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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Lorie Groh | | | Grade Level: 5 | | |
| Subject Area: Social Studies | | | Cross Curricular Opportunities: | | |
| Unit Title: Civil War | | | Estimated Duration of Unit : 1 Week | | |
| Overview of Unit: Students will read, analyze, and create a timeline as to the events leading up to the Civil War. Students will be given questions for high learning thinking skills. | | | | | |
| Forms of Text (nonfiction/fiction): | | | Teaching Strategies: Interpret, analyze, and use critical thinking while using collective learning. | | |
| Catholic Identity Connections: Empathy for others | | | | | |
| Assessment (authentic/published - summative/formative): Formative assessment throughout the unit and a rubric for assessing the timelines. | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| SS.5.H.CL1.1 | Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). | **American Civil War History**  Students will watch and discuss American Civil War History videos. | | Old newspaper clippings, journals, computer, and history channel.  <http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/america-divided> | Days 1-2 |
| SS.5.H.CL1.1 | Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). | There are many Civil War activities on Pinterest.  Students will read, analyze, and draw a Civil War timeline on some type of poster board. | | https://www.pinterest.com/explore/civil-war-activities/ | Day 3 |
| SS.5.H.CL1.3 | Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). | Students will learn how to chronologically put what they’ve learned into context. | | Old newspaper clippings, journals, computer, and history channel. | Day 4 |
| Differentiated Instruction Opportunities/Overview: Students will be writing, but also creating art design. | | | | | |
| Cross Curricular Opportunities level: | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| ELA.5.W.C11.2 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **(CCSS W.5.8)** | Pulling from all the student notes and comprising, a list in order of events studied. | Notecards, written notes on paper, copied and paste ideas.  A rubric can be used for assessment, | | Day 5 |
| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
|  | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
| X | Summary | | | | |
| X | Research | | | | |
|  | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
|  | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  |  | |  |
| X | Speaking | | | | |
| X | Listening | | | | |
|  | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smart board | | | | |
| X | Computers | | | | |
|  | iPads | | | | |
|  | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | |
| X | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
|  | Writing prompt | | | | |
|  | Portfolio | | | | |
|  | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
| X | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
|  | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
| All students will become familiar with the events that led up to the war and including the war. Students will know who and what people did. Battles that were significant. What occurred when the war change for the North. | | | | | |
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