

American Civil War

Name: Casey Flippin

Major Topic for the Unit of Instruction: Civil War

Length of Unit: Four 55 minute class periods

STAGE 1: DESIRED RESULTS

Standards of Learning: USI.9 The student will demonstrate knowledge of the causes, major events and effects of the American Civil War.

Major understanding:

Students will understand that: cultural, economic and constitutional differences between the North and the South eventually resulted in the American Civil War.

Essential Question(s):

How did cultural, economic, and constitutional issues create bitter division between the North and the South?

Student Objectives:

Students will be able to through research, describe the cultural, economic and constitutional issues that divided the nation, then choose a side and figure out if they will be fighting against or with their family members in the war. They will then rally with people who have similar beliefs as theirs and debate the other angle with their peers to develop a strong understanding of the issues that divided the nation during the American Civil War.

Problem Base: You are a teenager, living with your mother, father and brother in the rural south during the American Civil War. Your family's income relies heavily on the use of slavery on your father's plantation. Being a young individual, you need to research the issues dividing the nation: Slavery, tariffs, state's rights and industrialization versus agricultural economies. What are your beliefs on each of the issues dividing the nation? How would your belief affect your family and determine whether you would be fighting with the North or the South? Form a committee with others sharing similar beliefs and try to convince others to fight with your side. After the debate; Do you change your view? Why or Why not?

Bloom's Taxonomy Skills

During this unit students are analyzing information using graphic organizers, evaluating others work and ideas, applying information presented in research to assignments, understanding material provided and how it relates to essential questions, and remembering skills.

21st Century Learning Skills

During this unit students are developing collaborative skills creativity) problem-solving skills, decision making, communication, and information literacy

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

Research, form opinion and beliefs, collaborate with others, view different sides and change belief (if necessary)

STAGE 3: LEARNING PLAN

Day 1

Students will be presented with the problem then will be allowed computer time for the class period to research the issues of slavery, state's rights versus strong central government, tariffs, and industrial versus agricultural economies. Students will figure out the beliefs of the North and the south and how each was affected.

Day 2

Students will complete research if necessary. Once research is complete, students will choose which side is similar with their personal beliefs about each of the issues dividing the nation during the American Civil War.

Day 3

Students will get together with others sharing similar beliefs and create a way to debate others and persuade the other side to believe the same way their committee does in order to form alliances to fight in the Civil War.

Day 4

Each side will express their belief and why they believe the way they do. Then students will be allowed to debate each side and persuade the other people on the other side to possibly change their beliefs in order to join a side to fight in the Civil War. Students will write an essay of

explanation for their decision.

Teacher will use the following rubric to assess written essay

Civil War Rubric					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
				Total Points:	

American Indians

Name: Casey Flippin

Major Topic for the Unit of Instruction: American Indians

Length of Unit: Six 55 minute class periods

STAGE 1: DESIRED RESULTS

Standards of Learning: USI.3bc American Indians –(b) The student will demonstrate knowledge of how early cultures developed in North America by locating where the American Indians lived, with emphasis on the Inuit, Kwakiutl, Lakota, Pueblo and Iroquois, (c) describe how the American Indians used the natural resources in their environment.

Major understanding:

Students will understand that: Prior to the arrival of Europeans, American Indians were dispersed across different environments in North America. Students will understand that geography and climate affected how the various Indian groups met their basic needs and that resources influenced what was produced and how it was produced.

Essential Question(s):

What was the importance of geography and climate in determining how and where American Indians lived? What was the importance of their available resources? What do you think we could find out today about these groups current existence?

Student Objectives:

Students will be able to: demonstrate understanding of knowledge through research of American Indian groups using Interactive Note-Taking and the Internet to locate pictures to help students better understand information. Students will illustrate factual knowledge by creating a foldable about each American Indian group. Students will complete graphic organizers understanding similarities and differences of each American Indian group. Students will create a flip book in the computer lab and complete an assessment to answer essential questions to ensure understanding.

Bloom's Taxonomy Skills

During this unit students are demonstrating creating flipbooks and foldables (demonstrate learning by creating), analyzing information using graphic organizers, evaluating others work by peer editing flip books using peers chosen by teacher using the attached rubric as a guideline for editing, applying information presented in research to assignments, understanding material provided and how it relates to essential questions, and remembering skills.

