
| Standard: SSUSH9. The student will analyze the impact of the Civil War and Reconstruction on Georgia  
| | ELACC9-10RI10. The student will read and comprehend literary nonfiction in the 9-10 text. . .  
| | ELACC9-10W1. The student produces writing that establishes an appropriate. . .  
| | ELACC910W6. The student uses technology, including internet, to produce, publish . . . |

**Be Able to Do:** State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

**Objective:** Students will create a timeline of the major events of the Civil War including Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville. The timeline will include illustrations and descriptions.

The students will also write a paper describing and defending what they each believe to be the most important event of the Civil War.

As students enter the classroom, they will be given a card with their name and group number on it.

Explain the purpose of today’s lesson – review Timeline Rubric

Refer to **PBIS expectations and reinforcements**

Each day of this assignment there will be a help box on the board. Teachers will direct students to the help box and review it at the beginning of class to set expectations

**Help Box:**

1. If you are in rows 1, 2 or 3, remain in your desk
2. If you are in rows 4, 5, or 6, turn your desk the opposite way and sit in your desk
3. Complete graphic organizer with your assigned teacher
4. If you are in rows 4, 5, or 6, turn your desk back facing the front of the room
5. Whole group direct instruction
6. Break into your group by the number you were given at the beginning of the class
7. Start your assignment on the laptop
8. At _____________ turn off your laptops
9. Place your work in your folder and the teachers will take them up
Co-teaching: Parallel grouping will be used to introduce and complete a graphic organizer that includes the major events. Teachers and students will participate in the discussion and creation of the graphic organizers. (specialized instruction – 8 majors events already placed on graphic organizer; have students color code; as creating – do the graphic organizer on the smartboard or chart paper)

After the graphic organizer has been completed, students will come back to whole group. Timeline Project directions (specialized instruction – have directions printed) will be given along with the rubric. The teachers will model going to a website and the procedure for taking notes. Team teaching will be used – one teacher will think aloud while reading from the website and the second teacher will use chart paper to take the notes (they will be color coded based on the topic/main ideas/supporting ideas). The class will do one event together while one teacher leads and students will take notes (second teacher will observe to make sure students understand). *Make sure a teacher talks student 4 through the purpose and use of the graphic organizer.

Student will be placed into pre-determined stations to begin research on laptops:

Group 1: Students will use laptops and search websites to read and take notes of the major events

Group 2: Students will be given a list of websites - they will take notes of the major events (specialized instruction – one teacher will use a think aloud to teach and remind students to use “Stop and Think About What You Have Already Read” that is posted on the wall - every so often as you read, you should stop and think about what you have read. If you don’t remember anything you have read, why continue? Pause and summarize in your head. Stopping and thinking gives you time to understand new information. It allows you to ask questions, visualize, and determine what is important in the text) before they begin their search.

Group 3: One teacher will review the vocabulary (specialized instruction) and then the students will be given a list of websites - they will use Solo6 ReadAloud to have information read to them and they will highlight the main ideas and move to the outline status

After students are worked with in Groups 2 and 3, teachers will rotate through all groups
End the day with restating the purpose with student feedback

The following day:

Help box will be reviewed

Groups will be started, teachers will rotate to groups to review student work from the day before and monitor reading and note taking as the activity continues.
Other specialized instruction that is taking place:
For students 1, 2, 3, 5 – have them color code the major events on the graphic organizer
For students 4, 8 - have them use a motivaider for time on task
For students 4, 6- have a self- monitoring sheet
For student 8 – have a point sheet
For student 5 – during reading activity – remind to use decoding strategies
All students – positive reinforcement (more often for students 2, 3, 8)