|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Standards** | | | **Essential Question(s):** | | **Assessments Used to Measure Learning:** | |
| **H5*- CIVIL WAR***   1. Explain the importance of key issues and events that led to the civil war; include slavery, states’ rights, nullification, compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in1860, and the debate over secession in Georgia. 2. Explain Georgia’s role in the Civil War; include the union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville. | | | 1. What was GA’s role in the Civil War? 2. Why did Lincoln give the Emancipation Proclamation? 3. How is Chickamauga important in any way? 4. What two events is Sherman known for and how did they lead to the end of the Civil War? 5. How was Andersonville one of the worst parts of the Civil War? | | TOTD  Class Discussion(s)  Quick Write | |
| **Strategies Incorporated with Lesson:** | | | **Academic Vocabulary** | | **Resources Included with**  **Lesson:** | |
| **Strategies: Read & Respond, Repetition, Read Aloud, & Fluency Practices.** | | | **States’ Rights + Slavery + Tariffs + Abolitionist + Compromise of 1850 + Nullification + Secession + Fugitive Slave Act + Dred Scott Case + Free & Slave States** | | **Resources:**  **Printable Packets, Online Story Form, YouTube Videos, Quizlet, & Kahoot.** | |
| **AVID Strategies:** | | |
|  | **Lesson Focus:**  **(Daily Learning Targets)** | **Learning Experiences:**  **(Instructional Expectations)** | | **Response to Data: (**Differentiation of lesson and student groupings based on various assessment data and classroom observations**)** | | **Homework: (aligned with the learning target)** |
| **Mon** | LEARN @ HOME | ***Activating Strategy:***  **Mini-Lesson:**  **Work Session (**Stations/Collaborative Groups**):**  **Closing:** | | **Intervention:**  **On-Level:**  **Advanced:** | | COMPLETE LAH PACKET! |
| **Tues** | I CAN analyze the events that led to the Civil War | ***Activating Strategy:*** [***Lets Talk States' Rights***](https://www.youtube.com/watch?v=CdaIu1C8tqY)  **Mini-Lesson:** *The Teacher will speak on the events that led to the Civil War.*  **Work Session (**Stations/Collaborative Groups**):**  **Independent Scholars – Complete Civil War in GA reading passage.**  **Technology Scholars—Students will study vocabulary and content review on Quizlet.**  **Teacher led scholars—Students will engage with the teacher in an interactive study of the events that led to the Civil War**  **Closing: Whole group discussion on the events that led to the Civil War.** | | **Intervention: Students will have an opportunity to read the text with the teacher to explore its central idea and identify the important supporting details.**  **On-Level: Students will discuss in groups both familiar and unfamiliar vocabulary words. Students will study definitions, synonyms, and antonyms.**  **Advanced: Students will read and answer questions from today’s reading. Students will also draft constructive responses and seek to perfect them.** | | CHOOSE A TOPIC TO RESEARCH AND READ ABOUT… |
| **Wed** | I CAN explain slavery, state’s rights, nullification, and compromise of 1850. | ***Activating Strategy:*** *Reese’s Game*  **Mini-Lesson:** *Review of Slavery & States’ Rights, Nullification, and the compromise of 1850.*  **Work Session (**Stations/Collaborative Groups**):**  **Independent Scholars – Complete Civil War in GA reading passage.**  **Technology Scholars—Students will study vocabulary and content review on Quizlet.**  **Teacher led scholars—Students will engage with the teacher in an interactive study of the events that led to the Civil War**  **Closing: TOTD—Do you believe Abraham Lincoln wanted the slaves to be free or was his motive to reject war?** | | **Intervention: Students will have an opportunity to read the text with the teacher to explore its central idea and identify the important supporting details.**  **On-Level: Students will discuss in groups both familiar and unfamiliar vocabulary words. Students will study definitions, synonyms, and antonyms.**  **Advanced: Students will read and answer questions from today’s reading. Students will also draft constructive responses and seek to perfect them.** | | LISTEN TO A PODCAST ON YOUR SELECTED TOPIC. |
| **Thur** | I CAN explain the Dred Scott Case, Abraham’s Election, GA Platform, and the debate of secession. | ***Activating Strategy: Reese’s Game***  **Mini-Lesson:** *Review of the Dred Scott Case, Abraham’s Election, GA Platform, and the debate of secession.*  **Work Session (**Stations/Collaborative Groups**):**  **Independent Scholars – Complete Civil War in GA reading passage.**  **Technology Scholars—Students will study vocabulary and content review on Quizlet.**  **Teacher led scholars—Students will engage with the teacher in an interactive study of the events that led to the Civil War**  **Closing:** | | **Intervention: Students will have an opportunity to read the text with the teacher to explore its central idea and identify the important supporting details.**  **On-Level: Students will discuss in groups both familiar and unfamiliar vocabulary words. Students will study definitions, synonyms, and antonyms.**  **Advanced: : Students will read and answer questions from today’s reading. Students will also draft constructive responses and seek to perfect them.** | | WRITE A SUMMARY ON THE TOPIC. |
| **Fri** | I CAN restate/recall the events that led to the Civil War | ***Activating Strategy:*** [***Civil War Rap***](https://www.youtube.com/watch?v=JAWKr3xvENg)  **Mini-Lesson:** *Review, Review, Review*  **Work Session (**Stations/Collaborative Groups**):**  **Independent Scholars – Complete Civil War in GA reading passage.**  **Technology Scholars—Students will study vocabulary and content review on Quizlet.**  **Teacher led scholars—Students will engage with the teacher in an interactive study of the events that led to the Civil War**  **Closing: Discussion, “Have you learned anything this week? What did you learn?”** | | **Intervention: Students will have an opportunity to read the text with the teacher to explore its central idea and identify the important supporting details.**  **On-Level: Students will discuss in groups both familiar and unfamiliar vocabulary words. Students will study definitions, synonyms, and antonyms.**  **Advanced: : Students will read and answer questions from today’s reading. Students will also draft constructive responses and seek to perfect them.** | | SHARE IT WITH SOMEONE YOU KNOW! |