

Name Amber Puckett

## Lesson Plan

Learning Segment Focus Vocabulary within History Unit Lesson 2 of 20

Course & topic addressed History Civil War Unit Date 3-12-2020 Grade 8th

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be introduced to specific historical and academic vocabulary crucial to understanding content in the 4 week unit covering the times in American history before, during, and after the Civil War.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	According to standards, students have learned a variety of world history. However, given that the issues presented in the history of the Civil War is new information with new terminology, students must understand these words in order for them to comprehend the context in which they are used throughout the unit.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The unit & lesson are an important part of understanding the history of our country and how that history has influenced or developed certain social, cultural, and economic issues that stem from this time in our country's history.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>Era4.1.8.6</b> Evaluate the historical significance of individuals, groups, and events</p> <p><b>Era5.2.8.1</b> Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives (e.g., federal government vs. state's rights, sectionalism, cultural differences between the North and South, abolitionism)</p> <p><b>Era5.2.8.4</b> Analyze the historical significance of selected Civil War battles, events, and people</p> <p><b>Era5.2.8.6</b> Evaluate successes and failures of Reconstruction (e.g., Reconstruction Plans, Freedman's Bureau, Civil War Amendments, African-American economic positions, sharecropping, crop liens, public education, African-American role in government)</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	All terms must be explored for comprehension development, but certain sections of vocabulary will be targeted depending on the lessons of the unit we are covering that week.
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>-Students will be introduced to key terms critical to understanding people, places, and events of the Civil War.</p> <p>-In order to differentiate learning, students will use <b>Total Recall App</b> to find various ways to associate information to specific words.</p> <p>-These supports encourage meaning comprehension, how to use the vocabulary, and understanding the context thoroughly.</p>
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, Handout with Vocabulary lists broken down into sections, access to iPad & internet, Total Recall App, Kahoot! App
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Smartboard, Handout with Vocabulary lists broken down into sections, access to iPad & internet, Total Recall App, Kahoot! App

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 mins	<b>Introduction:</b> Introduce students to vocabulary	Pass out Vocabulary Sheets
40 mins	<b>Instruction:</b> Students' Civil War vocabulary knowledge will be pre-assessed via <b>Kahoot!</b> , followed by an introduction to unit words and the learning tools to aid their comprehension of the key terms we will use.	<ul style="list-style-type: none"> <li>• Students will perform a pre-assessment quiz using <b>Kahoot!</b> So that I can gauge their knowledge of terms and also introduce them to important vocabulary.</li> <li>• Next, we will take a few minutes to look over the vocabulary individually.</li> <li>• We will then participate in group discussion about certain words and discuss which words will be covered in the upcoming lessons.</li> <li>• Students will access their iPad.</li> <li>• Students will be introduced to the Total Recall App.</li> <li>• I will model how to use the app using a few of the words from our list.</li> <li>• Students will explore the app as I walk around the room and answer questions.</li> </ul>
10 mins	<b>Closure:</b> What's to come & expectations.	<ul style="list-style-type: none"> <li>• I will explain to students that there is a lot of information to cover in this unit and that vocabulary is an important part of understanding what we will be talking about in the upcoming weeks.</li> <li>• I will expect them to use various tools to explore certain terms, people, or events as we progress through the lesson.</li> <li>• I do not expect students to understand or know all of these words/events/people in the beginning, but as we progress through the material students will become more familiar with them.</li> <li>• Handouts will be used as a reference, so students will need to keep up with all materials.</li> </ul>

### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>.I could find additional apps like Quizlet that are easier to navigate and use and create vocabulary flash cards for students.</p>
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>This lesson is a beginning layer of scaffolding to reach a deeper understanding of the Civil War unit we will be covering the next few weeks.</p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Pre-assessment of vocabulary knowledge</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>Direct Instruction is used to introduce new content in a structured and sequential manner.                  Discovery learning while using the Total Recall app will help students explore different avenues for vocabulary retention.</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Zoj:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

## Vocabulary List Below

## **Civil War Vocabulary**

1. [abolish](#)

do away with

2. [abolition](#)

doing away with a system or practice or institution

3. [abolitionist](#)

a reformer who favors putting an end to slavery

4. [Abraham Lincoln](#)

16th President of the United States

5. [amendment](#)

a statement that is added to a proposal or document

6. [American Civil War](#)

civil war in the United States between the North and the South; 1861-1865

7. [Andrew Johnson](#)

