

## Lesson Plan Template

Grade: 8th		Subject: Civil War	
Materials: Maps of battlegrounds of major battles during the Civil War		Technology Needed: Online maps	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 Direct instruction</li> <li>🍏 Guided practice</li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 Technology integration</li> <li>🍏 Other (list) Presentation</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 Large group activity</li> <li>🍏 Independent activity</li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul>	
<b>Standard(s)</b> 8.1.2 Use various primary and secondary resources to analyze, and interpret information.		<b>Differentiation</b> <b>Below Proficiency:</b> Students at this level will be grouped up with people of higher proficiency to gain insight from those who understand the requirements of the assignment  <b>Above Proficiency:</b> Grouping students of varying proficiency so that students of different levels will be able to all work together to identify  <b>Approaching/Emerging Proficiency:</b> Group work  <b>Modalities/Learning Preferences:</b> Visual and hands on in order to accommodate different learning styles	
<b>Objective(s)</b> To use technology and google maps to explain how battles occurred during the Civil War and how the battlegrounds impacted who was in a more favorable spot due to being up hill on the enemy.  <b>Bloom's Taxonomy Cognitive Level:</b> Analysis			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) I will have the students group and allow them to all look at maps from different battles during the years spanning the American Civil War		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Find maps that will show locations of the battlefields of major battles during the Civil War. Set them out in groups so that I can then count off students and have them spend time over		
	<b>Engage:</b> (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)  During our opening activity I will use the Library of Congress website and use a bellringer and make the students use something from todays date in order to respond and help them begin class by having something to do as I get the rest of the class set up for the map presentation.		
	<b>Explain:</b> (concepts, procedures, vocabulary, etc.)  I will use the map exercise to help groups of students to better understand the battle grounds during the time of the Civil War. During their time in groups I will let groups draw their best image of the battle ground showing where both fronts were located and then letting them explain in more detail about who won the battle and why the group believes that side was victorious.		
	<b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)  This will help them in real life by making them better aware of locations on maps as well as expanding their knowledge on the Civil War while working in groups to get them to be better in groups and help them form better communication skills for later on in college or in their career.		

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Review (wrap up and transition to next activity):

In review I will have the students wrap up by presenting their battle map and then writing a brief review of why this battle was won or lost by the respective side and how it would have played out differently if the other side would have won the battle as well as if the sides of battle would have been different how that could have impacted the fight.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

I will be checking with groups to make sure for understanding as well as following up after this check up to see what kind of ideas students may be bringing to the table as well as making sure for understanding of what is expected of them.

Consideration for Back-up Plan:

Having the students do research and use a database to answer a research based question about the Civil War

Summative Assessment (linked back to objectives)

End of lesson:  
Making sure students understand geography of the Civil War and to help them come together as a group and formulate an idea as to why this is important during this period.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Getting to use maps that were students were able to physically see and touch helped reinforce them hearing me present the information. Students learned that during battles during the Civil War there was strategy that went into the fights, even with both sides having battle lines. Next time I might encourage students to write down 2 facts and a question to see how much deeper the thought processes go.