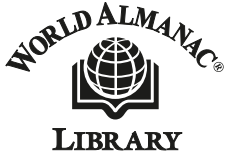


# Landmark Events in American History



# The Battle of Gettysburg

Teacher's Guide written by Susan Nations, M.Ed.

## Series Overview:

The *Landmark Events in American History* series examines important events in the history of the United States. It explores the causes and significance of key moments and developments and takes a fresh look at both myths and heroes. The legacies of these events, whether good or bad, are also explained. Each book is 48 pages in length and includes both full-color photos and archival illustrations. In addition, each book uses an array of informational text features to bring alive these stories of the nation's past, from the cultures of ancient America to the turning points of recent times.

## Features of Informational Text:

Each title in the series *Landmark Events in American History* is filled with such features as clear maps, charts, time lines, archival illustrations, and primary-source documents that enhance and supplement the running text. These important features of informational text invite student inquiry and investigation both in the classroom and independently.

## The Battle of Gettysburg:

The Battle of Gettysburg in July 1863 was a turning point in the Civil War, a struggle between North and South that had been raging for two years. This book tells of the momentous battle and of the events that led two great armies to meet in a small town in Pennsylvania. It looks at the character and actions of the leaders and the bravery of the thousands of men who fought and died on the Gettysburg battlefield. It also explores the reasons for the conflict and how strong beliefs could turn a nation against itself.

## The following three pages of the Teacher's Guide include:

- Discussion Questions and Inquiries for Readers
- Introduction and prediction
- Reading the Introduction
- Chapter-by-chapter discussion questions and conversation
- Conclusion discussion
- Time Line investigation
- Focus on Informational Text Features
- Vocabulary Building
- Critical Reading Strategies and Test Preparation

# The Battle of Gettysburg

### Discussion Questions and Inquiries for Readers:

**Introduction and prediction.** Ask students to read the back cover blurb about the Battle of Gettysburg. After students read, explain that the blurb gives readers a glimpse into the contents of the book. Make a list titled *What We Know*. Ask students to come up with phrases and describe what they know about this battle simply by reading the blurb. After creating this list, ask students to browse through the rest of the book and make predictions about what they will learn as they read. Create a list of these predictions.

**Read the Introduction (pages 4–5).** Students should read this section independently. Discuss the map and caption on page 4. Ask each student to make a summary statement telling how the map enhances the information on these two pages.

**Chapter 1: The Civil War Begins (pages 6–11).** After students read this chapter, discuss in a group the meaning of the following statements from the text:

- Over the years, slavery drove a deeper and deeper wedge between the North and South. (page 6)
- South Carolina declared that it was seceding. (page 7)
- Once the war became a crusade against slavery, the North had the moral upper hand. (page 8)
- The great general had ambitious goals but no firm plan for how to achieve them. (page 11)

**Chapter 2: The Armies Approach (pages 12–15).** Students can read this chapter independently or with a partner. When they are finished, discuss each piece of artwork or photo from this chapter. Ask students to explain how each one enhances the information in the chapter.

**Chapter 3: The First Day (pages 16–21).** Students should read this chapter independently. Each student should write two to three sentences to summarize his or her reading for the group. Discuss students' summaries in the group.

**Chapter 4: The Second Day (pages 22–29).** Divide this chapter into parts using the subheadings. Assign each student one or more parts to read. As you discuss each part that goes with a particular subheading, have other students ask a question of the student who read that part. The student who read each part can answer the questions using the text for support.

**Chapter 5: The Third Day (pages 30–35).** After students read this chapter, ask them to think about how the battles and movements of days one and two impacted the movement on day three. Discuss the weapons and tactics used by both the Union and Confederacy on all three days of battle.

**Chapter 6: After the Battle (pages 36–41).** Students should read this chapter with a partner. After reading, create a chart labeled *After the Battle*. Ask students to each write one or two facts that they remember from the chapter on a sticky note. As students post their facts on the chart, discuss each fact and its impact on U.S. history.

# The Battle of Gettysburg

**Conclusion (pages 42–43).** After students read the conclusion of the book, have them revisit the two lists that were created during the introduction and prediction discussion — the *What We Know* list and the prediction list about what students would learn from the book. Revisit each bit of information. Place a checkmark next to all the statements that are correct. Note that some of the prediction statements might need to be revised. When this is done, ask each student to use both of the lists and the book *The Battle of Gettysburg* to write one or two paragraphs telling what he or she learned about the battle. Explain that these paragraphs are summaries of each reader’s learning. Students should note similarities and differences in their summaries.

**Time Line (page 44).** Let students skim and scan the Time Line and make observations about the entries. (Note: You may need to help students notice that there are several entries for June and July 1863.) Allow each student to select either June or July 1863 and ask each to create a calendar to enter the key information from the Time Line. Students may use other details and information from the text to enhance their calendar.

### Choose one of the following activities to invite students to revisit the text:

**Focus on Informational Text Features:** The book *The Battle of Gettysburg* has several maps to show the progression of troops during each day of the battle (see pages 19, 28, and 30). Ask students to compare and contrast the information from these maps. Students should be able to describe and explain each day of the battle using the information found in the maps and in the text of each chapter. Consider allowing students to use small toy soldiers to allow them to recreate the battle scenes using the maps and running text as a resource.

**Vocabulary Building:** Read the opening two paragraphs of the Introduction section on page 4 of the book aloud to the students. Then say: “*When you read an informational text, there are often words or terms that are specific to the topic. Here, these words include ‘Confederate,’ ‘slavery,’ ‘economy,’ and ‘Union.’ But there are also other vocabulary words that you have to know and understand to get meaning from the text.*” Write the following words on a chart or the board: “formed,” “feared,” “pressure,” “vital,” “right,” and “vowed.” Discuss the meaning of these words and how they help the reader begin to understand the Civil War.

**Critical Reading Strategies and Test Preparation:** There are many people referenced in this book who were part of the Battle of Gettysburg and/or the Civil War. Many of them have simple biographical information listed in the context of the running text or in a sidebar of information. Ask students to use the form on page 4 of this guide to locate information about some of these famous people. Students can use the Index or skim and scan the book to find information about each person listed. Remind them that skimming is a quick look with the eyes for relevant information, while scanning is then used to confirm that the information is in fact the right information. After completing the chart in this activity, each student should also select one famous person to research further via the Internet or your school’s media center.

# The Battle of Gettysburg

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## People in History

**Directions:** Use the chart below to record information about these famous people who were part of the Battle of Gettysburg and/or the Civil War. Remember to use the Index, Table of Contents, or skimming and scanning to locate information in the text.

Person	I found this on page(s)	Connection to the Battle of Gettysburg	Interesting fact about this person	A question I have about this person
Joshua Chamberlain				
Ulysses S. Grant				
Henry Heth				
Andrew Humphreys				
Robert E. Lee				
Abraham Lincoln				
George Gordon Meade				
George E. Pickett				
Daniel Sickles				
J. E. B. Stuart				

**Challenge:** Select one of these people or another famous person from the Civil War to research further. On a separate piece of paper, write what you learned about this person.

Susan Nations, M.Ed., is a literacy coach, author, and staff developer living in Sarasota, Florida. She has worked with teachers around the United States on literacy development and instruction in the elementary classroom. She is the co-author of *Primary Literacy Centers: Making Reading and Writing STICK!* and *So Much Stuff, So Little Space: Creating and Managing the Learner-Centered Classroom*.

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