

How can Using Culturally Responsive Instruction in a Social Studies Classroom Contribute to
Student Success?

By

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My research question is, How can Using Culturally Responsive Instruction in a Social Studies Classroom Contribute to Student Success? To answer this question, I wrote a literature review and created a project. My project is a unit design of a two week unit on the American Civil War. This unit is designed for tenth graders in a non honors or AP level American History class. Next, I will describe the hypothetical class that has participated in this class and unit. My project is designed for a diverse class of tenth grade students. This unit has been created for students in a diverse and urban school district. An example of this type of school district is the St. Paul (MN) school district. For readers unfamiliar with this district, it is a very diverse district. According to St. Paul Public School records, in 2020, 25% of 10th grade students in the district were African American, whereas 20% of 10th graders were white (SPPS, 2020). In this class, there are 30 students and no paraprofessionals.

Using the same demographic percentages of St. Paul schools, this would mean there would be eight Black students in my class. By using the same statistics, there would be 6 White students and sixteen students of other races. The class meets in a typical classroom everyday for an hour. Socioeconomically, the students are quite diverse. The median household income is \$57,000, which is similar to the national average. About 15% of the students have IEPs (Individualized Educational Plans) and a similar number have social and or emotional disorders that impact their learning.

This project has been created with social studies teachers in mind. This work is more applicable to teachers of American history; however, teachers of any subject will be able to learn a few ways to make their teaching more equitable from my work. My themes of using Culturally Relevant Pedagogy, creating a student-centered class, and being aware of factors outside of the classroom that may make learning more difficult for your students, are relevant to a teacher of

any subject and or grade level. Although I hope teachers are my main audience, I also believe parents and people in other fields can benefit from studying my project. If parents become more supportive of teaching strategies such as CRP, there is a great chance we would see CRP being used more commonly in classrooms.

I used UbD (backwards design) for my unit. This meant that I identified what my students needed to learn from this unit, and then built ten lesson plans that taught students what they needed to know. I decided what students needed to know based on the Minnesota State Social Studies Standards. Throughout my lesson plans and course overview, there is a standard and at least one benchmark that corresponds to each day. The daily goal is to have each student meet those standards and benchmarks.

Next, all of my unit materials and handouts are accessible by links. However, I will create a reference list of sources that were relevant to the creation of my project. These sources include websites and primary sources. Many other sources used in my project were created by me and thus are not cited as sources.

CIVIL WAR TWO WEEK LESSON PLAN

Course Overview

Day	Learning Activities	Learning Objective
<p>1. Introduction/Pre Unit Assessment</p>	<ul style="list-style-type: none"> ● Prior Knowledge Assessment https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit ● Small Group Reading https://www.commonlit.org/en/texts/causes-of-the-american-civil-war ● Exit Ticket (An Exit Ticket is a short formative assessment I will give to students at the end of class to ensure that they are keeping up with class material) https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfe1BkPDa9QlcmiRNNXln3OU/edit 	<ul style="list-style-type: none"> ● Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850—1877)
<p>2. Antebellum Period</p>	<ul style="list-style-type: none"> ● Small and large group discussion on the hypocrisy of Jefferson and the founders. (5 mins). ● Guided notes lecture and short videos. (30 mins). Antebellum America Powerpoint ● Reading and exit ticket. On the last slide of the presentation above. (25 mins). 	<ul style="list-style-type: none"> ● Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850—1877)

