



<b>Unit Title:</b>	Unit 6 - Conflict	
<b>Unit Vocabulary:</b>	<b>Key Vocabulary Part 1:</b> Federal Military Presence: Fort Sumter (1861) Civil War Strategies: Anaconda Plan (1861) Port Royal (1862) Blockade Runners H.L. Hunley (1864) Robert Smalls C.S.S. Planter (1862) Emancipation Proclamation (1863) Gettysburg (1863) 54th Massachusetts Regiment in SC (1863) - Fort Wagner Siege of Charleston (1864) Capture of Columbia (1865) Sherman's March to the Sea (1864-1865)	<b>Key Vocabulary part 2 :</b> Reconstruction Amendments (13,14 &15)
<b>Upcoming Common Assessments (MasteryConnect) :</b>	Summative: Formatives: 1/13	

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b>  (Opening, may include "Scholar Starter")	<b>Learning Experience</b>  (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b>  (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b>  (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard</b> (write out): 8.3 CE Examine consequences of the major Civil War military strategies.  8.3 E Utilize a variety of primary and secondary	OSAAT Week 14 Day 1	<b>Standards Based Materials &amp; Resources:</b> <a href="#">The Emancipation Proclamation: The Civil War in Four Minutes</a>  <a href="#">Transcript of the Proclamation   National Archives</a>  <a href="#">The Emancipation Proclamation: Simplified Version</a>	Formative: Primary Source Analysis	<a href="#">U6 - Emancipation Proclamation Quick Write</a>	<b>Reading</b> Primary source <b>Writing</b> Quote analysis handout <b>Inquiry</b> Emancipation Proclamation <b>Organization</b> Graphic organizer chart <b>Collaboration</b> Students work in groups

	<p>sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><b>Learning Objective</b>  Skill (what), Content (why), Product (how):  I can explain the purpose of the Emancipation Proclamation.</p> <p>I will learn this by analyzing primary sources.</p> <p>I will know I have learned it when I can describe how it was applied.</p>		<p><a href="#">Primary Quote Analysis - Emancipation Proclamation</a>  <b>Content/Academic Vocabulary:</b>  Emancipation Proclamation (1863)</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <ul style="list-style-type: none"> <li>-Level 1 and 2 ML, struggling students complete OSAAT and part of the quote analysis</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if struggling</li> <li>-Ask gifted students to read the entire article.</li> <li>-pair struggling students with higher level students</li> <li>-preferential seating</li> <li>-frequent redirects</li> </ul> <p><b>Opportunities to SWRL:</b>  <b>Reading</b>  Primary source  <b>Writing</b>  Quote analysis handout  <b>Speaking/Listening</b> turn and talk  <b>Berea MS Sentence Stems and frames:</b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
T U E S D A Y	<p><b>Standard</b> (write out):  8.3 CE Examine consequences of the major Civil War military strategies.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p>	OSAAT Week 14 Day 2	<p><b>Standards Based Materials &amp; Resources:</b>  Formative in MasteryConnect</p> <p><b>Content/Academic Vocabulary:</b>  Federal Military Presence: Fort Sumter (1861)  Civil War Strategies: Anaconda Plan (1861)  Port Royal (1862)</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <ul style="list-style-type: none"> <li>-Level 1 and 2 ML, struggling students complete OSAAT, Mastery Connect</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if</li> </ul>	Formative: Mastery Connect	Review a formative question	<b>Reading</b> Mastery Connect <b>Writing</b> OSAAT <b>Inquiry</b> Mastery Connect <b>Organization</b> Mastery Connect <b>Collaboration</b> Students work in groups

	<p><b><u>Learning Objective</u></b>  Skill (what), Content (why), Product (how):  I can demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1877.</p> <p>I will do this by completing a formative in Mastery Connect.</p> <p>I will know I have achieved this when I score at least 70.</p>		<p>struggling  -Ask gifted students to read all the questions.  -pair struggling students with higher level students  -preferential seating  -frequent redirects</p> <p><b><u>Opportunities to SWRL:</u></b>  <b>Reading</b>  Mastery Connect  <b>Writing</b>  OSAAT  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b><u>Berea MS Sentence Stems and frames:</u></b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
W E D N E S D A Y	<p><b>Standard</b> (write out):  8.3 CE Examine consequences of the major Civil War military strategies.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><b><u>Learning Objective</u></b>  Skill (what), Content (why), Product (how):  I can analyze the impact of the Battle of Gettysburg and</p>	OSAAT Week 14 Day 3	<p><b><u>Standards Based Materials &amp; Resources:</u></b>  <a href="#">The Gettysburg Address: The Two-Minute Speech That Saved America</a>  Question:  How did the words of the Gettysburg Address impact the way people understood the Civil War?</p> <p><a href="#">Battle of Gettysburg Primary Source Analysis</a></p> <p><b><u>Content/Academic Vocabulary:</u></b>  Gettysburg (1863)</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b>  -Level 1 and 2 ML, struggling students complete OSAAT, half of the graphic organizer  -Sentence stems, visuals, word banks  -Have groups read shorter passages if struggling  -Ask gifted students to complete the entire graphic organizer.</p>	Formative: exit ticket	Exit Ticket: Why was the Battle of Gettysburg a turning point in the war?	<b>Reading</b> Slides <b>Writing</b> exit ticket, graphic organizer <b>Inquiry</b> Gettysburg Address <b>Organization</b> Graphic organizer <b>Collaboration</b> Students work in groups