21st Century Learning Skills

During this unit students are developing collaborative skills (flip books), creativity (foldables/flipbooks), problem-solving skills, decision making, communication, and information literacy

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

- Photo analysis
- KWL chart
- Foldable
- Flipbook
- Essential Question Assessment

STAGE 3: LEARNING PLAN

Explanation of plans-Actual Lesson plans to follow

Day 1-3- Photo analysis:

As an introduction to the unit: ask students to analyze 5 to 10 photographs portraying each American Indian group. (attached) Pass out a KWL chart and have students complete what they can see in each picture and what they would like to know about each picture. (attached) Students need to look for information relating to climate, topography, resources available, dwellings, clothing, etc. Once students have completed this portion of the assignment, they will observe a video from Discovery Education (attached) to learn more about the pictures they observed. Upon completion of the video portion of the lesson, students will be split into groups of two or three (determined by the teacher) and go to the computer lab to complete cooperative research about each American Indian tribe to complete the L portion of their KWL chart (attached.) Upon completion of the research portion of the lesson, students will return to class to present their findings in an open class discussion using an Edmodo site for class discussion where students will post their findings and respond to other's findings using iPads. Discuss knowledge gained toward answering essential questions to wrap-up lesson.

Day 4-Foldable

Students will use the knowledge portrayed in their KWL chart to complete a foldable illustrating how/where the Indians lived on a map (location) and how geography/climate affected how each group met their needs. Discuss knowledge gained toward answering essential questions to wrap-up lesson. Foldable directions (fold a piece of construction paper hotdog style leaving about an inch at the top for the title. Label the foldable on the inch top part American Indians. On the outside flap of the foldable cut 4 slits in order to have 5 flaps and label the 5 flaps with the American Indian groups: Kwakiutl, Inuit, Iroquois, Lakota and Pueblo. Open the paper and make labels for each group; location, geography and climate. Have students list this information on each flap for each group of First Americans and illustrate the information on the opposite flap. An example of the foldable will be presented in the video portion of this lesson.

Day 5-Flipbook

Students will create a flipbook using the link on my teacher web page and the computer lab to complete the flipbook explaining the importance of geography and climate to the American Indians without using resources to demonstrate knowledge of essential questions. The students will print this information out and illustrate each section. Students can create the flipbook using the following site: <http://www.readwritethink.org/materials/flipbook/> An example of the flipbook will be presented in the video portion of this lesson. Discuss knowledge gained toward answering essential questions to wrap-up lesson.

Day 6- Assessment

Student will be assessed by short answer questions demonstrating the knowledge gained during the lesson to answer essential questions. Along with the short answer assessment, other assessments have taken place throughout this unit. Students have been assessed using the rubric provided, on flipbooks and foldables, peer reviews and KWL chart.

American Indians
Monday 9/23/2012-Wednesday 9/25/2012

Grade Level:6

Subject: History

Teacher: Mrs. Flippin

<p>Overview & Purpose</p> <p>Students will gain knowledge of how geography and climate affect how the American Indians met their basic needs for survival.</p>		<p>Education Standards Addressed</p> <p>USI.3b American Indians</p>	
	Teacher Guide	Student Guide	
<p>Objectives</p> <p>(Specify skills/information that will be learned.)</p>	<p>Teacher will provide photo analysis and KWL chart as an introduction into the lesson on American Indians.</p>	<p>Student view different photographs portraying life of the American Indians and gain knowledge of similarities and differences.</p>	<ul style="list-style-type: none"> • Materials • Photo Analysis • American Indians Video • KWL Chart • Computer lab
<p>Information</p> <p>(Give and/or demonstrate necessary information)</p>	<p>Teacher will provide an opportunity for students to observe a video about the American Indians and allow time for students to use the computer lab to research information about the American Indians.</p>	<p>Student will view a video and complete research to gain knowledge about each American Indian group and complete the L portion of the KWL chart.</p>	

Verification (Steps to check for student understanding)	Teacher will monitor and guide students in the research process to make sure students are on track.	Students will gain knowledge during research about the American Indian groups.	Vocabulary Climate Geography Dwellings Inuit Lakota Pueblo Iroquois Kwakiutl.
Activity (Describe the independent activity to reinforce this lesson)	Teacher will assist students in collecting information.	Students will work collaboratively with students chosen by the teacher. Therefore students will be able to assist those who have difficulty with computers or reading or writing.	
End of Class: Discuss and go over essential questions and see how students are gaining knowledge related to each.			Additional Notes

American Indians
Thursday 9/26/2012

Grade Level: 6

Subject: History

Teacher: Mrs. Flippin

<p>Overview & Purpose</p> <p>Students will gain knowledge of how geography and climate affect how the American Indians met their basic needs for survival.</p>		<p>Education Standards Addressed</p> <p>USI.3b American Indians</p>	
	Teacher Guide	Student Guide	
<p>Objectives</p> <p>(Specify skills/information that will be learned.)</p>	<p>Teacher will provide opportunity for students to express knowledge of American Indians in a foldable..</p>	<p>Student will express knowledge of American Indians using research from previous day in a foldable.</p>	<ul style="list-style-type: none"> • Research information • Foldable paper and example
<p>Information</p> <p>(Give and/or demonstrate necessary information)</p>	<p>Teacher will provide opportunity for students to express knowledge of American Indians in a foldable..</p>	<p>Student will express knowledge of American Indians using research from previous day in a foldable.</p>	

