

**Lesson Name**

Hollywood or History?: Little Round Top

Lesson Authors

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**Grades Subject Topic**

Fifth, Eighth, Eleventh.

U.S. History The Battle of Gettysburg

**Unit Name Estimated Time Needed for Lesson**

The Social Category: The Battle of

Gettysburg

~ 55 min

**State/Common Core Standard Description**

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| *Standard Number* | *Detailed description of each standard.* |
| **Common**  **Core**  **Standards 5th** |  |
| Literacy.RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison,  cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. |
| Literacy.RI.5.6 | Analyze multiple accounts of the same event or topic, noting important  similarities and differences in the point of view they represent. |
| **Common**  **Core Standards 8th Grade** |  |
| CCSS.ELA-  Literacy.RH.6-  8.1 | Cite specific textual evidence to support analysis of primary and secondary  sources. |
| CCSS.ELA-  Literacy.RH.6-  8.9 | Analyze the relationship between a primary and secondary source on the same  topic. |
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| **Common**  **Core**  **Standards**  **11th Grade** |  |
| CCSS.ELA-  Literacy.RI.11-  12.1 | Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-  Literacy.RI.11-  12.7 | Integrate and evaluate multiple sources of information presented in different  media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **5th Grade**  **GPS** |  |
| SS5H1c | Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta  Campaign, Sherman’s March to the Sea, and Appomattox Court House. |
| **8th Grade**  **GPS** |  |
| SS8H6b | State the importance of key events of the Civil War; include Antietam, the  Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville. |
| **11th Grade**  **GPS** |  |
| SSUSH9d | Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and  the Battle for Atlanta and the impact of geography on these battles. |
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**NCSS Theme Description**

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| *Theme*  *Number* | *Detailed description of each NCSS theme.* |
| **1** | **Culture -** The study of culture examines the socially transmitted beliefs, values,  institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. |
| **2** | **Time, Continuity, and Change -** Studying the past makes it possible for us to  understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life. |
| **3** | **People, Places, and Environment** - The study of people, places, and environments  enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. |
| **4** | **Individuals Development and Identity** - The examination of various forms of human  behavior enhances an understanding of the relationships between social norms and |

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|  | emerging personal identities, the social processes that influence identity formation,  and the ethical principles underlying individual action. |
| **6** | **Power, Authority, and Governance** - Learning the basic ideals and values of a  constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security. |

**The Cultural Approach Category Description**

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| *Category* | *Detailed description of each Category that is a focus of this lesson* |
| **Social** | Movies and other forms of popular entertainment have an important influence on  our understanding about historical events. |
| **Political** | Those who have power and influence impact our thinking about who our heroes  are why they should be seen as heroic. |
| **Aesthetic** | Movies can often help us visualize historical events in both negative and positive  ways. |
| **Intellectual** | Contemporary viewpoints often shape our own understanding of history. |

**Handouts/Materials/ Textbook Pages/Web Links**

*List all of the materials in the lesson. List pages in textbooks and online links.*

**All Grade Levels:**

 Movie clip *Gettysburg* (1993): “Chamberlin’s Charge”

<http://www.youtube.com/watch?v=bqT8PMBtIKI>

 Handout – History vs. Hollywood (see attachment)

**5th Grade:**

 Primary Sources (Sample): The Battle’s Aftermath:

<http://www.eyewitnesstohistory.com/gtburgcont.htm>

 Secondary Source (Sample): Textbook account of the Battle of Gettysburg, History.net: The Battle for Little Round Top (Adapted) [http://www.historynet.com/little-round-top,](http://www.historynet.com/little-round-top) Mr. Nusbraum: The Battle of Gettysburg for Kids-Day 2: [http://mrnussbaum.com/civil- war/gettysburg\_day\_two/](http://mrnussbaum.com/civil-war/gettysburg_day_two/)

**8th Grade:**

 Primary Sources (Sample): Excerpts from Joshua Lawrence Chamberlin’s *Through Blood and Fire at Gettysburg* (adapted), Excerpts from William C. Oates’ *The War Between the*

*Union and the Confederacy* (adapted)

 Secondary Sources (Sample): Textbook account of the Battle of Gettysburg, Excerpt from Shelby Foote’s *The Civil War: A Narrative*, Excerpts from Thomas Desjardin’s *These Honored Dead*

**11th Grade:**

 Primary Sources (Sample): Excerpts from the *Through Blood and Fire at Gettysburg*, Excerpts from William C. Oates’ *The War Between the Union and the Confederacy.*

 Secondary Sources (Sample): Textbook account of the Battle of Gettysburg, Civil War Trust: Defense of the Battle of Little Round Top [http://www.civilwar.org/battlefields/gettysburg/gettysburg-history-articles/defense-of- little-round-top.html](http://www.civilwar.org/battlefields/gettysburg/gettysburg-history-articles/defense-of-little-round-top.html), Excerpt from Michael Shaara’s *The Killer Angles,* Excerpts from

