



<b>Unit Title:</b>	Unit 6 - Conflict	
<b>Unit Vocabulary:</b>	<p><b>Key Vocabulary Part 1:</b></p> <p>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)</p>	<p><b>Key Vocabulary part 2 :</b></p> <p>Reconstruction Amendments                  (13,14 &amp;15)</p>
<b>Upcoming Common Assessments (MasteryConnect) :</b>	<p>Summative:</p> <p>Formatives:</p>	

	<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>	<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</p>	Teacher in-service day	<p><b>Standards Based Materials &amp; Resources:</b>                      Teacher in-service day</p> <p><b>Content/Academic Vocabulary:</b>                      Federal Military Presence: Fort Sumter (1861)</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p>	Formative: Graphic organizer		<p><b>Reading</b>                      Slides  <b>Writing</b>                      Graphic organizer  <b>Inquiry</b>                      Battle of Ft. Sumter slides  <b>Organization</b>                      Graphic organizer chart  <b>Collaboration</b>                      Students work in groups</p>

	<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 analyze the conflict at Fort Sumter that led to the Civil War.</p> <p>I will learn this by completing a graphic organizer.</p> <p>I will know I have learned it when I can explain the main reasons behind the conflict and how it impacted the start of the Civil War.</p>		<ul style="list-style-type: none"> <li>-Level 1 and 2 ML, struggling students complete OSAAT and formative</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> Slides <b>Writing</b> <a href="#">Fort Sumter Graphic Organizer.pdf</a> Graphic organizer <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>			
<b>T U E 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><a href="#">Union v Confederate Venn Diagram</a> Use previous assignments to find answers</p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">The Civil War: Strategies, Battles, and the Port Royal Experiment</a></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, graphic organizers</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if</li> </ul>	Formative: Graphic organizer	Exit Ticket: Should Major Anderson have surrendered Fort Sumter? Why or why not?	<p><b>Reading</b> Handout, previous materials <b>Writing</b> Civil War handout <b>Inquiry</b> Battle Strategies <b>Organization</b> Civil War handout <b>Collaboration</b> Students work in groups</p>

	<p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can compare the military strategies of the Union and Confederacy, summarize the Battle of Ft. Sumter and analyze the Port Royal Experiment.</p> <p>I will learn this by completing a Civil War handout.</p> <p>I will know I have learned this by providing a brief, written analysis of each topic.</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>Opportunities to SWRL:</b> <b>Reading</b> Handout, previous materials <b>Writing</b> Civil War handout <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<p><b>W E D N E S D A Y</b></p>	<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>Learning Objective</b> Skill (what), Content (why), Product (how): I can analyze and evaluate the impact of the CSS Hunley.</p>	<p><a href="https://engage.discoveyeducation.com/share/zyrb8px">https://engage.discoveyeducation.com/share/zyrb8px</a></p> <p>Abraham Lincoln in DiscoveryEd video quiz</p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">CSS Hunley</a> <a href="#">U6 Hunley Textual Analysis</a> <b>Content/Academic Vocabulary:</b> H.L. Hunley (1864)</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete DiscoveryEd, 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. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Textual analysis <b>Writing</b></p>	<p>Formative: Graphic organizer</p>	<p>Quick Write: <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a> Using 1-2 sentence stems, please give your opinion about the Hunley being used in the Civil War.</p>	<p><b>Reading</b> Textual analysis <b>Writing</b> Graphic organizer <b>Inquiry</b> CSS Hunley <b>Organization</b> Graphic organizer <b>Collaboration</b> Students work in groups</p>

	<p>I will do this by completing a graphic organizer.</p> <p>I will know I have learned this when I can give an accurate opinion about the Hunley's usefulness in the Civil War.</p>		<p>Graphic organizer  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b>Berea MS Sentence Stems and frames:</b>  <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>Learning Objective</b>        Skill (what), Content (why), Product (how):        I can analyze and evaluate the Southern defensive strategies.</p> <p>I will do this by completing a watch, think and write activity.</p> <p>I will know I have learned this when I can explain why I chose the goods for my ship.</p>	<p><a href="#">Stealth</a></p>	<p><b>Standards Based Materials &amp; Resources:</b>  <a href="#">U6 Blockade runners: For the Cause or For Cash</a></p> <p><b>Content/Academic Vocabulary:</b>        Blockade Runners</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 formative</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups research half the questions if struggling</li> <li>-Ask gifted students to complete the entire research.</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>        Charts, text  <b>Writing</b>        Think and Write  <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></p>	<p>Formative:        Think and Write</p>	<p>Exit Ticket:        Describe some challenges you faced when you tried to stock your blockade runner.</p>	<p><b>Reading</b>        Charts, text  <b>Writing</b>        Think and Write  <b>Inquiry</b>        Blockade Runners - How to set up and run the operation  <b>Organization</b>        Graphic organizer chart  <b>Collaboration</b>        Students work in groups</p>
	<p><b>Standard</b> (write out):</p>	<p><b>"Message in a</b></p>	<p><b>Standards Based Materials &amp; Resources:</b></p>	<p>Formative:</p>	<p>Quick Write:</p>	<p><b>Reading</b></p>

<p style="text-align: center; color: purple; font-weight: bold;">F R I D A Y</p>	<p>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>Learning Objective</b> Skill (what), Content (why), Product (how): I can compare the perception of Robert Smalls' role in the Civil War.</p> <p>I will do this by corroborating two sources.</p> <p>I will know I am successful when I can provide evidence for why he was called a hero by some and a villain by others.</p>	<p><b>Bottle"</b></p>	<p><a href="#">Robert Smalls Sources &amp; Corroboration Chart</a></p> <p><b>Content/Academic Vocabulary:</b> Robert Smalls C.S.S. Planter (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 Scholar Starter and one side of newspaper graphic organizer</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> Slides (article excerpts) <b>Writing</b> Graphic organizer slides <b>Speaking/Listening</b> discuss and compare two news articles</p> <p><b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>	<p>Graphic organizer slides</p>	<p><a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p> <p>Using 1-2 sentence stems, please respond to the following question: Was Robert Smalls a good American?</p>	<p>Slides (article excerpts)</p> <p><b>Writing</b> Graphic organizer slides</p> <p><b>Inquiry</b> Robert Smalls</p> <p><b>Organization</b> Graphic organizer slides</p> <p><b>Collaboration</b> Students work in groups</p>
--	--	-----------------------	---	---------------------------------	---	---