

**The American Civil War
(1861-1865)
Curriculum Unit**

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Unit Overview

This Social Studies Unit encompasses activities that will teach students about the American Civil War. It is important that students learn about this historical event in our nation's history because of how it has shaped our society today. While learning about the people and events involved in the American Civil war students will partake in activities that incorporate reading, writing and mathematics as well.

It is important that The American Civil War be taught in schools because of the impact it has had on our country. Specifically students will gain knowledge central to the Massachusetts State Curriculum Frameworks such as learning standard 3.7. Students will be able to discuss the biography of a person from this time period who was influential during the American Civil War. Standard 3.12 will also be addressed in that students will read a letter that was written by a soldier during the American Civil War and explain how the people during this time period lived and how life has changed since then. During this unit students will also be exposed to standards from the National Council for the Social Studies. For instance, students will learn about "individuals, groups and institutions" in that they will look at the differences between the Northerners and the Southerners ways of life during the time period of the American Civil War. They will also be exposed to the thematic strand of "Power, Authority and Governance". After taking part in this unit students will develop a better understanding of the division of power between our State and Federal governments.

Reasons for the American Civil War

The most evident factor leading to the American Civil War was slavery. The southern states used slave labor to work on their plantations. The economy of the northern states was predominantly driven by industry and did not believe in slave labor. Their workers were paid for their services and were free unlike the slaves in the south. Although, slavery was the main reason for the start of the American Civil War there were also other contributing factors.

In an article written by Howard Giles he discussed how many southerners who did not have slaves claimed to be fighting for states' rights. These southerners resented the wealthy politicians of the northern states who criticized their way of life when they took full advantage of the inexpensive immigrant labor force to work in their factories. The Southerners who did not participate in slave labor believed that each individual state should be able to develop their own policies and procedures rather than be controlled by the federal government. When Republican Abraham Lincoln was elected as president the southern states decided to secede from the Union. In contrast many northerners were more interested in preserving the Union than they were in abolishing slavery. Similarly, John Spicer in "The Cause" of the American Civil War infers that the southerners did not want to be dictated to by northerners who they believed felt superior to them.

With regard to the Southerners desiring more state independence, Daniel Raver who wrote "Why Did the American Civil War Start" described how each state was required to collect taxes and send them to the federal government. The taxes allowed each state to have a say in the House of Representatives and in Congress. The

southerners felt that the northerner's needs were more catered to than their own. Specifically many southerners believed that as a primarily agriculturally area of the country they should be given tax breaks or economic assistance because the northern states were unable to grow the cash crops such as cotton, tobacco and sugar. Some southerners felt that the northerners kept the price of the cash crops low when they sold to them to further hurt the south. Raver also describes how many southerners felt as if the union was taking on the role that Britain played before they won their independence. They felt that they were going to lose the ability to control their own political, social, and economic future. The federal government of the United States was beginning to have a certain amount of control over all of these in their society.

The curriculum standard that will be addressed is Individuals, Groups and Institutions from the National Council for the Social Studies. As students learn about the different issues involved in the start of the American Civil War they will develop an understanding of the mindset of the Northerners and Southerners during this time in our history. They will be instructed as to how the Southerners believed that their only way to maintain their way of life was to secede from the union. As a result they will develop an understanding of the different roles of different groups during this time in our history.

Students will also become more aware of the history of our nation and why certain beliefs and ways of life exist today in our society. Specifically, with regards to slavery, students will be exposed to the injustices that African-Americans endured in our nation's past and how the Union army's victory gave slaves their freedom. Students will develop a better understanding of where they come from and how the American Civil War has effected their present life experiences. They may also come to realize that

people have different views in our nation's history and those views will affect our society.

The thematic strand of "Power, Authority and Governance" from the NCSS guidelines is also addressed. Students will be made aware of how there are different powers reserved for the states and for the national government. The American Civil War was important in that it helped to shape these different authorities. The Southern states felt that the Northern states were being given preferential treatment by the federal government and decided to succeed. The southern states wanted more control than the federal government was allowing them.

The American Civil War is an important historical event to incorporate into a Social Studies Curriculum for several reasons. This war resulted in the abolishment of slavery. It is crucial that children become knowledgeable about influential events in our nation's history in an attempt to prevent them or something similar from occurring again. Teaching the events of the American Civil War will also help students to understand how our nation has become what it has today.

Introductory Lesson Plan

Brief Description of Group to be Taught: Grade 3

Overall **Purpose** of this Lesson:

The American Civil War (1861-1865)

Massachusetts History and Social Science Curriculum Framework

Learning Standards

New England and Massachusetts

3.8 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.

