**Section 6. Detailed lesson Plan 4/14/17**

**Title: Civil War Unit Intro**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 9a-f | **NCSS Theme:** | I, III, V, VI |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | What do you already know about the American Civil War? |
| How will student understanding be **assessed**?  -include assessments. | Student understanding will be assessed through a pretest and anticipation guide. |

**Key Concepts (no definition necessary):**

Civil War

**SWBAT (as many as required by lesson):**

**#1** Students will be able to activate their prior knowledge through the pre-test and anticipation guide.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

Civil War Unit Pretest Anticipation Guide

SOL Parent Newsletter Slot Notes on Issues that divided the nation

# Just Do It (hook): Civil War Pre-Test 20 min- Students will take a multiple choice pre-test on the Civil War to assess their prior knowledge.

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| Obj # | Description of Lesson Procedure | **Check for Evidence of Understanding** |
| 1 | Anticipation Guide 5min- Students will complete the Anticipation Guide on the Civil War and students will share their responses. The answers will not be revealed. | Call on students to see the answers they come up with in order to assess their prior knowledge |
| Transition: hand out SOL parent newsletter and briefly go over it 5 min (require signature) | | |
| 2 | Slot Notes on Issues that Divide the Nation 20 min- Students will complete slot notes on the issues that divided the Nation. | See if students are able to fill in the blanks on the slot notes to assess prior knowledge. |

**Closure (How does this come back to the guiding question): 4 min (finish for homework) Cover Sheet Design**- Like the other units, students will complete a cover design for their notebook on the Civil War unit and the cover design must be colored.

**Modifications/Differentiation:** Some students will need to be provided completed slot notes.

**Section 6. Detailed lesson Plan 4/15/14**

**Title: Civil War Unit Intro Continued and Prelude to War**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 9a-f | **NCSS Theme:** | I, III, V, VI |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | Why is the American Civil War one of the most important periods in US History? |
| How will student understanding be **assessed**?  -include assessments. | Student Understanding will be assessed through the Unit Organizer Routine and a video worksheet. |

**Key Concepts (no definition necessary):**

Civil War North

South Slavery

States’ Rights

**SWBAT (as many as required by lesson):**

**#1 Students will be able to demonstrate and overview of the Civil War Unit through completing the Unit Organizer Routine.**

**#2 Students will be able to understand the causes of the Civil War through completing the video worksheet.**

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

Unit Organizer Routine Smartboard

BBC Causes of the Civil War YouTube video: <http://www.youtube.com/watch?list=PL4926D73C9307EB27&v=CCOco6-eK8M>

Video Worksheet

# Just Do It (hook): Opening Question 5min- What information do you know about the American Civil War.

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| Obj # | Description of Lesson Procedure | **Check for Evidence of Understanding** |
| 1 | Civil War Unit Organizer Routine 25 min | Ask students questions about items on the Unit Organizer Routine. |
| Transition: 15min- BBC Video on causes of the Civil War | | |
| 2 | Video Worksheet 5min- Students will complete the video worksheet during the video and we will go over the answers after the video. | Answers students give on the worksheet. |

**Closure (How does this come back to the guiding question): 4min States Rights Question (finish for homework)-** Students will answer the question and finish for homework, “What does States Rights mean to you, and what role does it have in government today?”

**Modifications/Differentiation:** Some students may need to be provided completed Unit Organizer Routines.

**Final Persuasive Essay**

**Directions:** On this sheet of paper or typed up, write a 1-2 paragraph essay on what you believe to be the most significant invention from the Westward Expansion time period. Your choices are the steam locomotive, steamboat, mechanical reaper, or cotton gin. There is not a correct answer, as the key here is support your answer with evidence.

**BBC Causes of the American Civil War Worksheet**

1. What was the main issue that divided the US since our independence from Great Britain?

2. What political party was formed to prevent the spread of slavery into the West?

3. Which political party was Abraham Lincoln a member of?

4. Were all members of the Republican Party abolitionists?

5. What were some reasons people opposed the spread of slavery into the West?

**States’ Rights Homework**

**Directions:** On the bottom of this sheet write 3-5 sentences on what you know and believe about states’ rights. I will check for completion tomorrow and we will then have a discussion about states’ rights.

**Section 6. Detailed lesson Plan 4/16/14**

**Title: Prelude to War Continued**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 9a-b | **NCSS Theme:** | I,III, V, VI |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | What were some of the major issues that divided the North and South? |
| How will student understanding be **assessed**?  -include assessments. | Student Understanding will be assessed through the Read-Think-Pair-Share on *Our America* pg.144-145, the Guided Reading on Hakim pg.177-179, and the Exit Slip |

**Key Concepts (no definition necessary):**

North South

Slavery State’s Rights

Manufacturing Agriculture

Tariffs

**SWBAT (as many as required by lesson):**

**#1 Students will be able to explain the issues that divided the North and South. #2 Students will be able to identify how the North and South attempted to solve their issues.**

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

*Our America* Hakim book

*The Nystrom Atlas of United States History*

Exit Slip

# Just Do It (hook): 10 min States Rights Disscussion- I will check on homework on the previous night and we will have a discussion on States Rights.

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| Obj # | Description of Lesson Procedure | **Check for Evidence of Understanding** |
| 1 | Read-Think-Pair-Share 15 min- Students will do a Read-Think-Pair-Share pg. 144-145 of *Our America.* | Student learning will be assessed through the comments students bring up from the reading. |
| Transition: 5min- Go over the pictures on pg. 62-63 of the Nystrom Atlas that show some of the differences between the North and the South | | |
| 2 | Guided Reading 15 min- We will do a guided reading on pg. 177-179 of Hakim. | I will ask questions during the guided reading to assess student understanding. |

**Closure (How does this come back to the guiding question): Exit Slip 9 min-** Students will complete and if time permits go over the Exit Slip that helps me assess what students learned from this lesson, as well as throughout the week. It will also help me see what students are interested in learning more about.

**Modifications/Differentiation:** Some classes may need to do a guided reading on the *Our America*.

**Causes of the Civil War Exit Slip**

1. List three new things you learned this week about the causes of the Civil War.

2. List two questions you have about the causes of the Civil War.

3. List one thing you want to learn more about the causes of the Civil War.