<p>3. What to the Slave is the 4th of July</p>	<ul style="list-style-type: none"> ● What to the Slave is the 4th of July small group activity 30 mins https://docs.google.com/document/d/1AdrJx7ebBr2c2-Ge6r8FguwEHhuQNriD7TL7o3mUNz8/edit ● Nat Turner small group and individual activity 15 mins https://docs.google.com/file/d/0Bz9eBjqfJlfdVlJBeWQ4QTFTa0k/edit?resourcekey=0-EA5E1be7o6Zle-ELzMOqcg ● Nat Turner hero or villain activity (due tomorrow for debate) 15 mins 	<ul style="list-style-type: none"> ● Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861)
<p>4. Slavery Rebellions</p>	<ul style="list-style-type: none"> ● Randomly assign students into two groups. One group will argue for why Turner was a hero, the other will argue that he was a villain. Both groups will have a chance to strategize, each student must make at least one point/argument. (10 mins) ● Debate and large group discussion on debate. Students vote on if he was a villain or not. (20 mins) ● Free write on if Nat Turner was a hero or not. (A free write is where students are instructed to write about a topic for a period of time. They are to write whatever comes to their mind and not worry about spelling or grammar. Students write and pass papers to the left. Students will add on to their peers' ideas and continue writing. There will be Four rounds of this.) (10 mins) 	

	<ul style="list-style-type: none"> 1 pager notes on this article. (When students do 1 pager notes, they are instructed to summarize a piece of writing by identifying and defining three key terms, and using images that summarize the article and make sense to the reader). https://www.history.com/topics/abolitionist-movement/john-brown (15 mins) Exit Activity is at least a three sentence answer to the question, "Was John Brown a hero?" 	
<p>5. The Underground Railroad and Abolitionism</p> <ul style="list-style-type: none"> A short (hook) video on Harriet Tubman https://www.youtube.com/watch?v=Dv7YhVKFqbQ (5 mins) Students will do the three activities listed in this assignment https://edsitement.neh.gov/lesson-plans/harriet-tubman-and-underground-railroad (30 mins) Harriet Tubman Assessment due Monday https://docs.google.com/document/d/1XKB5NYOyws8ZOG5mpx5q9g5MqbQXOCSR_bDkaqDxyaY/edit (25mins) 		<ul style="list-style-type: none"> Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war. (Civil War and Reconstruction: 1850— 1877)
<p>6. Lincoln and the War</p>	<ul style="list-style-type: none"> Presentation- https://docs.google.com/presentation/d/1LlbVRLAidzLQ8Tu 	<ul style="list-style-type: none"> Describe the course of the Civil War,

	<p>u_qWXzNleVfLC8KDnn5WWhj-17Is/edit#slide=id.gb8359654ec_0_2 (15 mins)</p> <ul style="list-style-type: none">• Jigsaw activity https://docs.google.com/document/d/1OWiEoauUa7F_tC29MLBBvbCOtPCWi0AfMIVrIUDr5Y/edit (45 mins)	<p>identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877)</p>
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7. The Confederacy and Black Soldiers

- Short hook video from the movie Glory. **(It Shows the Black soldiers being paid less than the White soldiers).**
<https://www.youtube.com/watch?v=-hbIPpNKXYI> (5 mins)
- Internet scavenger hunt activity on Black soldiers during the Civil War.
<https://www-tc.pbs.org/opb/historydetectives/static/media/downloads/2011-12-16/InternetScavengerHunt.pdf> (20 mins) Students will read all articles and answer all questions individually.
Differentiation- Like all of my reading assignments, other articles/readings may be used and or academic language may be defined for students at different reading levels.
- Alexander Stephens' speech on the cause of the Civil War.
https://docs.google.com/document/d/1VypBmLJDh5Xp9MaVoyPrnNw1uNlpY1TivtWW_JIA7wA/edit#heading=h.i31fpzvudumc (20 mins)
 Students will do the Individual, small, and large group activities highlighted in this document.
- <https://www.procon.org/headlines/historic-statue-removal-top-3-pros-cons/> plus exit ticket (15 mins).
Students will use the article above to decide if confederate statues should be taken down or not. Below is the exit ticket that goes with this assignment. Again, an exit ticket is a short formative assessment used to ensure that students are meeting learning objectives each day.
<https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evw78BQxvLaxVYZ-l4Rm9vE/edit>

