**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 11/11-15, 2024**

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| **Standard(s): Unit 5: Sectionalism, Civil War, and Reconstruction** **SSUSH9 Evaluate key events, issues, and individuals related to the Civil War** 1. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
2. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
3. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.
4. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

 **Assessment(s):** [ ]  **Quiz** [x]  **Unit Test** [x]  **Project** [ ]  **Lab** [ ]  **None** |
|  | **Learning Target****(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* |
| **Monday** | I am learning the key events, issues, and individuals related to the Civil War.  | Mini Lesson Presentation of Content | Graphic Organizer on North and South disparities (SPRITE) | Students read and complete GO on growing disparity | Students can articulate how disparity between North and South led to war. |
| **Tuesday** | I am learning the key events, issues, and individuals related to the Civil War.  | Mini Lesson Presentation of Content | Complete information and analysis of people and battles of Civil War. | Students complete TABA chart on people and places. | Students can articulate key people and places of the Civil War.  |
| **Wednesday** | I am learning the key events, issues, and individuals related to the Civil War. | Mini Lesson Presentation of Content | Complete information and analysis of people and battles of Civil War. | Students complete TABA chart on people and places. | Students can articulate key people and places of the Civil War. |
| **Thursday** | I am learning the key events, issues, and individuals related to the Civil War. | Introduction to Assessment | Quick Review | Students are completing formative assessment  | Students can articulate how social, political, and economic developments in the 1800s shaped the US |
| **Friday** | I am learning the key events, issues, and individuals related to the Civil War. | Mini Lesson Presentation of Content  | Reading and thinking: Lincoln’s contributions | Students complete work on Emancipation Proclamation, Gettysburg Address and Second Inaugural Address | Students can articulate the role of Lincoln as President during the Civil War. |

**\***[x]  Exit Ticket/Final Stretch Check [ ]  Electronic Tools [ ]  Dry Erase Boards – quick checks [ ]  Turn & Talk Discussion (verbal responses) [x]  Teacher Observation – document [ ]  Clipboard [x]  Quick Write/Draw [x]  Annotation [ ]  Extended Writing [ ]  Socratic Seminar

[ ]  Jigsaw [x]  Thinking Maps [ ]  Worked Examples [ ]  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

[ ] Rubric

[x] Self-Assessment

[ ] Checklist

[ ] Peer Assessment

[ ] Exemplars/Non-Exemplars

[ ] Other: practice MC questions based on EOC aligned to topics of the week.

[x] Other: Historical Readings