	<p>explain why it is considered a turning point.</p> <p>I will do this by analyzing a primary source.</p> <p>I will know I have learned this when I can articulate how the Gettysburg Address impacted the way people understood the Civil War.</p>		<p>-pair struggling students with higher level students</p> <p>-preferential seating</p> <p>-frequent redirects</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> Slides</p> <p><b>Writing</b> exit ticket, graphic organizer</p> <p><b>Speaking/Listening</b> using and listening to academic language in pairs or groups</p> <p><b><u>Berea MS Sentence Stems and frames:</u></b></p> <p><a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<b>T H U R S D A Y</b>	<p><b>Standard</b> (write out): 8.3 CE Examine consequences of the major Civil War military strategies.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><b><u>Learning Objective</u></b> Skill (what), Content (why), Product (how): I can analyze the rationale for and the effect of total war.</p> <p>I will do this by divided reading in groups.</p>	<p>OSAAT Week 14 Day 4</p> <p><a href="#">Sherman Quote Analysis</a></p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p><a href="#">Sherman's March to the Sea Multi Source Analysis</a></p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Sherman's March to the Sea (1864-1865) Siege of Charleston (1864) Capture of Columbia (1865)</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>-Level 1 and 2 ML, struggling students complete OSAAT and graphic organizer</p> <p>-Sentence stems, visuals, word banks</p> <p>-Have groups research half the questions if struggling</p> <p>-Ask gifted students to complete the entire research.</p> <p>-pair struggling students with higher level students</p> <p>-preferential seating</p> <p>-frequent redirects</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> Slides</p> <p><b>Writing</b> Graphic organizer</p>	<p>Formative: Graphic organizer</p>	<p><a href="#">Description - Ellevation.pdf</a></p> <p>What do the clothes and objects tell us about the time period?</p>	<p><b>Reading</b> Slides</p> <p><b>Writing</b> Graphic organizer</p> <p><b>Inquiry</b> Sherman's March to the sea</p> <p><b>Organization</b> Graphic organizer chart</p> <p><b>Collaboration</b> Students work in groups</p>

	I will know I am successful when I can read and explain my portion to my group members.		<b>Speaking/Listening</b> Think-Pair-Share <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a>			
<b>F R I D A Y</b>	<b>Standard</b> (write out): 8.3 CE Examine consequences of the major Civil War military strategies.  8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.  <b>Learning Objective</b> Skill (what), Content (why), Product (how): I can make inferences concerning the outcome of the Civil War. I will do this by analyzing multiple primary sources.  I will know I have been successful when I can describe the impact of the war on the soldiers.	OSAAT Week 14 Paragraph Assembly  <a href="#">Word Web Description - Ellevation.pdf</a> With the Title Civil War in the center bubble, write topics in the other bubbles we covered in the unit so far.	<b>Standards Based Materials &amp; Resources:</b> <a href="#">Human Cost of War Photo Analysis</a>  <b>Content/Academic Vocabulary:</b> Amputation Prosthetics  <b>ILAP/IEP/504 Scaffolds &amp; Supports:</b>  -Level 1 and 2 ML, struggling students complete OSAAT and graphic organizer -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects  <b>Opportunities to SWRL:</b> <b>Reading</b> Slides <b>Writing</b> Quick Write, Word web, Graphic organizer <b>Speaking/Listening</b> discuss word web <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a>	Formative: Word Web, Graphic organizer	Quick Write: <a href="#">Impact of the War on Soldiers Quick Write</a>	<b>Reading</b> Slides <b>Writing</b> Quick Write, Word web, Graphic organizer <b>Inquiry</b> Human Cost of war <b>Organization</b> Graphic organizer <b>Collaboration</b> Students work in groups