D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)

Cities and Towns of Massachusetts

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed

Behavioral Objectives/Learning Outcomes

Students Will Be Able To:

- 1 Understand the events leading up to, during and after the Civil War
- 2 Describe historical people and places that relate to the Civil War
- 3 Recognize the Confederate and Union flags

Materials:

White board or chalkboard

Social Studies: American Civil War

The American Civil War is a significant event in our nation's history. It has had a considerable impact on recent times. It is important that students are taught about the events of this time period.

The teacher begins discussing The American Civil War by doing a read aloud of "Civil War on Sunday" by Mary Pope Osborne. This story discusses the Civil War in an enjoyable and informative way for children. It is a story about a brother and sister who travel back in time in a magic tree house to help Morgan the magical Librarian of Camelot with special missions. During this particular mission they find themselves in the midst of the Civil War.

Throughout the book Osborne provides important dates and information about historical people who played a significant role in the Civil War. Specifically she incorporates, Clara Barton a well known Civil War nurse, who saved many wounded soldiers.

After the read aloud of “Civil War on Sunday” the class will create a KWL chart. As a class we discuss what they know about the Civil War, what they want to know about the Civil War and the expectations of the information they want to take away from the unit. Many students might not be aware of how the American Civil War began or of when it took place. They might ask who was involved. If students are having difficulty coming up with ideas about what they want to learn it might be beneficial to ask students questions about the war. If they are unable to answer them you can proceed by asking them if it is something they would be interested in learning more about.

Relationship of this lesson to curriculum/theme:

Within this lesson students will create a KWL chart to help them to organize in their heads what it is they already know about the American Civil War and what they are hoping to learn. This activity will help them with the other activities in the unit. Students will be able to focus on what it is they would like to learn which will help them organize their thoughts.

Assessment/Evaluation/Motivational Techniques:

- Ask the students various questions throughout the KWL lesson to check for understanding of the American Civil War in order to gauge what they have already learned and what they are interested in learning.
- Ask students to get with a partner in the class and write down three things they are interested in learning about the American Civil War and describing to their partner anything they already know about the war. This might be very motivating for children in that they will have the opportunity to talk about what they know.

Wrap Up

After completing a classroom KWL chart and possibly having them work in pairs to further discuss it have the children choose one event or one person that was important during the American Civil War and to focus on it throughout the unit. This will prepare them for their final poster activity.

Differentiation/Adaptations/Modifications:

- 1 If you feel that students are having difficulty thinking about what they would like to learn about the American Civil War the teacher can ask them questions that might trigger ideas such as “Are you interested in the different battles that were fought?”, “Are you curious as to who was the president during this time period?”
- 2 The teacher might consider handing out a list of topics having to do with the American Civil War and war in general before beginning the class KWL chart that might help them generate more ideas.

Primary Source Lesson Plan

Brief Description of Group to be Taught: Grade 3

Overall **Purpose** of this Lesson:

Social Studies and Language Arts:

Curriculum Frameworks Strand and Learning Standards – Massachusetts:

Concepts and Skills

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing.
2. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.

Learning Standards

New England and Massachusetts

- 3.9 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.
- D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)

Cities and Towns of Massachusetts

- 3.10 Explain the meaning of the stars and stripes in the American Flag, and describe official procedures for the care and display of the flag.
- 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed

Behavioral Objectives/Learning Outcomes

Students Will Be Able To:

- 4 Understand the events leading up to, during and after the Civil War
- 5 Describe historical people and places that relate to the Civil War
- 6 Recognize the Confederate and Union flags
- 7 Create bar graphs given demographic statistics during the Civil War
- 8 Write a letter

Materials:

Civil War on Sunday by Mary Pope Osborne; overhead projector or laptop; multiple copies of primary source (historical letter)

Civil War Letters

Within this lesson students will be learning more about the hardships of a soldier's life. They will be presented with an old letter that was written by a soldier during the Civil War. At this time the teacher will also show them pictures of the Confederate and Union Flags. Each student will receive a copy of the letter and will be given the opportunity to read it and ask questions about it. Once the students have a thorough understanding of the content of the letter they will be given a lesson on letter writing. After learning how to write a letter the teacher will ask them to imagine that they are a soldier in either the Union or the Confederate Army and that they are writing to a family member back home. They will be asked to construct their own letter using their knowledge of what they have learned about the Civil War.

