

Unit 4: A Nation Divided and Civil War (Weeks 28-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 28-36**
Status: **Published**

UNIT RATIONALE

Students learn about how cultural differences can divide a society and how people react to cultural change and apply these concepts to their study of the causes and consequences of the Civil War.

ESSENTIAL QUESTIONS

How did the nation try but fail to deal with growing sectional differences?

How did people places and things affect the outcome of the Civil War?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

6.1.8.CivicsHR.3.b:

Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c:

Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.CivicsHR.4.a:

Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryCC.4.b:

Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

6.1.8.HistoryCC5.b:

Analyze critical events and battles of the Civil War from different perspectives.

6.1.8.HistoryCC.5.c:

Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.a:

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryUP.5.c:

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

6.1.8.HistoryCC.5.d:

Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

6.1.8.HistoryCC.5.g:

Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
SOC.6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
SOC.6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

AND KEY SKILLS

PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.

PRE-ASSESSMENTS

Pre-test

Common Lit reading

INSTRUCTIONAL PLAN

MODULE 1

Topic 1: Disunion- Events leading up to Civil War

Student Learning Intentions (SLI) WALT: (We are learning to...)	Discuss and identify the events that led up to the Civil War Read and interpret maps and census information.
Student Learning Strategies	<ul style="list-style-type: none">• Using Prior Knowledge/Previewing• Predicting• Identifying the Main Idea and Summarization• Questioning• Making Inferences• Visualizing• Story Maps• Retelling• Teaching other students
Success Criteria	Participate in the class discussion and identify the events leading up to the Civil War. Utilize visual information to gather documentation and support for ideas.
Formative Assessment (drives instructional decisions)	Entrance tickets, exit tickets, discussion check-ins.
Activities and Resources	Entrance ticket- Define Civil War Read 1st three paragraph's of McPhearson's " An Overview of the American Civil War " Western Expansion Map Expansion of Slavery map Activity(need to upload) and Powerpoint Missouri Compromise Article Disunion Timeline Cards and Wkst Watch the War between the States- video and the Kansas in the civil War- video Cultural Economics Chart and Wkst Round Table Discussion of Compromises that were attempted to alleviate the conflict between North and South.

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

[Disunion Timeline Cards.pdf](#)

[The traditional Civil War curriculum by the American Battlefield Trust.pdf](#)

MODULE 2

Topic 2: The country goes to War

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">• Create a timeline of events from the election of Lincoln to the First Battle of Manassas.• Discuss various individual's perspectives of the Civil War.• read a map to identify southern and northern states.
Student Learning Strategies	<ul style="list-style-type: none">• Using Prior Knowledge/Previewing• Predicting• Identifying the Main Idea and Summarization• Questioning• Making Inferences• Visualizing• Story Maps• Retelling• Teaching other students
Success Criteria	<p>Students will create a Completed and comprehensive timeline of the Events from Lincoln's election to the 1st battle of Manassas.</p> <p>Students will explain multiple perspectives of the Civil War</p> <p>Students will utilize a map identify states that leave the union and ones that remain.</p>
Formative Assessment (drives instructional decisions)	<p>Entrance tickets, exit tickets, class discussions, check ins- quick quizzes.</p>

Activities and Resources

Entrance ticket- 3 events/reasons leading up to the Civil War.

The Country goes to War Powerpoint and Note taking activity

Common Lit- Election of 1860

1860 US Map Activity and writing activity

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged

further. Additional reading,

[Country Goes to War Traditional Middle School Packet.pdf](#)

[Updated The Country Goes to War Middle School 0.pptx](#)

[1860 US map activity.pdf](#)

MODULE 3

Topic 3- Life at War

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Describe the use of equipment, uniform, weapons, and other items that soldiers carried.

Identify three reasons why battles happened in certain locations.

