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## The American Civil War

**Тема урока** — “The American Civil War” —  
Американская гражданская война.

**Педагогические технологии** — урок развития  
критического мышления учащихся.

**Дидактическая цель** — создание условий для раз-  
вития у учащихся умений овладения информацией,  
ее оценки, осмысления и применения.

**Оборудование** — ноутбук, проектор, экран, презентация PowerPoint, УМК “Happy English.ru”, 9 класс

### Задачи урока

**Личностные:** формирование потребности в полу-  
чении новых знаний, готовности и мотивации их  
получать.

### Метапредметные:

- умение выполнять УУД во внутренней и внешней речи;

- умение выбирать успешные стратегии в различных ситуациях;
- умение критически оценивать и интерпретировать информацию, получаемую в ходе урока;
- умение организовывать учебное сотрудничество и совместную деятельность с учителем и сверстниками.
- умение корректно пользоваться приемами взаимопроверки.

### Предметные:

- умение овладения информацией, ее оценки, осмысления и применения;
- умение осознанно, уважительно и доброжелательно относиться к истории другого народа;
- умение делать обоснованные выводы.

## Ход урока

Этап урока, его задачи и деятельность	Деятельность учителя	Деятельность учащихся	Дополнительные материалы*
Начало урока (2 минуты)	Учитель приветствует учащихся, проводит ознакомление с темой урока. Good morning, dear children! I am glad to see you. You know that all this school year long we have been studying the USA as it is an English — speaking country. Look at the blackboard, our topic for today is “The American Civil War”. What do you think about the topic?	Учащиеся приветствуют учителя, слушают его, знакомятся с темой урока.	Слайд 1
Рефлексия по началу урока Речевая разминка (2 минуты)	Учитель задает вопросы для выяснения мнений учащихся по теме урока. What do you think about our topic for today?	Учащиеся слушают учителя, строят высказывания во внутренней речи, тренируются в выборе адекватных ответов — речевых клише и озвучивают их по очереди в громкой речи, например: I think it is exciting. I think it is interesting. I believe we will learn something new today. I am glad because I am interested in the USA. I am glad because I am interested in history.	
Warming up. “Brainstorm” Стадия „вызова“ (4 минуты)	<ol style="list-style-type: none"> <li>Учитель задает вопросы и развивает инициативу, вызывая интерес к теме урока. What do you already know about the American Civil War? I believe you have studied it in your History lessons.</li> <li>Look at the blackboard. You can see some words and word combinations there. Choose those which can be referred to the American Civil War.</li> <li>OK, maybe you are right. Anyway I wanted you to start thinking about our topic. Now look at the sentences on the blackboard and say whether they are true or false.</li> </ol>	Учащиеся высказывают собственное мнение, выслушивают мнения одноклассников, соотносят свое мнение с мнением одноклассников, выражают свои точки зрения, прогнозируют будущее.	<p>Слайд 2</p> <p>Слайд 3</p>

\* См. презентацию на сайте [www.englishteachers.ru](http://www.englishteachers.ru) (раздел форума «Журнал „Английский язык в школе”» тема „Журнал АЯШ № 1(41) 2013“).

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Стадия „осмысления“ Reading for detail (10 минут)	Учитель пробуждает интерес к получению новой информации, мотивирует дальнейшую работу. Now we are going to work with our textbook, read a story about the American Civil War, do some work on the story and then return to our tasks given at the beginning of the lesson and see whether we were right or wrong. Find the first three paragraphs and fill in the table in your everyday diaries about the differences of life between the Northern states and the Southern states. I give you 10 minutes to do it. Then I will ask you to check each other.	Учащиеся выслушивают задание и мотивируются на его выполнение, планируют свои действия и выполняют задание в соответствии с поставленной задачей. Работают с текстовой информацией*, ведут „бортовой журнал“, куда в краткой форме записывают различия, проводя смысловое чтение и строя осознанную внутреннюю речь. <table><tr><th>The Northern States</th><th>The Southern States</th></tr><tr><td>Built factories and plants Had a bigger population Were strongly against the slavery Tried to pass new laws against slavery Helped slaves escape from their owners</td><td>Grew crops and then sold them to Europe Had huge cotton fields Had black slaves Were afraid their life would be destroyed Started to think of breaking away from the United States</td></tr></table>	The Northern States	The Southern States	Built factories and plants Had a bigger population Were strongly against the slavery Tried to pass new laws against slavery Helped slaves escape from their owners	Grew crops and then sold them to Europe Had huge cotton fields Had black slaves Were afraid their life would be destroyed Started to think of breaking away from the United States	„Бортовые журналы“ у каждого учащегося Слайд 4
The Northern States	The Southern States						
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Рефлексия первого этапа чтения (5 минут)	Your time is up. Now I want you to check each others' diaries. Work in pairs. Write down the last names in your neighbour's diary. I give you 5 minutes for this work.	Учащиеся производят „взаимопроверку“, корректно анализируя и оценивая выполненную одноклассниками работу в „бортовых журналах“.					
Новый цикл работы Scanning (5 минут)	Учитель настраивает учащихся на новый вид работы, инструктирует их, предлагает перейти от одного вида чтения к другому. Let's go on with our work. Now you know more things and facts about the American Civil War. I would like you to analyze the next paragraphs of our story. I mean paragraphs number 4 and 5. Find out and write down the key words about the reasons of the American Civil War in your diaries. Do it in clusters, please. Be ready to check your neighbour's answers then. I give you 5 minutes to do this task.	Учащиеся продолжают работать с учебником, совершенствуя навыки поискового чтения и выделяя ключевые слова. Тренируют умение работы с текстовой информацией, преобразования части текста в „кластеры“, умение выделять главное. Происходит развитие навыков графического оформления информации текста.	Слайд 5				

\* См. приложение.

