

**Name: Anna Tomlinson**

**Civil War Lesson Plan: Direct Instruction**

**Lesson Segment Focus: The Causes                      Lesson 1 of 3**

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

**Student Outcomes**

<p>Specific learning objectives for this lesson.</p>	<p>Students will identify the cause of the war, from both sides (North and South) and how they may contradict.</p> <p>Students will compare the data they gathered and compare the differences between the two.</p> <p>Students will discuss, as a collaborative method, which issues were social/economical.</p> <p>Student will assess their knowledge as independent practice through a digital assignment.</p>
<p>Describe the connection to previous lessons.</p>	<p>Students will have previously learned about Expansion and Reform and the years leading up to the Civil War.</p>

<p>Knowledge of students background (personal, cultural, linguistic, or community assets)</p>	<p>24 students, 11 boys, 13 girls  4 ELL students (2 bilingual immigrant students)  3 special needs students  2 gifted/talented students  40% impoverished neighborhoods  60% middle class or affluent  1 homeless student</p> <p>13 on reading level or above  7 are 1-2 grades below reading level  4 are 3-5 grades below reading level</p> <p>6 agrarian families  6 university families  10 industry/factory/retail  2 white collar/professional</p> <p>One of the students parents is a professor at the local university and has volunteered to come and speak about the overview of the Civil War and some unusual facts, typically looked over in a traditional classroom. She will be speaking to the students the day before this lesson.</p>
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**State Academic Content Standards**

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number &amp; text of the standard(s).</p>	<p>Era5.2.8.1 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)  W.8.1 Write arguments to support claims with clear reasons and relevant evidence.  Era5.2.8.3 Analyze social and economic effects of the Civil War on America</p>
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**Key Vocabulary**

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p><b>sectionalism, abolitionism, abolishment, secede</b></p>
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**Academic Language Support**

<p>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.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	<p>I will have a word wall with images similar to, or describe, these vocabulary words.</p> <p>Images may have two parts to better describe the words and will be posted on the wall.</p> <p>Grouping students together will give academic language strugglers a chance to discuss with their peers. Potentially developing progressing in language.</p>
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### Materials

<p>Materials needed by teacher for <b>this lesson</b>. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Groups written out for the class, computer, Clips or Screen Recorder online tool, Google slides, and the exit slips.</p>
<p>Materials needed by students for <b>this lesson</b>. (computers, journals, textbook, etc.)</p>	<p>Computers, Canva, group instruction sheets, paper, pen and exit slip</p>

### 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.
<p>15 minutes on day 1</p>	<p><b>Introduction:</b> Introduce topic, Digital Poster project, and presentation of word wall:</p> <p>Hand out material:</p>	<ul style="list-style-type: none"> <li>- Students will be introduced to the topic by a students parent who is a professor, which will be an engaging and capture their attention.</li> <li>- I will begin class by introducing the topic by showing them the word wall.</li> <li>- I will continue to model what the students will need for their short poster project for the next two days.</li> <li>- I will hand out materials that students will need for the lesson. (instructions and Exit slip)</li> </ul>

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.
<p>45 minutes on day 1</p>	<p><b><u>Instruction:</u></b></p> <p>Day One: Presentation/Demonstration of new information; Guided Practice Interactive lecture and beginning of group poster project.</p> <p>Step One: Gathering information</p> <p>Step Two: Collaborative learning (small group)</p>	<ul style="list-style-type: none"> <li>- Students will begin in their groups I have assigned.</li> <li>- I will be fully prepared and start on my interactive lecture. I will pull up my powerpoint and use the introduction to the Civil War basics.</li> <li>- They will be note taking (writing) while lecture is being shared (listening).</li> <li>- I will be asking questions regarding the causes which they will need to know for their project. I will do an assessment (thumbs up, middle, or down.) As I close up my powerpoint half way through the 45 minutes, I will move on to group discussion.</li> <li>- I then will ask them to write some of the causes of the war, categorizing them into north and south issues.</li> <li>- I would then ask them to categorize them in social and economical issues within the small groups.</li> <li>- I will walk around to address any questions the students may have.</li> <li>- Before time is up, I will re-explain the project, and tell them to start thinkings about what their video will consist of.</li> <li>- Right before time is up, they will fill out their exit slip with something new they learned, something they didn't understand, and something they would like to know more about.</li> </ul>
<p>40 minutes on day 2</p>	<p>Step three: Class time work (independent practice)</p>	<ul style="list-style-type: none"> <li>- I will give feedback from the exit slips I gave them the day before.</li> <li>-I will begin by telling them to grab the computers from the cart.</li> <li>- I will then instruct them to start working on their project given to then the day before.</li> <li>- Since they wrote down their ideas the day before, all they would have to do now is create the Clips or online video and use their previous knowledge to complete it.</li> <li>- I will be walking around monitoring the students and helping them. Giving feedback on their progress.</li> </ul>
<p>60 minutes on day 3</p>	<p><b><u>Closure:</u></b></p> <p>Presentation day: Speaking and listening: bringing forth relevance to the next lesson plan.</p>	<ul style="list-style-type: none"> <li>- Each students will present their projects to the class.</li> <li>- I will be writing feedback and assessing (Teacher observation checklist) during each presentation for the students to bring light to the great things in their presentation, and things they might need to help with.</li> <li>- At the end of presentations, I will give postive feedback to the students and introduce them to lesson 2, based on relevance of their presentations.</li> </ul>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>I will put ESL students in groups with other students that speak English more clearly.</p> <p>Images will be posted on the word wall with English and Spanish words under them.</p> <p>I will have instructions typed in both languages for my ESL 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.) to ensure all student needs are met?	<b>I will have images of each vocabulary word on the word wall with the English and Spanish word under it.</b>
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**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	Exit slip
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Thumbs up, middle or down check in
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Teacher Observation Checklist during presentation

**Research/Theory**

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	I chose to use skills I learned from my professor, Dr. Dixie Keyes for the thumb check. She is an expert in her field and these assessment methods have been proven to build trust, communication, and listening skills within the classroom. I learned exit slip and teacher observation checklist from edutopia article for formative assessments.
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**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>
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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>