

# 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

siege, assassinated, The Reconstruction

**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.

<b>BUILDING A FOUNDATION</b>	(5-10 MINUTES)
<p>Yesterday, talked about Lincoln freeing the slaves and some of the major battles of the Civil War.</p> <p>What document did Lincoln write to free the slaves? (Emancipation Proclamation)</p> <p>How did the South respond to this document? (Did not recognize it)</p> <p>Most of the battles were fought in the east, but what other states were battles fought in? (Tennessee, Mississippi, and Kentucky)</p> <p>Today we will talking about how the North won the war (Grant took Petersburg)</p> <p>You will learn about Sherman’s March. You will need to know about the reconstruction of the United States, especially the 13<sup>th</sup> amendment. You will also learn about the assassination of President Lincoln.</p> <p>Vocabulary: siege, assassinated, and The Reconstruction</p>	
<b>WHOLE GROUP INSTRUCTION: Concrete</b>	2-3 Minutes
<i>The sections you will be covering today are: A Union Victory, Results of the War, Summary</i>	
<b>SCAFFOLDED INSTRUCTION: Representational</b>	10-15 Minutes
<i>Have students begin working on the 3 sections. Walk around the room so students can ask questions if they need help.</i>	
<b>INDEPENDENT PRACTICE: ABSTRACT</b>	(15-20 MINUTES)
<i>Have students continue and finish the 3 sections provided for the day.</i>	

<b>FORMATIVE ASSESSMENT</b>	
The formative assessment for this section will be having them fill in the student guided handout during independent practice time.	
<b>CENTER ACTIVITIES</b>	(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>	
<b>HOMEWORK</b>	
<b>There is no homework for this section.</b>	