

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, March 23, 2015

Monday, March 23, 2015
Day 122

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Grade 8 Social Studies

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The student is expected to...
» explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.[8.8A]
» identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.[8.1A]
» express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[ELP.3G]
Student Friendly Objective:
Students can explain the causes and effects of significant events, including Gettysburg while acting out parts of the battle.

Warm Up:
STAAR Review-Packet 2 Intro-Republic

Instructional Plan:

1. Prepare the classroom. Before class, arrange the classroom into two opposing "camps." Designate half of the room as the Confederate camp and the other half as the Union camp. Set up the projector so that images can be seen clearly by students in both camps.

2 Assign students to camps and introduce the Battle of Gettysburg. When students enter the room, have them go to their assigned camp—Confederate or Union. Tell them to take paper and pencils with them. Then read the following background information about the Battle of Gettysburg.
In May 1863, the Confederate commander, Robert E. Lee, made the decision to invade Union territory. By invading the North, Lee knew he could

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» explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.[8.8A]
» demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.[ELP.2I]
» listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.[ELP.2F]
» use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]

Student Friendly Objective:
Students can explain the roles played by significant individuals in the Civil War while writing notes on each individual.

Warm Up:
STAAR Review Packet #2- Early Republic

Instructional Plan:
Begin by explaining the Cartoonography-see smartnotebook.

Teachers- insert the following links on your web page so students can access

The student is expected to...
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» listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.[ELP.2F]
» use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]

Student Friendly Objective:
Students can explain significant events of the war such as: Lee's surrender at Appomattox Courthouse while writing notes.

Warm Up:
STAAR Review Packet #2-Republic

Instructional Plan:
Finish up Civil War TCi Sections 6 and 8 Using the text and clips from Montage Section 6- Technology Firsts, Vicksburg, Control of the Mississippi, Problems in the Confederacy
Section 8- Total War, Reelection of Lincoln, Sherman's March to the Sea, Appomattox Courthouse, Results of the War

Assessment:
Civil War/Reconstruction Thurs April 2

The student is expected to...
» identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.[8.1A]
» explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.[8.9C]
» describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.[8.16B]
» evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.[8.9A]
» evaluate the impact of the election of Hiram Rhodes Revels.[8.9B]

Student Friendly Objective:
Students will explain the economic, political and social problems during Reconstruction and evaluate their impact while summarizing the lesson visuals.

Warm Up:
STAAR Review Packet #2- Early Republic

Instructional Plan: (2 day lesson)

1 Introduce the activity. Tell students they will analyze four images to evaluate how close African Americans came to full citizenship during Reconstruction.

2 Introduce Section 2 by projecting Emancipation in the presentation. Ask,
• What details do you see on the left side of this image? The center? The right?
• What seems to be happening in the scenes on the left ? The center? The right?
• This political cartoon was published in 1863, shortly after President Lincoln issued the Emancipation Proclamation. What types of changes does the artist

See Objectives from 3/26

Warm Up:
STAAR Review Packet #2- New Republic

Instructional Plan:

8 Introduce Section 4 by projecting "The First Vote" in the presentation. Ask,
• What details do you see in this image?
• What seems to be happening here?
• How do these men differ from one another? How do you think each of these men feels about what is happening here?
• Overall, do you believe what is happening in this scene led African Americans closer to full citizenship? Explain.

9 Have students read and complete the Reading Notes for Sections 4. Review the main points with the class.

10 Have students prepare to bring the image to life. Place students in groups of four and distribute a copy of Student Handout 23: Creating an Act-It-Out for "The First Vote" to each group. Assign each group one of these characters for the act-it-out: Poll Worker (white man), Skilled Craftsman (black man), City Dweller (black man), Union Army Veteran (black man), Southern Democrat (not pictured). Then review the directions and give groups about five minutes to prepare.

11 Conduct the act-it-out. Call up five actors to stand in front of the projected image, taking on their appropriate characters' postures and facial expressions. Acting as the on-scene reporter, ask the characters some of the questions from Student Handout 23. (Note: Consider conducting the act-it-out a second time with new actors.)

12 Introduce Section 5 by projecting "Worse Than Slavery" in the presentation. Ask,
• What details do you see in this image?
• What seems to be happening here?
• What are the goals of the two figures shaking hands? What tactics are they using to fulfill their goals?

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feed his hungry army by taking food from Northern farms that had been untouched by the war. Lee had just led his army to several key victories and was extremely confident that his soldiers could defeat the demoralized Union army. He also hoped that a decisive victory on Union soil would convince Northerners that it was useless to continue fighting and pressure President Lincoln into signing a peace treaty. By mid-June, Confederate forces had marched into Northern territory. Two weeks later, the Confederate and Union armies finally faced off at the small town of Gettysburg, Pennsylvania.

3 Select Union and Confederate officers and give them their orders. Promote two soldiers in each camp to become the Captain and First Lieutenant of their company. Select officers who will take the role seriously, give orders loudly and clearly, and have the respect of the soldiers in their company. Then give a copy of Student Handout A: Orders for Union Officers or Student Handout B: Orders for Confederate Officers to the Captain and First Lieutenant of the respective camps. Briefly review the handout with the officers.

