

Lesson Plan

Learning Segment Focus Civil War Battles Lesson 3 of 5

Course & topic addressed History - Civil War Unit Date 3/30/20 Grade 8th

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the significance of various Civil War Battles for both sides of the war.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Previous lessons have prepared students to comprehend the activities that occurred during the Civil War, specifically the fighting that took place and cost of lives as a result of the war.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Using technology to research information on the Civil War engages students more than by simply assigning reading from a textbook. Students are comfortable with technology and will likely uncover a significant amount of information from their individual online research.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Era5.2.8.4 Analyze the historical significance of selected Civil War battles, events, and people
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	See previous Civil War vocabulary sheet used; also terms associated with Google sheets
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Academic Language Support

What are the Academic Language Function(s) (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? What planned Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse) ?	Students will have learned and have access to a vocabulary sheet associated with the Civil War. Students will use academic language when reading online information. Students will need to comprehend academic language in written material found online and translate the information correctly to complete the assignment.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, Computer, YouTube video
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Chromebook, pen and paper if wanted for note taking

Lesson Timeline with Instructional Strategies & Learning Tasks

Time of Time	Instructional Strategies & Learning Activities (This should be a BULLETED LIST)	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 mins	Introduction: Video	Watch a video that talks about civil war battles and their individual importance, as well as their significance on the war as a whole
40 mins	Instruction:	<ul style="list-style-type: none"> ● Have students get out their Chromebooks ● Explain that they will use their computers to research the ten deadliest battles of the Civil War ● Students will identify them, provide a name and date, indicate the victor, and then calculate the number of deaths for both sides and a total for each battle. ● Using Google sheets, students will create a Spreadsheet to import data of all information. ● Students will also create a graph that links to the information provided in the spreadsheet. ● Students will share Google links with me for assessment.
5 mins	Closure: Wrap it up	Students will be instructed to finish what they are working on, and share their links with me.

Accommodations/Modifications

<p>How might I modify 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>.Provide a spreadsheet template and graph</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Video to explain the significance of Civil War battles, model how to research information, model how to create spreadsheet and graph</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Assess spreadsheet and graphs</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 connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>The Inductive Model developed by Hilda Taba, supported by the Constructivist Theory, is indicated as a successful technique when students are discovering information on their own.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data 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>;
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