James McPherson’s *Battle Cry of Freedom*, Excerpts from Thomas Desjardin’s *These*

*Honored Dead*

**Additional Sources:**

 History: Chamberlin Defends Little Round Top [http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-](http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-defends-little-round-top)

[defends-little-round-top](http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-defends-little-round-top)

 Gettysburg Daily: The Myth of Little Round Top: Parts 1-3 <http://www.gettysburgdaily.com/?p=7132>

 The Guardian: The Maine Lesson of Gettysburg: Real History is Never so Romantic as Reel. [http://www.theguardian.com/commentisfree/2013/jul/02/gettysburg-civil-war- maine-little-round-top](http://www.theguardian.com/commentisfree/2013/jul/02/gettysburg-civil-war-maine-little-round-top)

**Guiding Questions**

*What should students know or understand at the completion of the unit or lesson?*

**All Grade Levels:**

 Explain why the Battle of Gettysburg was so important in the outcome of the Civil War?

How did geography affect the outcome of that battle?

 Is the depiction of Little Round Top in the Movie *Gettysburg* 100% fact, 100% fiction, or somewhere in between?

 How do historical films (and fictional books) work to shape our understanding of historical events?

**Additional Questions**

 What is a primary/secondary source?

 What are ways to gain a better understanding of an historical event or person?

 Which type of source is the most accurate primary/secondary? Why?

**Indicators of Achievement**

*List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.*

 *The Battle of Gettysburg* - (July 1-3, 1864)- Union victory; turning point of the Civil

War; the North repelled a Southern invasion into Pennsylvania.

 *Little Round Top –* (July 2, 1864)-A skirmish during the second day of the Battle of Gettysburg where the Union, led by the 20th Maine Volunteer infantry, repelled multiple assaults by Confederate troops

 *Joshua Lawrence Chamberlin –* A college professor from the State of Maine. Chamberlin commanded the 20th Maine Volunteer infantry and ordered their famous bayonet charge

at Little Round Top effectively protecting the Union flank. Chamberlin won the Medal of Honor for his action during the battle. He went on to become a Brigadier General during the Civil War and later Governor of Maine.

 *William C. Oates –* A Confederate Colonel from Alabama who led the charge against Little Round Top. Oates later became Governor of Alabama and a General during the Spanish-America War.

**Assessment Strategies**

*Describe the assessments that will be used during the unit.*

**Formative Assessment** – Round table discussion, History vs. Hollywood worksheets, Line of

Contention.

**Summative Assessment**- “What do you Think? History vs Hollywood” essays.

**Teaching Strategies**

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| 8min | Roundtable Group  Discussion/Lecture  Movie clip from  *Gettysburg* | 10min | Primary Sources and  Secondary Source  Analysis  History vs. Hollywood: Essay | 15min | History vs. Hollywood:  Essay  Conclusion/Summary |
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| 5min | 15min | 5min |
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|  | *Describe all of the teaching strategies that you will be using in this lesson. In the*  *squares calculate the percentage of the lesson that the strategy will take. For example in an hour lesson, lecture should take no more than 25% (15mins) of the lesson* | | | |

**Sparking Strategy/Warm-Up**

*Sparking Strategy (Lesson introduction)*

Have students discuss some movies, video games, or books that focus on historical topics. Ask students how reliable they think these sources are in describing historical events.

**Lesson Procedures**

*In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and materials you will use.*

**Outline:**

**1.** Start with a round table group discussion – spark ideas about how social elements like movies, video games, or book that focus on history shape our understanding of people and events.

**2.** Deliver a mini-lecture on the Battle of Gettysburg, reminding students about its importance in the Civil War and how it was seen as a turning point (this should have been taught in a prior lesson). Tell students that today they are going to learn about and event that some people believe is the “Turning point of the Turning Point.”

**3.** Tell students that Hollywood has try to capture the Battle in a movie called *Gettysburg* based on a historical fiction book called *The Killer Angles.”* Introduce the History vs Hollywood paper, explain that students can use this to record information during the movie clip and analyzing sources.

**4.** Display clip of the movie *Gettysburg* (Materials needed).

**5.** Have students analyze their primary source (Choose one from the list above based on your students’ ability level) and secondary source (Choose one from the list based on your students’ ability level).

**6.** Students individually conclude whether or not The Battle for Little Round Top scene is

History or Hollywood by writing an essay citing evidence from each source.

**7.** Use the “Line of Contention” to allow students to share their thoughts. Draw line on the board to demonstrate the continuum of thoughts. One side of the line write 100% history meaning students who stand there are making the claim that the movie clip is 100% accurate and factual. On the other side of the line write 100% Hollywood. If students stand next to this part of the line they are making the claim that there is nothing factual about the scene they watched. Allow studies to stand at any point of the line they wish (i.e., 25% history, 75% Hollywood, etc.)