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Рефлексия второго этапа чтения (5 минут)	Учитель организует анализ учащимися второго этапа чтения. Your time is up again. First check your answers and be sure you did everything correctly, then check the key words of your neighbour and then discuss your work with 3 more pupils in the group. Don't forget to write down the last names of the pupils in your group.	Учащиеся сначала анализируют свою работу, производя самопроверку, затем работают в парах и после этого работают в группах, таким образом, учатся организовывать свою учебную деятельность совместно с другими учащимися, то есть происходит обучение в сотрудничестве.	
Новый цикл работы Scanning (3 минуты)	Учитель учит формулировать главную идею, формирует навыки индивидуальной и парной работы, предлагая учащимся „тонкие“ вопросы. Not much more is left to learn about the American Civil War, and now I want you to read the last two paragraphs and write down the answers to the questions. Here they are: 1. What is “The Gettysburg Address”? 2. What were the results of the war? Write the answers in your diaries and then let your neighbour verify them. I give you 3 minutes.	Учащиеся учатся формулировать и выделять главную идею, развивая свои компенсаторные учебные навыки.	Слайд 6
Рефлексия третьего этапа чтения (2 минуты)	Учитель организует анализ учащимися третьего этапа урока. OK, now your time is up and I would like you first to look through your written answers again and then check the answers of your neighbour.	Учащиеся интересуются чужими результатами и делятся своими.	
Рефлексия чтения всего текста (5 минут)	Учитель организует анализ учащимися всего текста, проверяет память учащихся, помогает им проанализировать, что нового они узнали на уроке, возвращаясь к заданиям первого этапа. Now let's return to our initial tasks and check if we were correct about them.	Учащиеся вновь возвращаются ко второму и третьему слайду презентации и обсуждают по очереди два задания, происходит демонстрация полного понимания прочитанного.	Слайды 2, 3



Этап урока, его задачи и деятельность	Деятельность учителя	Деятельность учащихся	Дополнительные материалы
Подведение итогов урока, выставление оценок, объяснение домашнего задания (2 минуты)	Now write down your homework. It is exercise 4 on page 138. If you feel like it you can do any additional task for your homework.		

Список использованной литературы:

1. Кауфман К. И., Кауфман М. Ю. УМК "Happy English. ru" для 9 класса.— Обнинск: Титул, 2010, стр. 136–137.
2. Примерная образовательная программа образовательного учреждения.— М.: Просвещение, 2011, стр. 164–171.
3. Заир-Бек С. И., Муштавинская И. В. Развитие критического мышления на уроке.— М.: Просвещение, 2012.

Приложение

3 Read the story and learn more about the American Civil War.

By 1861 (that was the year the war started) there were already thirty-four states in the Union. All the states were different from each other and developed in different ways. The Northern states built factories and plants, and they also had a bigger population. The Southern states grew crops, which they then sold to Europe. The Southerners had huge cotton fields, where black slaves worked. There were about three and a half million slaves in the Southern states.

As you know, although it was written in the Declaration of Independence that all men are created equal, these words were not true for the slaves. They lived in terrible conditions and had to work day and night. Even some Southerners understood that slavery was inhuman, but without it they were afraid their whole way of life would be destroyed.

The Northerners were strongly against slavery; a lot of them helped slaves escape from their owners. They also tried to pass new laws to abolish slavery. This idea became more and more popular, which didn't suit many people in the South. The Southern states felt that their own country was against them, and they started to think of breaking away from the United States.

When the time for the next elections came, it was clear that the most important question would be slavery. There were four candidates, but a Northerner called Abraham Lincoln won the election. In his inaugural address Lincoln warned the Southerners that they shouldn't destroy the union of the states, but they didn't listen. In February 1861 eleven Southern states formed their own union, which was called the Confederacy, but Abraham Lincoln wouldn't let them split up the country. And so the Civil War began.



The North (their army was called the Union Army) was actually more powerful than the South: as you remember, they had more men, and their factories produced weapons and supplied the Northern army with everything it needed. But the Confederacy had one big advantage: they didn't have to invade the North, they just had to protect their own land and homes. At that time a lot of people thought that it would be possible. So at first, the



Confederacy had more luck; their men were better trained and fought with more spirit. Just as in the Revolutionary War, Americans from the South were once again fighting for their independence. The Union soldiers were getting tired. After they lost some important battles, the anti-slavery idea wasn't enough to inspire them any more. The Southerners felt that just one more big victory would be enough to win the war.



It was all decided here in Gettysburg in June 1863. The three-day battle was terrible and took the lives of more than fifty thousand men. On the fourth day, the Confederate commander, General Lee, had to admit that he had lost the battle.

After the battle, the American President, Abraham Lincoln, came to Gettysburg to honour the memory of those who had died there. He made a speech there, which later became famous as "The Gettysburg Address". In that speech Lincoln told his countrymen that it was for them to make sure "that the dead shall not have died in vain and that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth." Two years later the Confederacy finally surrendered to the Union. As a result of the war, slavery was abolished and the United States of America was one country again.