8. The end of the war and Lincoln's Assassination	<p>Lincoln's 2nd inaugural assignment https://docs.google.com/document/d/1w0HOQt35o3LQh2Pvch3tThQb4hZriK9L7_1-DxB7pOQ/edit (20 mins).</p> <p>The End of the War Presentation with guided notes (20 mins)</p> <p>https://docs.google.com/presentation/d/1ELVebvNRHF9UB9dmbDTK1xJ3CB6J-WZMT6erXmbHdng/edit#slide=id.ge632887bfa_0_8</p> <p>Free Write Activity (Last slide) (10 mins)</p> <p>https://docs.google.com/presentation/d/1ELVebvNRHF9UB9dmbDTK1xJ3CB6J-WZ</p>	

	<p>MT6erXmbHdng/edit#slide=id.ge632887fa_0_8</p> <p>Introduce project/ work time on project</p> <p>https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit (10 mins)</p>	
<p>9. Civil War Project Based Learning Work Day</p>	<p>Students will read Lincoln’s Gettysburg Address and we will have a short discussion on it. (10 mins)</p> <p>https://www.history.com/topics/american-civil-war/gettysburg-address</p> <p>Work time on Project (50 mins)</p> <p>https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit</p> <p>*If finished early, learn more about Lincoln</p> <p>https://millercenter.org/president/lincoln/life-in-brief</p>	
<p>10. Presentations</p>	<p>Students will present (60 mins)</p> <p>https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit</p> <p>Worksheet that goes along with all presentations</p>	

	https://docs.google.com/document/d/1wdvN68zoM_UOCh4wDTbMqzx_bMMvHhSggX553NocBnDI/edit	
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	Lesson Title: Introduction/Pre Unit Assessment
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 1
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850—1877) 	
Academic Language:	

- Vocabulary: Confederacy, confederate, north, south
- Academic Language Objective (syntax or discourse level): Discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: None at this moment
- Formal: None at this moment

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbCIsK_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

- Paper for KWL Chart
- Paper or online access to short reading

Learning Activities

Time	Learning Activities
20 mins	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p> <p>Lesson Launch</p> <ul style="list-style-type: none"> • Pre unit assessment and review
	<p>Instructional Task(s) Sequence</p> <ol style="list-style-type: none"> 1. Pre unit assessment and review (20 mins) 2. KWL Chart on the Civil War and discussion (20 mins) 3. Small group reading https://www.commonlit.org/en/texts/causes-of-the-american-civil-war with big group discussion (15 mins).

	<p>4. Day 1 Exit Ticket Activity https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit</p>
	<p>Lesson Summary and Closure</p>
	<p>Have students do the exit activity and give them a quick idea of the review activity for tomorrow</p>

	<p>Lesson Title: Antebellum Period</p>
<p>(K-12) Course name: American History</p>	<p>Grade Level: 10th</p>
<p>Topic: American Civil War</p>	<p>Day in Lesson Sequence: 2nd</p>
<p>Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):</p>	
<ul style="list-style-type: none"> ● 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
<p>Content Objectives:</p>	
<ul style="list-style-type: none"> ● Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850—1877) ● Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850—1877) 	

Academic Language:	
<ul style="list-style-type: none"> • Vocabulary: civil war, abolition, and Antebellum • Academic Language Objective (syntax or discourse level): discourse 	
Assessment	
<ul style="list-style-type: none"> • Prior Knowledge Assessment: (in this lesson or previous) <ul style="list-style-type: none"> • https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit 	
<ul style="list-style-type: none"> • Formative Assessment: Informal and Formal <ul style="list-style-type: none"> • Informal: https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit • Formal: none 	
<ul style="list-style-type: none"> • Summative Assessment: (planned for the future, if any) <ul style="list-style-type: none"> • https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit 	
Materials:	
<ul style="list-style-type: none"> • Powerpoint • Guided lecture/reading notes https://docs.google.com/document/d/1Go8HMP505AKoEfH_PGuD9E7k-ywr2SlaYo9FTfSRi8/edit 	
Learning Activities	
Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
5 mins	<p>Lesson Launch</p> <ul style="list-style-type: none"> • Small and large group discussion on the hypocrisy of Jefferson and the founders.
	<p>Instructional Task(s) Sequence</p> <ul style="list-style-type: none"> • Small and large group discussion on the hypocrisy of Jefferson and the founders. (5 mins).