**8.** If time is available include a Round Table discussion with groups to re-evaluate their knowledge and what they learned from the History vs Hollywood assignment including

one or more of the guiding questions provided.

**Differentiation**

*Think about students’ skill levels, intelligences, and learning styles.*

**Scaffolds:** Work with students individually if needed to answer questions and further explain any material. Make sure that the student table groups have mixed students so that higher achieving students are working with/helping their classmates.

**ESOL Interventions:** Provided mini lecture with important facts and vocabulary terms about the Battle of Little Round Top in order to give students background knowledge and for them to understand vocabulary before moving on to lesson. Use an image from the primary source.

**Extensions/Interventions:** Have students explore the resources at their own pace. Due to the student reflection on their learning through the History vs Hollywood, students are able to progress at their own rate of pace and still share their learning with classmates during the round table discussion. Use some of the “Additional Sources” for higher level students in their analysis of the movie.

**Summarizing Strategies/Synthesizing Activity**

*The strategies to allow students to summarize what they learned in the lesson.*

**Strategies we will use:**

 History vs Hollywood

 Essay

 Round Table Discussion

**Citations (as needed)**

Brann, J.R. (1999) *Defense of the Battle of Little Round Top.* Retrieved from

[http://www.civilwar.org/battlefields/gettysburg/gettysburg-history-articles/defense-of-little- round-top.html](http://www.civilwar.org/battlefields/gettysburg/gettysburg-history-articles/defense-of-little-round-top.html)

Chamberlin, J. C. (1996). *Through Blood and Fire at Gettysburg.* Gettysburg: PA. Stan Clark

Military Books.

Desjardian, T. A. (2003). *These Honored Dead: How the Story of Gettysburg Shaped American*

*Memory.* Cambridge, MA: De Capo Press.

EyeWhitness to History.com. (n.d.). *The Battle of Gettysburg 1863:The Battle’s Aftermath*. Retrieved from <http://www.eyewitnesstohistory.com/gtburgcont.htm>

Foote, S. (1986). *The Civil War: A Narrative. Volume 2: Fredericksburg to Meridian.* New

York: Vintage Books.

Gettysburg Daily. (2010). *The Myth of Little Round Top: Parts 1-3.* Retrieved from <http://www.gettysburgdaily.com/?p=7132>

History. (2013). *Chamberlin Defends Little Round Top.* Retrieved from [http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-defends-little-](http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-defends-little-round-top)

[round-top](http://www.history.com/videos/chamberlain-defends-little-round-top#chamberlain-defends-little-round-top)

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<http://www.historynet.com/little-round-top>

McPherson, J. (1988). *Battle Cry of Freedom.* Oxford, England: Oxford University Press.

Mr. Nusbraum (2013). *The Battle of Gettysburg for Kids-Day 2*. Retrieved from <http://mrnussbaum.com/civil-war/gettysburg_day_two/>

Oates, W.C. (1905). *The War Between the Union and the Confederacy and its Lost Opportunities.* New York: The Neale Publishing Company. Retrieved from [http://books.google.com/books?id=IMgvAQAAMAAJ&pg=PR3&dq=William+C.+Oates+The+ War+Between+the+Union+and+the+Confederacy&hl=en&sa=X&ei=mZv4T52LLKrn0QHpzd](http://books.google.com/books?id=IMgvAQAAMAAJ&amp;pg=PR3&amp;dq=William%2BC.%2BOates%2BThe%2BWar%2BBetween%2Bthe%2BUnion%2Band%2Bthe%2BConfederacy&amp;hl=en&amp;sa=X&amp;ei=mZv4T52LLKrn0QHpzdHsBg&amp;ved=0CEwQ6AEwBA%23v%3Donepage&amp;q=Betheune&amp;f=false)

[HsBg&ved=0CEwQ6AEwBA#v=onepage&q=Betheune&f=false](http://books.google.com/books?id=IMgvAQAAMAAJ&amp;pg=PR3&amp;dq=William%2BC.%2BOates%2BThe%2BWar%2BBetween%2Bthe%2BUnion%2Band%2Bthe%2BConfederacy&amp;hl=en&amp;sa=X&amp;ei=mZv4T52LLKrn0QHpzdHsBg&amp;ved=0CEwQ6AEwBA%23v%3Donepage&amp;q=Betheune&amp;f=false)

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*Reel*. Retrieved from [http://www.theguardian.com/commentisfree/2013/jul/02/gettysburg-civil- war-maine-little-round-top](http://www.theguardian.com/commentisfree/2013/jul/02/gettysburg-civil-war-maine-little-round-top)

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