Identify and discuss hardships soldiers faced.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Students will describe equipment, uniforms, weapons

	<p>and other items used by civil war soldiers. Students will write and describe 3 reasons why battles happened in certain locations. Students will identify and discuss hardships soldiers faced during the Civil War.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Entrance tickets, exit tickets, class discussions, quizzes, check-ins</p>
<p>Activities and Resources</p>	<p>Entrance Ticket Life at War Powerpoint and note-taking sheet. Where Battles Happen- Activity Analyzing a Primary Source Activity</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.</p>

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired

knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

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[life_at_war_wkst.pdf](#)

[Updated Life at War Middle School .pptx](#)

[where_battles_happen- CW.pdf](#)

[Primary_Source_Activity- CW.pdf](#)

MODULE 4

Topic 4- Antietam and Emancipation

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

-List and discuss the events leading up to the Emancipation Proclamation.
-Summarize and discuss the meaning of the Emancipation Proclamation.
-Identify at least one impact the Proclamation will have on the war.
-Support argument by using direct quotations from the primary sources.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing

	<ul style="list-style-type: none"> • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will list and discuss events leading up to the Emancipation Proclamation.</p> <p>Students will summarize and discuss the meaning of the Emancipation Proclamation.</p> <p>Students will identify at least one impact the Proclamation will have on the war.</p> <p>Create an argument by using direct quotations from the primary sources.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>entrance quiz, exit quiz, class discussions, check-ins hw questions</p>
<p>Activities and Resources</p>	<p>Emancipation Proclamation powerpoint and graphic organizer activity. How well do you know the Emancipation Proclamation quick quiz activity</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson</p>

being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

[Emancipation and Antietam primary sources..pdf](#)

[Antietam and Emancipation Middle School .pptx](#)

MODULE 5

Topic 5- 1863- Shifting Tides

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Create a timeline of the events leading up to the Battle of Gettysburg.

Discuss the effects of the victories of Gettysburg and Vicksburg.

Summarize the main ideas of the Gettysburg Address.

<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will create a digital timeline of the events leading up to the Battle of Gettysburg.</p> <p>Create a "TMZ" segment discussing the victories of Gettysburg and Vicksburg.</p> <p>Students will create a "social Media post" about the Gettysburg Address.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Entrance tickets, exit tickets, quizzes, class discussions, hw posts.</p>
<p>Activities and Resources</p>	<p>Shifting Tides timeline, powerpoint and map</p> <p>Gettysburg address reading and video</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p>

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly check for

understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

[Shifting Tides.pptx](#)

[Shifting Tides_wkst.pdf](#)

MODULE 6

Topic 6 - Bringing the War to an End.

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Discuss both Lincoln's and McClellan's views on the war and plans for the nation's future.

Create a timeline illustrating the events leading to the end of the war.

	<p>Summarize the Articles of Agreement that the Army of Northern Virginia signed.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will create "instagram posts" or create a "pod cast" interview that explains Lincoln and McCellan's views on the end of the war and the nation's future.</p> <p>Students will create a timeline that illustrates the events leading to the end of the war.</p> <p>Students will complete a RACE response that summarizes the articles of Agreement.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Entrance ticket, exit ticket, class discussion, point check ins.</p>
<p>Activities and Resources</p>	<p>Bringing the war to an end powerpoint and notes. Lincoln Vs. McCellan Activity Baltimore Platform and Chicago Platform close read. Timeline Activity Articles of Agreement Close Read</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students,</p>

paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

[Bringing the War to an End.pptx](#)

[Lincoln_v_McCellan.pdf](#)

MODULE 7

Topic 7- The Effects of the Civil War.

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ul style="list-style-type: none"> - List and summarize the 13th, 14th, and 15th amendments. - Discuss John Wilkes Booth's reasons for assassinating President Lincoln. - Define the term "reconstruction" and discuss the various ideas on reunification. - Discuss the idea of liberty and the challenges facing the nation after the war and today as well.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will create a poster that lists and summarizes the 13, 14 and 15 amendments.</p> <p>Students will "be" John Wilkes Booth and describe why he assassinated Lincoln.</p> <p>Students will summarize the various plans for reunification.</p> <p>Students will discuss the idea of liberty and the challenges the union faced after the war and the challenges we still face today.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>entrance tickets, exit tickets, check ins, quick quizzes, class discussions.</p>
<p>Activities and Resources</p>	<p>13th 14th, and 15th Amendment Activity Booth's Plan Activity</p>

Reconstruction Activity and Power point

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud

Suggested Modifications

to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
ELA.SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.