4 Conduct Gettysburg Experience 1. Tell soldiers that it is the morning of the most important battle of the Civil War. Remind them to stay in character throughout the activity. Project Waiting for Battle in the presentation and follow these steps:

- Tell the Union Captain to give Order 1. Then tell the Confederate Captain to give Order 1.
- Play "The Battle of Gettysburg: Days One and Two" in the presentation
- When the recording ends, tell the Confederate Captain to give Order 2. Then tell the Union Captain to give Order 2.

2. Give soldiers two to three minutes to write their letters home.

5 Conduct Gettysburg Experience 2. Project Marching into Battle in the presentation, and follow these steps:

- Tell the Union Captain to give Order 3. Then tell the Confederate Captain to give Order 3.
- Play "The Battle of Gettysburg: Day Three" in the presentation.
- When the recording ends, tell the Union Captain to carry out Order 4. Then tell the Confederate Captain to carry out Order 4. Encourage soldiers on both sides to

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Abraham Lincoln
<http://viewpure.com/MFABcUUJMrI>
Jefferson Davis
<http://viewpure.com/bFxxXKH8VbY>
Ulysses S. Grant
<http://www.tubechop.com/watch/5555782>
Robert E. Lee
http://viewpure.com/4AVMoo_PT40
William Carney
<http://www.tubechop.com/watch/5555800>
Philip Bazaar
<http://www.defense.gov/specials/Hispanic2001/bazaar.html>
Students will use the Ipads to access links with videos and summaries on each of the 6 individuals. The links will be on each teacher's web page.
Working in pairs they will go through the links to write notes on each of the people using the cartoonography format.
Teachers will wrap up by going over them and clarifying or adding information where necessary.

Assessment:
Teachers can take up the cartoonographies as a formative grade.

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envison for slaves after emancipation?

3 Have students read and complete the Reading Notes for Sections 2. Review the main points with the class.

4 Have students reexamine Emancipation in the presentation. Encourage them to use what they learned in Section 2 to answer these questions:

- Which, if any, of the changes envisioned by the artist became a reality during this period of Reconstruction?
- What government agency assisted former slaves and made some of the changes depicted in the cartoon a reality?
- What activities of the Freedmen's Bureau are not shown in this cartoon?
- Overall, do you believe this period of Reconstruction brought African Americans closer to full citizenship? Explain.

5 Introduce Section 3 by projecting Collision on the Grand Trunk Columbia Railroad in the presentation. Ask,

- What details do you see in this image?
- What seems to be happening here?
- What or who might each of these men represent?

6 Have students read and complete the Reading Notes for Sections 3. Review the main points with the class.

7 Have students reexamine Collision on the Grand Trunk Columbia Railroad in the presentation. Encourage them to use what they learned in Section 3 to answer these questions:

- Who is each of these men? How can you tell?
- How does this political cartoon illustrate the relationship between Congress and the president during this period of Reconstruction? Give examples of this relationship from Section 3.
- Overall, do you believe this period of Reconstruction brought African Americans closer to full citizenship? Explain.

Assessment:
Civil War/Reconstruction Quiz on Thurs April 2.

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13 Have students read and complete the Reading Notes for Sections 5. Review the main points with the class.

14 Have students reexamine "Worse Than Slavery" in the presentation. Place students in pairs and have them review Section 5 to find information that helps them further understand the cartoon. Ask four or five volunteers to come forward and place a sticky note over a significant detail in the image. Remove the notes one by one, each time asking the volunteer to use evidence from the reading to explain that detail. Finally, ask the class,

- What is the artist's message in this cartoon?
- Overall, do you believe this period of Reconstruction brought African Americans closer to full citizenship? Explain.

15 Have students read and complete Reading Notes for Sections 6 and 7. Review the main points with the class.

16 Debrief the activity. Ask,

- Which events brought African Americans closer to full citizenship during Reconstruction?
- Which events brought African Americans further from full citizenship during Reconstruction?
- To what extent did Reconstruction bring African Americans closer to full citizenship? Explain.

Assessment:
Civil War/Reconstruction Quiz on Thurs, April 2

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6 Condense Gettysburg Experience

3 Play "The Aftermath of the Battle of Gettysburg" in the presentation and then distribute role cards. Explain that students will use these cards to gather information, rather than acting out a field hospital. Ask the doctors and stretcher bearers to summarize their responsibilities. Call on various students to describe their wounds. Ask which students have an X on their cards, and explain that these represent soldiers who will die. Discuss conditions at the field hospital with students. Then ask, What generalizations can you make from this information?

7 Debrief the activity. After Civil War

Experience 3, or the next day, ask students the following questions:

- What did you write in the letters to your family or friends back home? What do you think soldiers wrote about in these kinds of letters? (Many wrote about how much they loved their families or how proud they were to be able to fight for their ideals, even if they died.)
- How did you feel as you were preparing for battle? What do you think soldiers worried about just before going into battle? (Many worried about whether they would be injured or die. New soldiers often worried about how they would react in a real battle.)
- How did it feel to be waiting on the battlefield for medical attention? How did it feel to be a doctor or stretcher bearer attending to wounded soldiers? Why do you think the number of casualties (dead and wounded) during the Civil War was so high? (New weapons were more efficient at causing casualties among soldiers, but unsanitary conditions caused many more soldiers to die of infections they received during medical treatment.)
- Based on your experiences, how do you think events like the Battle of Gettysburg affected soldiers? How might they have affected civilians?

8 Have students read and complete the Reading Notes for Sections 5

Assessment:

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