

Civil War Lesson Plan: Inductive Model

Lesson Segment Focus: Significance of battles, events, and people.

Lesson: 2 of 3

Course & topic addressed: Social Studies: Civil War

Grade: 8

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will identify and categorize people, battles, events, and documents.</p> <p>Students will compare the data and explain their decisions.</p> <p>Students will discuss with other groups and the teacher their findings.</p> <p>Students will assess their work and knowledge through a generalization leading to a collective understanding.</p>
<p>Describe the connection to previous lessons.</p>	<p>The students previously learned about the causes of the civil war; the economic and social issues that lead up to the 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>

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 RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). Era5.2.8.5 Evaluate the legacy of the Civil War on the nation
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Assassination, Bayonet, Blockade, Casualty, Dred Scott, Emancipation Proclamation, Fugitive Slave Law, and Militia.
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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 my information cards printed out with images that support the information.</p> <p>I will be grouping the students together that will give academic language strugglers a chance to discuss with their peers. Potentially developing progress in language.</p>
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Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	Information cards (English and Spanish), Exit slip, Misconception sheet, and groups written out on the board.
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	Information cards (when handed out), Misconception sheet, Exit slip, notebook paper and 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.
5 minutes on day 1	<p><u>Introduction:</u></p> <p>Day One: Examples and Grouping</p>	<ul style="list-style-type: none"> - Students will walk into the class and get into their groups. - I will introduce the lesson while passing out the information cards, misconception sheets and exit slips. - I will explain what we are going to be doing for most of the class time. - I will also explain the misconception sheet. Given a common misconception about a topic, students explain why they agree or disagree with it at the end of the lesson.
40 minutes on day 1	<p><u>Instruction:</u></p> <p>Information Cards</p> <p>Generalizations</p> <p>Explanation of “rule”</p>	<ul style="list-style-type: none"> - I will tell them to look and observe the cards. - Each card will contain information and pictures on them. - Some will have battles, documents, people, laws, events and even states. - After studying and discussing them, they will put the cards into groups. (Examples: time periods, good/bad, north/south) There are many variations of grouping they can come up with. - They will label and put a description of each group they had and explain why they chose that certain category. - Each group will share with the class what they grouped their cards with. - I will give oral feedback about their grouping of the cards and explain the cards in more depth. - I will then show them my own set of groups and explain why I had that specific idea. - This is giving them examples and a generalization before learning the specifics of what goes together. I did this with lesson so I could show them about what side had to do with laws, battles, etc. after they tried figuring it out and getting the gist of it first. - I will be giving information on each card and it’s significance.
15 minutes on day 1	<p><u>Closure:</u></p> <p>Misconception Sheet</p>	<ul style="list-style-type: none"> - For the end of class, I will tell them a misconception about the North and the South. I will give them the rest of the class period to fill it out and explain whether they agree or disagree. They can turn this in at the end of class, or take the night to think more on it and turn it in the next class.

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 have my information crds with both languages for my ESL students, along with images to describe them.</p> <p>The images and groups will help with my remediation as well.</p> <p>I will put my ESL students in groups with other students that speak English more clearly.</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?</p>	<p>I will have images of each description on the information cards along with English and Spanish content on them.</p>
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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	Misconception Sheet
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Exit Slip
	<input type="checkbox"/> *Formative / <input type="checkbox"/> Summative	Describing: their main concept of their grouping

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 the book The Strategic Teacher by H. Silver, R. Strong, and M. Perini. A book about researched-based strategies for lessons. I used the informational card inductive strategy idea.
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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>