**Think-Tac-Toe Board**

TEACHERS EDITION (SHOWS SUBJECT CONNECTIONS AND PERSONAL INTELLIGENCES

1. **Connections with other subjects are in parentheses and underlined**
2. **Connections to Gardner’s Multiple Intelligences are in italics and bold**

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| **Abraham Lincoln**  **And**  **Jefferson Davis** | **Ulysses S. Grant**  **And  Robert E. Lee** | **Thomas “Stonewall” Jackson and**  **Frederick Douglass** |
| Creatively represent a timeline of the political events leading up to and during the Civil War. This may be a drawing or a model of your choosing. (VISUAL ART)  ***Spacial*** | Create an advertisement poster to recruit men to join either Grant’s Union army or Lee’s confederate army. (May include slaves)  (VISUAL ART)  ***Spacial*** | Create a map of Frederick Douglass’ journey to freedom. Research and plot on a grid using coordinate pairs where his journey began, where he ended up, how long the trip took, how he travelled, and any difficulties he faced along the way.  (GEOGRAPHY/MATH)  ***Spacial/Logical*** |
| Write an “I am” poem  from the perspective of either Abraham Lincoln or Jefferson Davis. This poem will be recorded  (POETRY)  ***Linguistic*** | Pretend you are either general Grant or general Lee. Choose a major battle from the war and record a audio message to your soldiers about the details and the outcomes of the battle  (THEATER)  ***Kinesthetic*** | Imagine you are a movie director. Choose a Civil War event in Frederick Douglass or Stonewall Jackson’s lives and write 1 scene of a script. Grab a few friends and video tape the scene!  (THEATER)  ***Kinesthetic*** |
| Predict what might have happened if the South had won the Civil War. Specifically think about Abraham Lincoln and Jefferson Davis after the war. How would their lives be different? Write an essay or a short story of your thoughts  (WRITING)  *Linguistic* | Imagine that Grant and Lee are meeting. Write out a dialogue of what might have happened at the meeting.  (WRITING/THEATER)  ***Linguistic/Kinesthetic*** | Complete the task in [A Letter to "My Dear Nephew"](http://www.stonewalljackson.org/_lessons/Letter%20to%20My%20Dear%20Nephew.pdf)  *Taken from the educational resources at the Stonewall Jackson House in Lexington, VA*  (WRITING)  ***Linguistic*** |

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| **Field Trip to Manassas Battlefield** | **Other Subjects and Personal Intelligences Used Within the Lesson Plans in This Unit** |
| Create a map from your own point of view of the Manassas Battlefield during the time of The Battle of First Manassas. Make sure to identify the major landmarks we saw on our field trip. You may also use your fieldtrip hand out, the virtual fieldtrip website and any other Internet resources  (GEOGRAPHY)  ***Logical*** | ***Additional Multiple Intelligences:***  **Interpersonal**   * Students have the opportunity to work together at their tables to complete the Venn Diagram foldables * Think & Share with their tables in Lesson 3   **Intrapersonal**   * Self assessing their progress * Writing a reflection based on their fieldtrip   **Spacial**   * Painting activity in Lesson II or Grant and Lee   **Linguistic**   * Poetry Activity in Lesson III   **Naturalistic**   * Touring the Henry Hill Loop at the Manassas Battlefield. Noticing the artifacts in nature such as original trees and grave sites   **Musical**   * Playing “A Tutti-Ta” in Lesson III for a brain break and to get their wiggles out and refocus for the remaining lesson   Additional SUBJECTS  **Math**   * Used in Lesson IV during the field trip when the students are able to see the number of casualties of Americans in the Civil War graphed with the number of casualties of Americans in other wars   **Writing**   * Poetry Activity in Lesson III * Field Trip reflection   **Art**   * Painting activity in Lesson II   **Science**   * Taking a field trip to the Manassas Battlefields and seeing the artifacts of the earth that are still there from 1863 |
| -Read the book *Bull Run* and write a compare and contrast paragraph about the events highlighted in the book and what you saw on your field trip  (LITERATURE)  ***Linguistic*** |
| Write a Thank You Letter to our tour guide. Make sure you address 3 different things that you learned during our field trip. Make sure you include all of the elements of letter writing  (WRITING)  ***Linguistic*** |