

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

Emancipation
 Proclamation

ANTICIPATORY SET

(5 MINUTES)

Have students wash their hands, get their computers, turn on their computers, get their head 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>BUILDING A FOUNDATION</p> <p>Yesterday, talked about the beginning of the Civil War. Have a class discussion with the students using the following questions: How did the Civil war begin? (Fort Sumter) What are Border States? (Slave states that fought for the Union) Why did Lincoln create a blockade around Southern ports? (Repercussions of the attack on Fort Sumter) Where did the first Major battle take place? (Bull Run in Virginia) Where was the bloodiest battle? (Antietam) What did the war look like in the North? (Prosperous) What did the war look like in the South (Not enough men fighting, poorly equipped, not enough money)</p> <p>Today you will be learning about Lincoln freeing the slaves, The downfall of Stonewall Jackson, Lincoln trying to reunite the United States, and what the war looked like in the western states</p> <p>Vocabulary: Emancipation Proclamation</p>	<p>(5-10 MINUTES)</p>
<p>WHOLE GROUP INSTRUCTION: Concrete</p> <p><i>The sections you will be covering today are: Emancipation Proclamation, Union Forces Pursue Lee, and War in the West</i></p>	<p>2-3 Minutes</p>
<p>SCAFFOLDED INSTRUCTION: Representational</p> <p><i>Have students begin working on the 3 sections. Walk around the room so students can ask questions if they need help.</i></p>	<p>10-15 Minutes</p>
<p>INDEPENDENT PRACTICE: ABSTRACT</p>	<p>(15-20 MINUTES)</p>
<p><i>Have students continue and finish the 3 sections provided for the day.</i></p>	

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)
*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>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.	