Relationship of this lesson to curriculum/theme:

Writing a letter from the perspective of a soldier in the Civil War will further reinforce their knowledge on the events of the Civil War. They will develop a more in depth understanding of the importance of this event in our nation's history. While reinforcing their historical knowledge of the Civil War they will be practicing their letter writing skills.

Instructional Practice:

Time Required: 40 min

1. Begin the lesson by asking students to listen closely to a letter you are going to read them written by a Civil War soldier to his family.
2. After reading the letter to the students show the students the letter on a laptop projector and pass out a copy of the letter to each of the students.
3. Once the students each have a copy of the letter, allow them to read it to themselves.
4. Give students the opportunity to ask questions about the content and vocabulary. Encourage children to express their reactions, feelings, and questions about the letter.
5. Identify difficult vocabulary and events and write them on the board.
6. Ask the students to relate the letter to what they have learned about the Civil War.
7. Continue by asking them if the letter reminds them of the book "Civil War on Sunday"? For instance, does the letter give them a sense of what the soldiers were going through as the book did?
8. After discussing the letter and answering the student's questions continue the lesson by explaining to them that you would like them to pretend that they are soldiers in either the Confederate or Union army and that they are

going to be writing a letter home. Ask that students to include information on the Civil War that they have learned throughout the unit. For instance, information pertaining to a significant battle or an influential person.

9. Ask students if they have ever written a letter before and develop an understanding of what their previous experience is with letter writing.
10. Continue the lesson by teaching the students how to write a letter. Using an overhead projector model for students the correct format for writing a letter with the proper introduction, body and conclusion.
11. Ask students if they have any questions about how to write a letter.
12. Once the students indicate that they have a good understanding on how to write a letter let the students begin.

Motivational Techniques

In order to help students get started you can ask them questions such as; “What part of the Civil War was most intriguing to you?” The teacher might want to recommend that they include something about their interest in their letter. The teacher could ask the students if there was a General or President during this time period that they would be interested in incorporating into their letter. The teacher can also ask the students what they would want to tell their family and friends if they were away from them for a long period of time. These questions will spark ideas for what the students can write about in their letters.

Wrap Up

The teacher will ask the students if any of them would like to volunteer and describe the ideas that they have already or are going to incorporate into their letter. Once some of the students have shared their ideas the teacher can help to elaborate on them and possibly review some Civil War history that they may want to include in their letters.

Assessment

- 1 The teacher can assess student’s knowledge of the historical events of the Civil War by reading their letters.
- 2 The teacher can also assess the student’s letter writing knowledge as well as their literacy skills.

Differentiation/Adaptations/Modifications:

If you feel that students are having difficulty thinking of what they would like to include in their letters, have a brainstorming session before they begin. Help them to remember the different people, places and events that they might want to include. Write the events up on the chalkboard for children to refer to as they are writing their letters. Also remind students that they are welcome to look online or in their text books for more information.

If you notice that students are having difficulty with the format of the letter give them a template of what the letter should look like for them to refer to.

Inspiration Lesson Plan

Brief Description of Group to be Taught: Grade 3

Overall **Purpose** of this Lesson:

Social Studies/ Inspiration Software

Curriculum Frameworks Strand and Learning Standards – Massachusetts:

Concepts and Skills

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing

Behavioral Objectives/Learning Outcomes:

Students Will Be Able to:

1. Understand the chronological order of events that took place during the American Civil War.
2. Further reinforce their Inspiration Program skills.

Materials:

Laptop or desktop computer, screen and projector, Inspiration computer program, access to a computer lab.

Relationship of this lesson to curriculum/theme:

At this point in the lesson students have learned about the major events that took place during the Civil War. They have also already learned how to use the computer software Inspiration. They have been instructed on how to create different graphic organizers such as time lines. Students will be asked to create their own time lines using the major events of the American Civil War.

Instructional Practice:

Time Required: 30 min.

1. Using a laptop and overhead begin the lesson by showing the students an example of a time line of the major events of the Civil War created on the time line template in Inspiration.
2. Ask students to select eight different events that took place during the American Civil War. Require that they use the date that the war began and the date that it

ended on the time line. Also require that they include at least two pictures on the time line.

3. Before going to the computer lab have the students determine the eight events they would like to include on their time line
4. During a class period in the computer lab have the students create their time lines.

Assessment/Evaluation:

1. Look at the student's time line and make sure they understand the order in which the Civil War events occurred.
2. Evaluate how well the students used Inspiration by looking at their final time line.