17th President of the United States

8. [antebellum](#)

belonging to a period before a war

9. [arsenal](#)

all the weapons and equipment that a country has

10. [Battle of Bull Run](#)

either of two battles during the American Civil War

11. [Battle of Fredericksburg](#)

an important battle in the American Civil War

12. [Battle of Gettysburg](#)

a battle of the American Civil War

13. [bayonet](#)

a knife fixed to the end of a rifle and used as a weapon

14. [blockade](#)

a war measure isolating an area of importance to the enemy

15. [brigade](#)

army unit smaller than a division

16. [campaign](#)

related operations aimed at achieving a particular goal

17. [canteen](#)

a flask for carrying water; used by soldiers or travelers

18. [carpetbagger](#)

an outsider who seeks power or success presumptuously

19. [casualty](#)

someone injured or killed in a military engagement

20. [cavalry](#)

troops trained to fight on horseback

21. [Chancellorsville](#)

a major battle in the American Civil War

22. [civil war](#)

a war between factions in the same country

23. [Confederacy](#)

the southern states that seceded from the United States in 1861

24. [Confederate](#)

of or having to do with the southern Confederacy during the American Civil War

25. [Confederate States of America](#)

the southern states that seceded from the United States in 1861

26. [conscript](#)

enroll into service compulsorily

27. [conscription](#)

compulsory military service

28. [desert](#)

leave in order to join an opposing cause, country, or army

29. [desertion](#)

withdrawing support or help despite allegiance or responsibility

30. [draftee](#)

someone who is drafted into military service

31. [Dred Scott](#)

United States slave who sued for liberty after living in a non-slave state; caused the Supreme Court to declare the Missouri Compromise unconstitutional (1795?-1858)

32. [emancipation](#)

freeing someone from the control of another

33. [expansion](#)

the act of increasing in size or volume or quantity or scope

34. [federal government](#)

a government with strong central powers

35. [Frederick Douglass](#)

United States abolitionist who escaped from slavery and became an influential writer and lecturer in the North (1817-1895)

36. [Gatling gun](#)

an early form of machine gun having several barrels that fire in sequence as they are rotated

37. [Gettysburg Address](#)

a three-minute address by Abraham Lincoln during the American Civil War at the dedication of a national cemetery on the site of the Battle of Gettysburg (November 19, 1863)

38. [hardtack](#)

very hard unsalted biscuit or bread; a former ship's staple

39. [Harper's Ferry](#)

a small town in northeastern West Virginia that was the site of a raid in 1859 by the abolitionist John Brown and his followers who captured an arsenal that was located there

40. [Harriet Tubman](#)

United States abolitionist born a slave on a plantation in Maryland and became a famous conductor on the Underground Railroad leading other slaves to freedom in the North (1820-1913)

41. [haversack](#)

a bag carried by a strap on your back or shoulder

42. [Henry Clay](#)

United States politician responsible for the Missouri Compromise between free and slave states (1777-1852)

43. [infantry](#)

an army unit consisting of soldiers who fight on foot

44. [ironclad](#)

sheathed in iron plates for protection

45. [Jefferson Davis](#)

president of the Confederacy during the American Civil War

46. [John Wilkes Booth](#)

United States actor and assassin of President Lincoln

47. [kepi](#)

a cap with a flat circular top and a visor

48. [manifest destiny](#)

a policy of imperialism rationalized as inevitable

49. [Mason-Dixon line](#)

the boundary between Maryland and Pennsylvania

50. [Missouri Compromise](#)

an agreement in 1820 between pro-slavery and anti-slavery factions in the United States concerning the extension of slavery into new territories

51. [musket](#)

a muzzle-loading shoulder gun with a long barrel

52. [North](#)

the region of the United States lying to the north of the Mason-Dixon line

53. [plantation](#)

an estate where cash crops are grown on a large scale

54. [proclamation](#)

a formal public statement

55. [Reconstruction](#)

the period after the American Civil War when the southern states were reorganized and reintegrated into the Union; 1865-1877

56. [rifle](#)

a firearm with a long barrel

57. [Robert E. Lee](#)

American general who led the Confederate Armies in the American Civil War (1807-1870)

58. [secede](#)

withdraw from an organization or polity

59. [secession](#)

formal separation from an alliance or federation

60. [segregation](#)

a social system with separate facilities for minority groups

61. [siege of Vicksburg](#)

a decisive battle in the American Civil War

62. [slavery](#)

the practice of owning people as property

63. [South](#)

the southern states that seceded from the United States in 1861



64. [sovereignty](#)

government free from external control

65. [states' rights](#)

a doctrine that federal powers should be curtailed and returned to the individual states

66. [Stonewall Jackson](#)

general in the Confederate Army during the American Civil War whose troops at the first Battle of Bull Run stood like a stone wall (1824-1863)

67. [territory](#)

a region marked off for administrative or other purposes

68. [Ulysses S. Grant](#)

18th President of the United States

69. [Underground Railroad](#)

secret aid to escaping slaves that was provided by abolitionists in the years before the American Civil War

70. [Union](#)

being of or having to do with the northern United States and those loyal to the Union during the American Civil War

71. [William Tecumseh Sherman](#)

United States general who was commander of all Union troops in the West; he captured Atlanta and led a destructive march to the sea that cut the Confederacy in two (1820-1891)

72. [Yankee](#)

an American who lives in the North