

The Core and MORE Instruction Checklist

Standard and Objective:

Social Studies

Standard 4

Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

Objective 2-Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

- A. Describe the impact of physical geography on the cultures of the northern and southern regions (e.g. industrial resources, agriculture, climate).
- B. Compare how cultural and economic differences of the North and South led to tensions.
- C. Identify the range of individual responses to the growing political conflicts between the North and South (e.g. states rights advocates, abolitionists, slaveholders, enslaved people).

Technology:

Standard 8

Use technology resources (e.g., calculators, data collection probes, videos, **educational software**) for problem-solving, **self-directed learning**, and extended learning activities.

Language Arts:

Standard 6

(Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1

Learn new words through listening and reading widely.

- a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Standard 7

(Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 2

Apply strategies to comprehend text.

b. Generate questions about text (e.g., factual, inferential, evaluative).

e. Make inferences and draw conclusions from text.

f. Identify theme/topic/main idea from text; note details.

g. Summarize important ideas/events; summarize supporting details in sequence.

i. Compile, organize, and interpret information from text.

EXPLICIT INSTRUCTION
I do it, We do it, Y'all do it, You do it

ENGAGEMENT
All Students Saying,
Writing, Doing

PROACTIVE PLANNING

VOCABULARY WORDS

Have student guided packet ready for students
Put website into the school folder

Slavery, Seceded,
Plantation,
Manufacturing, Federal
Government, Mason-
Dixon line.

ANTICIPATORY SET

(5 MINUTES)

Have the students wash hands, get computers, turn computers on, plug in the head phones.

<p>BUILDING A FOUNDATION</p> <p><i>Say: Yesterday we talked about what life was like for the slaves in the South. Talk with a neighbor and discuss what slave life was like.</i></p> <p><i>Say: We also talked about the Underground Railroad. Think in your head and see if you can remember what the Underground Railroad is... (Give Wait time)... If you know what the Underground Railroad is, put your thumb up. (Call on a student to give the answer.)</i></p> <p><i>Say: Slavery was one of the Major reasons why the Civil War began. Today, you will be using your computers to learn three basic things. First, you will get an introduction to Civil War. Second, you will learn about the differences and similarities between the North and South. Finally, you learn about the secession in the south.</i></p> <p><i>Say: Before we do that though, let's learn how to get on to the website and go through some of the vocabulary you will need throughout the next couple of days.</i></p> <p><i>Open up your computers</i> <i>Log in to the school folder</i> <i>Go into my name</i> <i>Go into today's activities</i> <i>Go into Civil War</i> <i>Double click on Civil War Worldbook</i> <i>Does everybody's show the vocabulary page?</i></p> <p><i>As a class, go through the vocabulary words they will need for the day (Slavery, Secede, Plantation, Manufacturing, Federal Government, Mason-Dixon Line,). Also, explain to the students that if they do not remember the meaning of a bolded</i></p>	<p>(5-10 MINUTES)</p>
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<i>word they can roll their mouse over the top of the word and it will give them the definition.</i>	
<i>Explain to students that if they click on the words, the words will be read to them.</i>	
WHOLE GROUP INSTRUCTION: Concrete	2-3 minutes
<i>Say: Let's listen the introduction together and answer the first two blanks.</i>	
SCAFFOLDED INSTRUCTION: Representational	2-3 minutes
<i>Have the student try the next blank on their own and then go over it as a class.</i>	
INDEPENDENT PRACTICE: ABSTRACT	15-20 MINUTES
<i>Have students continue on with the rest of the sections: By the end of the lesson students should have finished the following sections: Introduction, North and South, and Secession.</i>	
FORMATIVE ASSESSMENT	
The formative assessment for this section will be having them fill in the student guided handout during independent practice time.	
CENTER ACTIVITIES	5-10 minutes
<i>*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.</i>	
<i>When students finish early, they can go to "The Abolition of Slavery" section on World Book. This will not be counted as part of their grade, but it will be used as a fast finisher, above level activity.</i>	
<i>Students who are struggling with the handout can come up to the table for further instruction and have their learning a little more teacher guided.</i>	

HOMework

There is no homework for this section.