

Lesson Plans October 12 - October 16

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

Essential Standard: Era. 5.2.8.1 - Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives. e.g., federal governments vs. state's rights, sectionalism, cultural differences between the North and South agrarian/industrial, abolitionism

Learning Targets/Objectives

- **Target 1:** I can identify and explain what the causes of the Civil War were.
- **Target 2:** I can analyze the causes of the Civil War using primary and secondary sources.
- **Target 3:** I can develop historical arguments using multiple primary and secondary sources.

Evidence-How will we know they learned?

Assessment(s) of Learning Targets-Formative and Summative

CFA target 2 - Students will use a graphic organizer to analyze a document.

Learning Plan		
Monday - Even/Tuesday - Odd	Wednesday - Even/Thursday - Odd	Friday - Even
<p>Mini-Lesson <i>Target 2 vocabulary</i> <i>solution</i> <i>prohibit</i> <i>analyze</i> <i>bias</i> <i>secession</i> <i>Bill</i></p> <p>Work Time Close Read: <i>The Compromise of 1850</i></p> <p>Debrief <i>Why was the Compromise of 1850 necessary and what were the effects?</i></p>	<p>Mini-Lesson <i>Target 2 Notes: What does it mean to analyze?</i></p> <p>Work Time Document Analysis: <i>Fugitive Slave Act of 1850</i> <i>Students will use a graphic organizer to analyze two newspaper clippings that include two opposing reactions to the arrest of a slave.</i></p> <p>Debrief <i>What were the effects of the Fugitive Slave act?</i></p> <p>CFA #2</p>	<p>Mini-Lesson <i>Target 3 Notes: How to Write a Historical Argument</i></p> <p>Work Time <i>Students will analyze a document in order to write a historical argument.</i></p> <p>Work Time <i>Students will use their document analysis to write a historical argument in which they use evidence to explain whether or not the Dred Scott Decision was constitutional or unconstitutional.</i></p> <p>Debrief <i>Was the decision constitutional?</i></p>

Learning Plan		
Monday - ODD	Tuesday - ODD/Wednesday - EVEN	Thursday - ODD/Friday - EVEN
<p>Mini-Lesson <i>Target 3 Notes: How to Write a Historical Argument</i></p> <p>Work Time <i>Students will analyze a document in order to write a historical argument.</i></p> <p>Work Time <i>Students will use their document analysis to write a historical argument in which they use evidence to explain whether or not the Dred Scott Decision was constitutional or unconstitutional.</i></p> <p>Debrief <i>Was the decision constitutional?</i></p>	<p>Mini-Lesson <i>Notes: How to Cite Evidence</i></p> <p>Work Time <i>Students will continue to write a historical argument in which they use evidence to explain whether or not the Dred Scott Decision was constitutional or unconstitutional.</i></p> <p>CFA 3</p>	<p>Students will review for and take their summative assessment.</p>
Learning Plan		
Monday - Even/Tuesday - Odd	Wednesday - Even/Thursday - Odd	Friday - Even
<p>Students will participate in interventions and enrichments based on their summative scores.</p>	<p>New Standard</p>	<p>New Standard</p>

