

Era. 5.2.8.6 - Calendar

Desired Results--What do we want students to know and do?

Essential Standard: Era 5.2.8.6 Evaluate success and failures of Reconstruction

Effects of the War and Reconstruction Plans

Freedman's Bureau

Civil War Amendments 13, 14, 15

African-American Economic positions and sharecropping,

African-American role in government

Learning Targets/Objectives

- **Target 1:** I can analyze the purpose and features of multiple policies of reconstruction. (Summarize each point.)
- **Target 2:** I can evaluate the success of multiple policies of reconstruction.

Evidence-How will we know they learned?

Assessment(s) of Learning Targets-Formative and Summative

CFA Target 1 - Students will use a graphic organizer to analyze a document.

CFA Target 2 - Students will write a paragraph.

Learning Plan		
11/03 Tuesday - ODD TESTING	11/02 Monday - ODD 11/04 Wednesday - EVEN	11/05 Thursday - ODD 11/06 Friday - EVEN
ACT INTERIM TESTING	<p>Mini Lesson: Which states were in the Union and the Confederacy during the Civil War?</p> <p>Work time: Complete map to differentiate between the Union and Confederacy during the Civil War.</p> <p>Work time: Read to understand different battles of the Civil War.</p>	<p>Mini Lesson: Vocabulary -definitions</p> <p>Worktime: Vocabulary Kahoot</p> <p>Reconstruction video</p> <p>Mini Lesson: Notes</p>

Learning Plan		
11/09 Monday - Even 11/10 Tuesday - Odd	11/11 Wednesday - Even 11/12 Thursday - Odd	11/13 Friday - Even
<p>Mini-Lesson: Class discussion on the purpose of Reconstruction.</p> <p>Work Time - Reading comprehension to understand the different elements of Reconstruction. Students will work in pairs to read about the different elements of reconstruction.</p> <p>Work Time - Webquest. Students will work independently to view a digital timeline to better understand the elements of Reconstruction.</p> <p>Debrief - How do you believe citizens of the U.S. from different parts of the country felt about reconstruction?</p> <p>CFA #1</p>	<p>Mini-Lesson - Review of perspective</p> <p>Work Time - Students will be given a “character” from history. They will then be given a list of elements of Reconstruction. They will work to determine how their character would view the element of reconstruction and how that element would affect their character. Students will compare characters with other students in class.</p> <p>Debrief - Did most characters view the elements as positive or negative?</p> <p>Work Time - Primary Source Analysis</p> <p>Debrief - Which elements of Reconstruction do you think were successful?</p>	<p>Mini-Lesson - Identifying relevant text evidence</p> <p>Work Time - Students will be given a historical argument claim. They will also be given a secondary and primary source. Students will use the texts to find relevant evidence to support the claim.</p> <p>Work Time - students will use texts to write their own historical arguments.</p> <p>Debrief - how can we determine if information is relevant?</p>
Learning Plan		
11/16 Monday - ODD	11/17 Tuesday - ODD 11/18 Wednesday - EVEN	11/19 Thursday - ODD 11/20 Friday - EVEN
<p>Mini-Lesson - Identifying relevant text evidence</p> <p>Work Time - Students will be given a historical argument claim. They will also be given a secondary and primary source. Students will use the texts to find relevant evidence to support the claim.</p> <p>Work Time - students will use texts to write their own historical arguments.</p>	<p>Work Time - Students will swap arguments with their partner to proofread. CFA 2</p> <p>Work Time - Students will complete a study guide to review for their summative assessment.</p>	<p>Summative Assessment</p>

Debrief - how can we determine if information is relevant?

Learning Plan

11/23 Monday
11/24 Tuesday

11/25 Wednesday
11/26 Thursday

11/27 Friday

Thanksgiving Break