

Civil War Lesson Plan: Cooperative Learning: Discussion

Lesson Segment Focus: Lesson 3 of 3

Course & topic addressed: Social Studies: Civil War **Grade:** 8

Student Outcomes

Specific learning objectives for this lesson.	<p>Students will compare controversial topics of the Reconstruction Era.</p> <p>Students will compare both sides and take a stance.</p> <p>Students will discuss with other groups their stance of either side.</p> <p>Students will assess the possibilities, problems, and positives of each side in discussion.</p>
Describe the connection to previous lessons.	The students previously learned about the significance of battles, events, and people. They will apply this to this lesson by knowing the background and events leading up to the Reconstruction Era.
Knowledge of students background (personal, cultural, linguistic, or community assets)	<p>24 students, 11 boys, 13 girls</p> <p>4 ELL students (2 bilingual immigrant students)</p> <p>3 special needs students</p> <p>2 gifted/talented students</p> <p>40% impoverished neighborhoods</p> <p>60% middle class or affluent</p> <p>1 homeless student</p> <p>13 on reading level or above</p> <p>7 are 1-2 grades below reading level</p> <p>4 are 3-5 grades below reading level</p> <p>6 agrarian families</p> <p>6 university families</p> <p>10 industry/factory/retail</p> <p>2 white collar/professiona</p>

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Era5.2.8.6 Evaluate successes and failures of Reconstruction (e.g., Reconstruction Plans, Freedman’s Bureau, Civil War Amendments, AfricanAmerican economic positions, sharecropping, crop liens, public education, AfricanAmerican role in government)
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Freedman’s Bureau, Sharecropping, Crop liens, and Amendments
--	---

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	I will create groups that have 2 higher level students with 2 lower level students for peer support. I will provide key terms for better understanding of the discussion.
---	--

Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	Pencil, Teacher Observation Sheet, PowerPoint, Word Wall, and instructions in both languages for ESL students.
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	Journals, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 minutes on day 1	Introduction: Day One: Pass out material and explanation of the day	<ul style="list-style-type: none"> - Students will walk in and I will explain the topic of today’s lesson - I will then explain and go over the word wall which will have pictures and vocabulary in English and Spanish

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
40 minutes on day 1	<u>Instruction:</u> Day One: Gathering Information and Specifics	<ul style="list-style-type: none"> - I will be doing a Powerpoint over topics of the Reconstruction Era during this time. - Students will be listening and taking notes in their journals. - I will explain that this will help them with the next day's activity. - After I have gone over the material, they will fill out a page for their So What? Journal. This is where they identify the main ideas/concepts of the lecture and why it might be important. - They will then turn the journals into me for me to look over.
45 minutes on day 2	Day Two: Discussion	<ul style="list-style-type: none"> - I will provide open feedback to the class about their journals from the previous class and return their journals. - Next, I will introduce the discussion, by placing them in their groups. - I provide each group with a discussion based on the Reconstruction Era (Examples: African American role in government, Civil War Amendments, Freedman's Bureau, public education.) - I will tell my students to do QuickWrite in their journals, which they have learned about in past lessons. This is where they might not understand something, they write it down quickly while still participating in discussion. - Students will explore the content and take a position/stance on the topic. - They can relate back to their notes from the day before's lecture. - If they have questions, I will be walking around the room to help with elaboration. - Students will share their positions with the other groups - I will have my Teacher Observation Checklist, observing the discussion of each student/group. - I will open the floor to comparison, which could lead to differences/agreements which may lead to debate. - If it does not end in debate, I will move to the Closure part of this lesson.
15 minutes of day 2	<u>Closure:</u> Research Inquiries	<ul style="list-style-type: none"> - I will open the floor to question. This is a time to look back at student's QuickWrite and help them have a better grasp of concepts they didn't understand or needed more elaboration on.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I will have grouped the students together properly (2 high level, 2 lower level) for peer support. I will have the key terms (word wall) in English and Spanish for ESL students. I will type out instructions in English and Spanish about the discussion and lecture for ESL students.
--	---

Differentiation:

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?	I will have word wall with images describing the key term, which will have the Spanish meaning in correlation of the English term. I will also have English with Spanish translation instructions for discussion typed out as well.
--	--

Assessments: Formative and/or Summative

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).	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Quickwrite
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Teacher Observation Sheet
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	So What? Journal: Identify main idea of lesson and why it's important

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	I used research from Edutopia article for formative assessment for QuickWrite, So What? Journal, and Teacher Observation Sheet. I learned this Cooperative Learning strategy, Discussion, from Dr. Keyes. She is an expert in her field and provided the idea and explanation in detail.
--	---

Lesson Reflection/Evaluation

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

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>