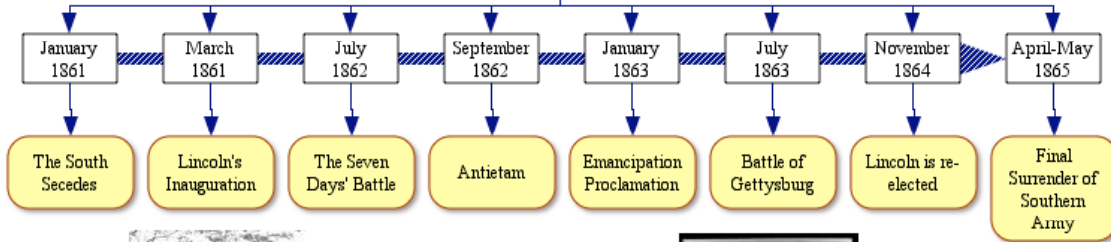
Adaptation:

For those students who are having difficulty organizing the events they are going to use on the time line give them a worksheet that will help them to organize their information. For instance, the worksheet can include questions like "When did the American Civil War begin?", "When did the American Civil War end" and "What are three major battles of the American Civil War?" This worksheet will help students organize their information.

Students may also have trouble finding information. The teacher can give them a list of events that occurred during the American Civil War and they can select eight of them to use.



Timeline



Cross Curriculum Lesson Plan

Brief Description of Group to be Taught: Grade 3

Overall **Purpose** of this Lesson:

Social Studies and Mathematics:

Massachusetts History and Social Science Curriculum Framework

Cities and Towns of Massachusetts

3.13 Give examples of goods and services provided by their local businesses and industries

Massachusetts Mathematics Curriculum Framework

Grades 3-4 Learning Standards

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

Behavioral Objectives/Learning Outcomes

Students Will Be Able To:

- 9 Understand how to visually depict statistical data
- 10 Describe the differences (population, industry, army size, etc.) between the North and South during the American Civil War
- 11 Construct and interpret bar graphs

Materials:

Overhead projector; statistical data information sheets

Relationship of this lesson to curriculum/theme:

Within this lesson students will create Civil War bar graphs that compare different aspects of the North and South. Students will learn how to visually depict statistics of the American Civil War through charts. They will develop a more in depth understanding of the North and South during this time in our history.

Instructional Practice:

Time Required: 40 min

1. The teacher will begin the lesson by talking with students about the

differences between the northern and southern states.

2. The teacher will continue by writing the different statistical data on an overhead projector illustrating the differences between the north and south.
3. The teacher will continue by describing that there different ways to depict this type of statistical data in a way that is easy to visually interpret.
4. The teacher will introduce bar graphs to the students by discussing the following:
 - Bar graphs are used to compare different things.
 - Bar graphs have a title, a label for the scale (vertical axis) and a label for the data (horizontal axis).
5. Continue the lesson by telling the students that they will begin by creating a class bar graph comparing the north and south's population's data that will be collected.
6. The teacher will model creating a bar graph on the overhead with the student's participation.
7. The teacher will then ask various questions about the graph:
 - What does this graph show?
 - Did the north or the south have a larger population?
8. Continue by giving the students more data on things such as the number of factories, number of soldiers and miles of railroad tracks in the northern and southern states and ask them to create their own bar graphs.

Assessment/Evaluation/Motivational Techniques:

- Ask the students various questions throughout the lesson to check for understanding.
- Assign a homework assignment where the students will be asked to analyze a bar graph

Wrap Up

You will ask the students if they can think of other information they would like to display using a bar graph.

Differentiation/Adaptations/Modifications:

- 3 If you feel that students are having difficulty understanding bar graphs using the

Civil War information use other statistical data they may understand better. For instance, the teacher could represent the number of boys and girls in the classroom using a bar graph.

- 4 The teacher might also consider creating a series of smaller lessons on bar graphs before beginning the unit on the American Civil War.
- 5 The teacher might also consider meeting with students individually to assess their progress and understanding of bar graphs.

Conclusion Lesson Plan

Massachusetts History and Social Science Curriculum Framework

Learning Standards

New England and Massachusetts

3.10 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.

D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)

Cities and Towns of Massachusetts

3.10 Explain the meaning of the stars and stripes in the American Flag, and describe official procedures for the care and display of the flag.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed

Behavioral Objectives/Learning Outcomes

Students Will Be Able To:

12 Understand the events leading up to, during and after the Civil War

13 Describe historical people and places that relate to the Civil War

Materials:

White board or chalkboard; poster board; markers; colored pencils; construction paper; American Civil War books; internet

Social Studies: American Civil War

Instructional Practice:

Time Required: 30 min.