Verification (Steps to check for student understanding)	Teacher will monitor students as they work to ensure understanding.	Students will instill prior knowledge by demonstrating what they know in their foldable.	Vocabulary Climate Geography Dwellings Inuit Lakota Pueblo Iroquois Kwakiutl.
Activity (Describe the independent activity to reinforce this lesson)	Teacher will assist students in completing foldable.	Students will work individually to complete a foldable demonstrating knowledge of American Indians.	
End of Class: Discuss and go over essential questions and see how students are gaining knowledge related to each.			Additional Notes

American Indians
Friday 9/27/2012

Grade Level:6

Subject: History

Teacher: Mrs. Flippin

<p>Overview & Purpose</p> <p>Students will gain knowledge of how geography and climate affect how the American Indians met their basic needs for survival.</p>		<p>Education Standards Addressed</p> <p>USI.3b American Indians</p>	
	Teacher Guide	Student Guide	
<p>Objectives</p> <p>(Specify skills/information that will be learned.)</p>	<p>Teacher will provide opportunity for students to express knowledge of American Indians in a flipbook</p>	<p>Student will express knowledge of American Indians using research from previous day in a flipbook.</p>	<ul style="list-style-type: none"> • Research information • Flipbook link, provided on the teacher web • Computer lab
<p>Information</p> <p>(Give and/or demonstrate necessary information)</p>	<p>Teacher will provide opportunity for students to express knowledge of American Indians in a flipbook.</p>	<p>Student will express knowledge of American Indians using research from previous day in a flipbook.</p>	

Verification (Steps to check for student understanding)	Teacher will monitor students as they work to ensure understanding.	Students will instill prior knowledge by demonstrating what they know in their flipbook working collaboratively.	Vocabulary Climate Geography Dwellings Inuit Lakota Pueblo Iroquois Kwakiutl.
Activity (Describe the independent activity to reinforce this lesson)	Teacher will assist students in completing flipbook.	Students will work collaboratively to complete the flipbook demonstrating knowledge of American Indians.	
End of Class: Discuss and go over essential questions and see how students are gaining knowledge related to each.			Additional Notes

American Indians
Monday 9/30/2012

Grade Level:6

Subject: History

Teacher: Mrs. Flippin

<p>Overview & Purpose</p> <p>Students will demonstrate knowledge of how geography and climate affect how the American Indians met their basic needs for survival.</p>		<p>Education Standards Addressed</p> <p>USI.3b American Indians</p>	
	Teacher Guide	Student Guide	
<p>Objectives</p> <p>(Specify skills/information that will be learned.)</p>	<p>Teacher will provide opportunity for students to express knowledge by completing an assessment answering the essential questions.</p>	<p>Student will express knowledge of American Indians answering essential questions as an assessment.</p>	<ul style="list-style-type: none"> Assessment
<p>Information</p> <p>(Give and/or demonstrate necessary information)</p>	<p>Teacher will provide opportunity for students to express knowledge by completing an assessment answering the essential questions.</p>	<p>Teacher will provide opportunity for students to express knowledge by completing an assessment answering the essential questions.</p>	

Verification (Steps to check for student understanding)	Teacher will assess student knowledge of how climate and geography affected American Indians.	Students will demonstrate their understanding of the content by answer essential questions as an assessment.	Vocabulary Climate Geography Dwellings Inuit Lakota Pueblo Iroquois Kwakiutl.
Activity (Describe the independent activity to reinforce this lesson)	Teacher will observe students as they demonstrate knowledge of the essential questions.	Students will work individually to complete an assessment.	
End of Class: Discuss and go over essential questions and see if students have completely gained an understanding of the essential questions.			Additional Notes

Name _____

USI.3

American Indians Assessment

Directions: Use a separate sheet of paper to answer the following questions using complete sentences and paragraphs when necessary.

1. What was the importance of geography and climate in determining how and where American Indians lived?

2. What was the importance of their available resources?

3. What do you think we could find out today about these groups current existence?

Name _____

USI.3 American Indians

Directions: Complete the chart by observing the photographs on the board. Write what you know in the “K” column, what you want to know in the “W” column and later you will complete the “L” portion with what you have learned.

K What do you know?	W What do you want to know?	L What have you learned?

American Indians Rubric					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Discovery Education Video Link: www.discoveryeducation.com American Heritage: Native Americans, Native Americans: The First Peoples.

Photo Analysis: View the following pictures observe and write down where you think these American Indians lived, how their lifestyles were affected by their location and climate and what type of resources they used. Complete your K portion of your KWL chart.







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