

Name Amber Puckett

## Lesson Plan

**Learning Segment Focus** Civil War-Antebellum Period

**Lesson** 1 **of** 2

**Course & topic addressed** History – Civil War **Date** 4-12-20 **Grade** 8th

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will evaluate events and laws associated with slavery prior to the Civil War and recognize the significance of people, places, and events associated with the time leading up to the start of the war.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	State standards and previous classroom instruction indicate that students are prepared to move into this particular content in American History.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The state of Arkansas was a part of the states that made up the Confederate States of America and seceded from the Union. There are still monuments and memorabilia of the Civil War and the South's role. It is important for students to get a clear unbiased history of what happened during that time.

### 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>Era4.1.8.5</b> Evaluate actual and proposed laws as a means of addressing the issue of slavery prior to the Civil War (e.g., Fugitive Slave Act, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850)</p> <p><b>Era4.1.8.6</b> Evaluate the historical significance of individuals, groups, and events</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Fugitive Slave Act, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850
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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>	The academic language of this lesson and unit build on each other. It is important for students to understand the vocabulary presented here in order to develop deeper comprehension in later lessons. Besides the Padlet board used, there will also be a word wall with key academic vocabulary.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Smartboard, Padlet
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Access to smartboard, pen, paper

### 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	<p><b><u>Introduction:</u></b></p> <p>Probing Question to begin</p>	<p>Ask students to tell me what they know about the times leading up to the Civil War</p>
	<p><b><u>Instruction:</u></b></p>	<ul style="list-style-type: none"> <li>• I will ask students to get out a sheet of paper and create a KWL chart (which we have used previously)</li> <li>• This asks them to write what they think they <b>KNOW</b>, what they <b>WANT</b> to know, and what they <b>LEARNED</b>.</li> <li>• I will ask students to write what they think they <b>Know</b> about the time leading up to the Civil War. Most students will allude to slavery in some form or fashion in their answers.</li> <li>• I will tell them they are all correct in that slavery was the main cause of the Civil War, but tell them that there were a number of people and events that played a huge role in moving from a nation accepting of the institution of slavery to a nation prepared to fight a war over it.</li> <li>• Then I will ask students to fill in an answer or two about what they <b>Want</b> to learn today.</li> <li>• At this point I will access the <a href="#">Civil War Padlet</a> and display it on the Smartboard.</li> <li>• I will ask students to look at the board and take notes as we discuss. They may add things to what they <b>Want</b> to know section and what they <b>Learned</b>.</li> <li>• We will navigate through the Padlet, explore information, look at photos, watch videos, &amp; follow links to learn about this time period.</li> </ul>
5 mins	<p><b><u>Closure:</u></b></p> <p>Assess progress</p>	<p>Determine if we covered all the material thoroughly or if we should continue a second day.</p>

### 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>The videos played will have closed captioning for ESL/LEP students</p>
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### Differentiation

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.)	I will provide a printed (visuals only) timeline for students needing this type of differentiation
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### Assessments: Formative and/or Summative

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 & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Informal assessment during discussion and question answer throughout lesson.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Assess KWL chart for comprehension
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

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>	Direct Instruction using graphic organizer to present information and allow students to take and organize their own notes.
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### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>

### K-W-L

What You Think You <b>K</b> now	What You <b>W</b> ant to Know	What You <b>L</b> earned
	<ul style="list-style-type: none"> <li>• What does a crocodile look like?</li> <li>• What does a crocodile eat?</li> </ul>	