	<ul style="list-style-type: none"> • Guided notes lecture and short videos. (30 mins). • Reading and exit ticket. (25 mins).
	Lesson Summary and Closure
	Have students do the exit activity and give them a quick idea of the Frederick Douglass What to the Slave is the 4h of July activity for tomorrow.

	Lesson Title: What to the Slave is the 4th of July
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 3rd
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> • 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> • Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861) 	
Academic Language:	

- Vocabulary: liberty, hypocrisy
- Academic Language Objective (syntax or discourse level): discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: <https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit>
- Formal: none

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

- Reading and explanation of ethos, logos, and pathos-
<https://docs.google.com/document/d/1AdrJx7ebBr2c2-Ge6r8FguwEHhuQNrd7TL7o3mUNz8/edit>
- Nat Turner activity
<https://docs.google.com/file/d/0Bz9eBjqfJlfDVIJBeWQ4QTFTa0k/edit?resourcekey=0-EA5E1be7o6Zle-LzM0qcg>
- Nat Turner hero or villain activity articles and worksheet 1.
<https://www.washingtonpost.com/archive/opinions/1999/09/22/nat-turner-no-hero/b219b4cf-541d-4053-b19c-a0b2f3095521/> 2.
<https://www.austinweeklynews.com/2010/11/10/nat-turner-a-national-hero/> 3.
<https://docs.google.com/document/d/1U54Ut9oVDPcjf0rqgyfbXBYDRANQybc3jPxugMhzMj4/edit>

Learning Activities

Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
<p>_30_ mins</p>	<p>Lesson Launch</p> <ul style="list-style-type: none"> • What to the Slave is the 4th of July small group activity 30 mins https://docs.google.com/document/d/1AdrJx7ebBr2c2-Ge6r8FguwEHhuQNrd7TL7o3mUNz8/edit

	<ul style="list-style-type: none"> Nat Turner small group and individual activity 15 mins https://docs.google.com/file/d/0Bz9eBjqfJlfDVlJBeWQ4QTFTa0k/edit?resourcekey=0-EA5E1be7o6Zle-ELzM0qcg Nat Turner hero or villain activity (due tomorrow for debate) 15 mins
	<p>Instructional Task(s) Sequence</p> <ul style="list-style-type: none"> What to the Slave is the 4th of July small group activity (30 mins). Nat Turner small group and individual activity (20 mins). Nat Turner hero or villain activity (due tomorrow for debate) (10 mins).
	<p>Lesson Summary and Closure</p> <p>Have students work on the homework and give them a quick idea of the Nat Turner and John Brown debate activity for tomorrow.</p>

	Lesson Title: Slavery Rebellions
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 4th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861) 	
Academic Language:	

- Vocabulary: rebellion, morality,
- Academic Language Objective (syntax or discourse level): discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: <https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit>
- Formal: none

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbCIsK_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

- <https://www.history.com/topics/abolitionist-movement/john-brown>

Learning Activities

Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
<p>_10_ mins</p>	<p>Lesson Launch</p> <p>Randomly assign students into two teams. One team will argue for why Turner was a hero, the other will argue that he was a villain. Both teams will have a chance to strategize, each student must make at least one point.</p>
	<p>Instructional Task(s) Sequence</p> <ul style="list-style-type: none"> • Randomly assign students into two teams. One team will argue for why Turner was a hero, the other will argue that he was a villain. Both teams will have a chance to strategize, each student must make at least one point. (10 mins)

- Debate and large group discussion on debate. Students vote on if he was a villain or not. (20 mins)
- Free write on if he was a hero or not. Students write and pass papers to the left. Students will add on to their peers' ideas and continue writing. Four rounds of this. (10 mins)
- 1 pager notes on this article
<https://www.history.com/topics/abolitionist-movement/john-brown> (15 mins)
- Exit Activity is a three sentence answer to the question, "Was John Brown a hero?"