At this point in the unit students should have a good understanding of the significant events and people that were involved in the American Civil War. The teacher will begin the conclusion of the American Civil War unit by revisiting the KWL chart. The teacher will ask the students if they feel they learned what they had wanted and expected to learn when beginning the unit. The teacher will ask the students to get into pairs and discuss the new information they learned throughout the unit referencing our class KWL chart from the beginning lesson. The teacher will also ask them to discuss the information they didn't expect to learn and were surprised about learning. The teacher will ask the class to come back together as a group and discuss what they talked about with their partners.

The teacher will continue by asking the students to create an informative poster describing the event or person they had selected to focus on at the beginning of the unit. The teacher will proceed by handing out directions on what to include on the poster [Appendix A].

Relationship of this lesson to curriculum/theme:

Revisiting the KWL chart will give students a good idea of how much they learned throughout the unit. Having a chart documenting what they learned will help them to organize their knowledge about this time in our nation's history.

Researching a particular person or event and creating a poster will allow students to become experts on one specific idea. Once they become experts on a person or event they can teach the rest of the class what they learned during their poster presentations.

Assessment/Evaluation/Motivational Techniques:

- Having students focus on a specific event or person that interests them at the beginning of the unit will give students the opportunity to learn more about their own specific interest which will motivate them.
- By revisiting the KWL chart you can evaluate how much the students took away from the unit.

Wrap Up

After each of the student's presentations the class can discuss the new information they learned and document it together. Once all of the presentations are completed the class will have a thorough American Civil War guide based on the presentations given. The teacher can make enough copies for the class to use as a reference.

Differentiation/Adaptations/Modifications:

- 6 If you feel that students are having difficulty thinking about what they learned throughout the unit you can begin with a having a mini review on the different aspects of the American Civil War that you learned about in the unit. This will help to spark student's memories of the information they learned.
- 7 For those students who have difficulty with their artistic creativity the teacher can provide magazines and other books that they can make copies of and cut out to use on their posters.
- 8 The teacher can assess the posters based on the rubric of the poster in order to avoid taking away points based on artistic capabilities.

Appendix A

Presentation

Please create a poster presentation for the significant American Civil War person or event that you selected to focus on. Please include the following items on your poster depending on what whether you chose a person or an event.

Person

1. Date of birth and death.
2. Why the person was significant to The American Civil War.
3. Five interesting facts about the person.
4. At least two pictures having to do with the event.

Event

1. Date of event.
2. How the event was significant to the war.
3. Five interesting facts about the event.
4. At least two pictures having to do with the event.

Evaluation/Assessment Creation
Unit: American Civil War

Presentation

Throughout our unit on the American Civil War you have created many different items that have helped you to further understand the events of this time period. As a class we discussed what we already knew, what we wanted to know and what we expected to learn about the American Civil War. After creating our KWL class chart we discovered that we had different levels of understanding of the American Civil War. For our final project you will share with the class your Civil War timeline, your poster of the event or person you selected to research and your letter.

Please begin your presentation by briefly describing the eight events and people you selected to include on your timeline. Continue by presenting to the class your poster, where you have more thoroughly described one of the events or people on your timeline. Conclude your presentation by reading the class your Civil War letter.

Your presentation should be no longer than five to ten minutes in length. Please review the following guidelines to help you plan your presentations

Oral Presentation Rubric

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Content /30pts	Facts and information are thoroughly researched and accurate; Information is presented clearly and in a way that demonstrates an in depth understanding of the events of the American Civil War	Sufficient information is presented; facts and information are accurately communicated	Insufficient facts and information presented; There is a great deal of information that is not clearly stated	Incorrect information presented and not clearly stated
Coherence & Organization/Spelling & Grammar /15pts	Facts and information are clearly stated and developed; specific events and people of the American Civil War are well described; conclusion is clear; shows control; flows together well; good transitions; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; no apparent logical order of presentation
Creativity /5pts	Very original presentation of material; captures audience's attention	Some originality apparent; good variety and blending of materials	Little or no variation; material presented with little originality	Repetitive with little or no variety
Material /30pts	Clear and nicely displayed; properly used to describe the events of the	Poster and timeline not as visually helpful to audience but	Poor use of visuals; lacks smooth transition	No visuals

	American Civil War	information is still accurate	from one item to another; visual not clearly connected to presentation	
Speaking Skills /10pts	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone
Audience Response /5pts	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
Length of Presentation /5pts	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below the allotted time

Oral Presentation Evaluation Form

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Content				
Coherence and Organization				
Creativity				

Material				
Speaking Skills				
Audience Response				
Length of Presentation				

COMMENTS:

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