

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 3

Evaluate the course of events of the Civil War and its impact both immediate and long-term.

- a. Identify the key ideas, events, and leaders of the Civil War using primary sources (e.g. Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, diaries).
- b. Contrast the impact of the war on individuals in various regions (e.g. North, South, West).
- c. Explain how the Civil War helped forge ideas of national identity.
- d. Examine the difficulties of reconciliation within the nation.

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

Unlock Computers

Blockade, Border States, reinforcements, casualties, prospered, and war correspondents.

ANTICIPATORY SET

(5 MINUTES)

Have students wash their hands, get their computers, turn on their computers, get their head

<p>phones, plug in their head phones, go into the school folder and pull up the website. They also need to get out their student-guided worksheet.</p>	
<p>BUILDING A FOUNDATION (5-10 MINUTES)</p>	
<p>Yesterday, talked about the basic causes of the Civil War.</p> <p>Tell me what you know about the Northern States (manufacturing, factories, people lived close together) Tell me about the Southern States (Slaves, Plantations, Agriculture, People lived farther apart) Remind your neighbor what the Mason-Dixon line is... What was the reason why the South seceded from the Union (they thought Lincoln would make them get rid of slavery)</p> <p>Today you will focus on these specific parts of the war: The beginning of the Civil War (specifically, you should know what about Fort Sumter), The First Major Battle (Battle of Bull Run), the bloodiest day/battle (Antietam), and what the war looked like from the Northern perspective and the Southern Perspective.</p> <p>The people who you will be learning about today are: President Lincoln, Stonewall Jackson, McDowell, Beauregard, McClellan, and Lee.</p>	
<p>WHOLE GROUP INSTRUCTION: Concrete 2-3 Minutes</p>	
<p><i>The sections you will be covering today are: The Civil War Begins, The First Major Battle, A Long Fight, and The View from Home.</i></p>	
<p>SCAFFOLDED INSTRUCTION: Representational 10-15 Minutes</p>	
<p><i>Have students begin working on the 4 sections. Walk around the room so students can ask questions if they need help.</i></p>	

INDEPENDENT PRACTICE: ABSTRACT	(15-20 MINUTES)
<i>Have students continue and finish the 4 sections provided for the day.</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>	
<p><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></p> <p><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></p>	
HOMework	
There is no homework for this section.	