Lesson Summary and Closure

Have students do the exit activity and give them a quick idea of the activity for tomorrow

	Lesson Title: The Underground Railroad and Abolitionism
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 5th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war. (Civil War and Reconstruction: 1850— 1877) 	
Academic Language:	

- Vocabulary: Abolition, fugitive slave act
- Academic Language Objective (syntax or discourse level): discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: <https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit>
- Formal: none

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbCIsK_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

<https://edsitement.neh.gov/lesson-plans/harriet-tubman-and-underground-railroad>

<https://www.youtube.com/watch?v=Dv7YhVKFqbQ>

Learning Activities

Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
<p>_5_ mins</p>	<p>Lesson Launch</p> <p>A short (hook) video on Harriet Tubman https://www.youtube.com/watch?v=Dv7YhVKFqbQ</p>
	<p>Instructional Task(s) Sequence</p> <ul style="list-style-type: none"> • A short (hook) video on Harriet Tubman https://www.youtube.com/watch?v=Dv7YhVKFqbQ (5 mins)

	<ul style="list-style-type: none"> • Students will do the three parts of this lesson plan https://edsitement.neh.gov/lesson-plans/harriet-tubman-and-underground-railroad (30 mins) • Harriet Tubman Assessment due Monday https://docs.google.com/document/d/1XKB5NYOyws8ZOG5mpx5q9g5MqbOXOcSR_bDkaqD_xyaY/edit (25mins)
	Lesson Summary and Closure
	Let students work on the homework and briefly preview the lesson for Monday

	Lesson Title: Lincoln and the war
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 6th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> • 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> • Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877) 	
Academic Language:	

- Vocabulary: Attrition, turning point,
- Academic Language Objective (syntax or discourse level): discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: <https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QlcmiRNNXln3OU/edit>
- Formal: none

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbCIsK_u0UUUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

- Presentation
https://docs.google.com/presentation/d/1LlbVRLAidzLQ8Tuu_qWXzNieVfLC8KDnn5WWWhj-l7Is/edit#slide=id.gb8359654ec_0_2
- Guided Notes-
- https://docs.google.com/document/d/1hU64iN6HhRCloQL4f0gFgzGNmRCXQKhPDuHy_vT-ds/edit
- Civil War Battles Jigsaw activity-
- https://docs.google.com/document/d/1OWiEoauUa7F_tC29MLBBvbCOtPCWi0AfMIVrIUDr5Y/edit

Learning Activities

Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
<p>_15_ mins</p>	<p>Lesson Launch</p> <ul style="list-style-type: none"> • Presentation- https://docs.google.com/presentation/d/1LlbVRLAidzLQ8Tuu_qWXzNieVfLC8KDnn5WWWhj-l7Is/edit#slide=id.gb8359654ec_0_2

	Lesson Title: The Confederacy and Black Soldiers
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 7th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877) 	
Academic Language:	
<ul style="list-style-type: none"> Vocabulary: Confederacy, Capital, assassination 	

<ul style="list-style-type: none"> Academic Language Objective (syntax or discourse level): discourse 	
Assessment	
<ul style="list-style-type: none"> Prior Knowledge Assessment: (in this lesson or previous) <ul style="list-style-type: none"> https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit 	
<ul style="list-style-type: none"> Formative Assessment: Informal and Formal <ul style="list-style-type: none"> Informal: https://docs.google.com/document/d/1QA97QIAEd1ydOf87pvGOfE1BkPDa9QIcmiRNNXLn3OU/edit Formal: none 	
<ul style="list-style-type: none"> Summative Assessment: (planned for the future, if any) <ul style="list-style-type: none"> https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit 	
Materials:	
https://www.youtube.com/watch?v=-hbIPpNKXYI <ul style="list-style-type: none"> https://docs.google.com/document/d/1VypBmLJDh5Xp9MaVoyPrnNw1uNIpY1TivtWW_JIA7wA/edit#heading=h.i31fpzvudumc 	
Learning Activities	
Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> What the teacher will be doing; What students will be doing; Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.) Examples and/or information the teacher will provide; Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning; Expected on and off-target student responses; planned teacher interventions; <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
5 mins	<p>Lesson Launch</p> <p>Short hook video from the movie Glory. Shows the Black soldiers being paid less than the White soldiers. https://www.youtube.com/watch?v=-hbIPpNKXYI</p>
	<p>Instructional Task(s) Sequence</p> <ul style="list-style-type: none"> Short hook video from the movie Glory. Shows the Black soldiers being paid less than the White soldiers. https://www.youtube.com/watch?v=-hbIPpNKXYI (5 mins)

