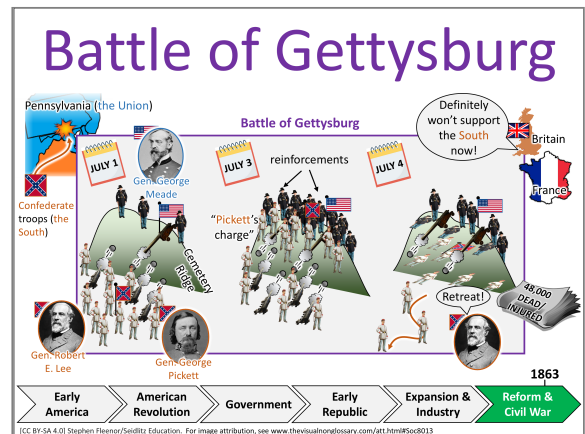
We can explain the significance of the **Battle of Gettysburg** and how it affected the Union and the Confederacy during the Civil War.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How do you think the **Battle of Gettysburg** affected the Union during the Civil War?

*I think the **Battle of Gettysburg** affected the Union during the Civil War by...*

Other key vocabulary: [Gettysburg Address](#)



By studying this visual, students might:

Notice	Wonder
Soldiers in uniform on both sides engaged in battle	Why did the battle take place in Gettysburg specifically?
A large number of wounded or fallen soldiers on the battlefield	What caused so many casualties during this battle?
Cannons firing and smoke in the air indicating intense fighting	How did the outcome of this battle affect the rest of the Civil War?
Geographic features like hills or fences in the landscape	What strategies did the Union and Confederate armies use?
Flags representing both the Union and Confederate armies	What role did this battle play in Lincoln delivering the Gettysburg Address?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
What occurred in the Battle of Gettysburg ? In the Battle of Gettysburg , ...	How was the Battle of Gettysburg related to the Gettysburg Address ? The Battle of Gettysburg is related to the Gettysburg Address because...	How do you think the Battle of Gettysburg affected the Union during the Civil War? I think the Battle of Gettysburg affected the Union during the Civil War by...

Example Student Responses to the Observational Question

Low-Level	High-Level
<i>The Battle of Gettysburg was a turning point in the Civil War because the Confederates lost the war afterwards.</i>	The Battle of Gettysburg was a turning point in the Civil War because it ended Lee's invasion of the North, gave the Union a major morale boost, and marked the beginning of the Confederacy's decline.

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
As we read, we'll look for what happened during the Battle of Gettysburg and how it impacted the Union's efforts in the Civil War.	• Key events during the battle • Union and Confederate generals involved • Outcome of the battle • Number of casualties • Mention of the Gettysburg Address	How did the Battle of Gettysburg affect the Union during the Civil War? <i>I think the Battle of Gettysburg affected the Union during the Civil War by...</i>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.