- <https://www-tc.pbs.org/opb/historydetectives/static/media/downloads/2011-12-16/InternetScavengerHunt.pdf> (20 mins) Students will read all articles and answer all questions individually.
- https://docs.google.com/document/d/1VypBmLJDh5Xp9MaVoyPrnNw1uNIpY1TivtWW_JIA7wA/edit#heading=h.i31fpzvudumc (20 mins) Individual, small, and large group activity.
- <https://www.procon.org/headlines/historic-statue-removal-top-3-pros-cons/> plus exit ticket (15 mins)
<https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evv78BQxvLaxVYZ-I4Rm9vE/edit>

Lesson Summary and Closure

Students' exit activity

<https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evv78BQxvLaxVYZ-I4Rm9vE/edit>

	Lesson Title: The End of the War and Lincoln's Assassination
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 8th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877) 	
Academic Language:	

- Vocabulary: Confederacy, Capital, assassination
- Academic Language Objective (syntax or discourse level): discourse

Assessment

• Prior Knowledge Assessment: (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

• Formative Assessment: Informal and Formal

- Informal: <https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evw78BQxvLaxVYZ-I4Rm9vE/edit>
- Formal: none

• Summative Assessment: (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbCIsK_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

- https://docs.google.com/presentation/d/1ELVebvNRHF9UB9dmbDTK1xJ3CB6J-WZMT6erXmbHdng/e/dit#slide=id.ge632887fba_0_8

Learning Activities

Time	Learning Activities
20 mins	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
	<p>Lesson Launch</p> <p>https://docs.google.com/document/d/1w0HOQt35o3LQh2Pvch3tThQb4hZriK9L7_1-DxB7pOQ/edit</p>
	<p>Instructional Task(s) Sequence</p>

Lincoln's 2nd inaugural assignment

https://docs.google.com/document/d/1w0HOQt35o3LQh2Pvch3tThQb4hZriK9L7_1-DxB7pOQ/edit

(20 mins).

The End of the War Presentation with guided notes (20 mins)

https://docs.google.com/presentation/d/1ELVebvNRHF9UB9dmbDTK1xJ3CB6J-WZMT6erXmbHdng/edit#slide=id.ge632887fba_0_8

Free Write Activity (Last slide) (10 mins)

https://docs.google.com/presentation/d/1ELVebvNRHF9UB9dmbDTK1xJ3CB6J-WZMT6erXmbHdng/edit#slide=id.ge632887fba_0_8

Introduce project/ work time on project

- https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit
(10 mins)

	Lesson Summary and Closure
	Students will have work time on the project for the remainder of the hour and all day tomorrow.

	Lesson Title: Civil War Project Based Learning Work Day
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 9th
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	
<ul style="list-style-type: none"> Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877) 	

Academic Language:	
<ul style="list-style-type: none"> • Vocabulary: Confederacy, Capital, assassination • Academic Language Objective (syntax or discourse level): discourse 	
Assessment	
<ul style="list-style-type: none"> • Prior Knowledge Assessment: (in this lesson or previous) <ul style="list-style-type: none"> • https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit • Formative Assessment: Informal and Formal <ul style="list-style-type: none"> • Informal: https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evv78BQxvLaxVYZ-l4Rm9vE/edit • Formal: none • Summative Assessment: (planned for the future, if any) <ul style="list-style-type: none"> • https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit 	
Materials:	
<p>Students will read Lincoln’s Gettysburg Address and we will have a short discussion on it. https://www.history.com/topics/american-civil-war/gettysburg-address</p>	
Learning Activities	
Time	Learning Activities
	<p><i>For each section, clearly articulate:</i></p> <ul style="list-style-type: none"> • <i>What the teacher will be doing;</i> • <i>What students will be doing;</i> • <i>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</i> • <i>Examples and/or information the teacher will provide;</i> • <i>Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</i> • <i>Expected on and off-target student responses; planned teacher interventions;</i> <p><i>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</i></p>
	Lesson Launch
10 mins	<p>Students will read Lincoln’s Gettysburg Address and we will have a short discussion on it. https://www.history.com/topics/american-civil-war/gettysburg-address</p>
	Instructional Task(s) Sequence

Students will read Lincoln's Gettysburg Address and we will have a short discussion on it. (10 mins)
<https://www.history.com/topics/american-civil-war/gettysburg-address>

Work time on Project (50 mins)

https://docs.google.com/document/d/13peYqZqIbClS_K_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

*If finished early, learn more about Lincoln <https://millercenter.org/president/lincoln/life-in-brief>

Lesson Summary and Closure

Make sure students are ready to present tomorrow. Any parts of the assessment unfinished become homework. The exit ticket is checking in on students and making sure they are making good progress throughout the hour.

	Lesson Title: Civil War Project Based Presentation Assessments
(K-12) Course name: American History	Grade Level: 10th
Topic: American Civil War	Day in Lesson Sequence: 10
Content Standards: (ACTFL, State, Common Core, and/or National Standards—both number codes and text):	
<ul style="list-style-type: none"> 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) 	
Content Objectives:	

- Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877)

Academic Language:

- Vocabulary: Confederacy, Capital, assassination
- Academic Language Objective (syntax or discourse level): discourse

Assessment

- **Prior Knowledge Assessment:** (in this lesson or previous)

- https://docs.google.com/document/d/1RltRnFn9bYQhEL3K8VVMULm9qBxGRWVnotVdzo_TDA0/edit

- **Formative Assessment: Informal and Formal**

- Informal: <https://docs.google.com/document/d/1zY3V3EE2SXmLkr1lep-6Evw78BQxvLaxVYZ-l4Rm9vE/edit>
- Formal: none

- **Summative Assessment:** (planned for the future, if any)

- https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit

Materials:

<https://www.youtube.com/watch?v=-hbIPpNKXYI>

- https://docs.google.com/document/d/1VypBmLJDh5Xp9MaVoyPrnNw1uNIpY1TivtWW_JIA7wA/edit#heading=h.i31fpzvudumc

Learning Activities

Time	Learning Activities
	<p>For each section, clearly articulate:</p> <ul style="list-style-type: none"> • What the teacher will be doing; • What students will be doing; • Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.) • Examples and/or information the teacher will provide; • Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning; • Expected on and off-target student responses; planned teacher interventions; <p>Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</p>
	<p>Lesson Launch</p>

5 mins	We will do a quick review of what we learned in this unit. Brainstorming in small and large groups.
	<p data-bbox="310 306 678 338">Instructional Task(s) Sequence</p> <p data-bbox="407 415 802 447">Students will present (60 mins)</p> <p data-bbox="407 451 1593 483">https://docs.google.com/document/d/13peYqZqlbClSk_u0UUG8b8t9APZNpL21FgWQRzWcRO4/edit</p> <p data-bbox="407 516 1036 548">Worksheet that goes along with all presentations</p> <p data-bbox="407 552 1609 615">https://docs.google.com/document/d/1wdvN68zoM_UOCh4wDTbMqzxbMMvHhSggX553NocBnDI/edit</p>
	<p data-bbox="310 1192 667 1224">Lesson Summary and Closure</p> <p data-bbox="310 1234 1568 1297">Have all students present and introduce the next unit on Reconstruction. Exit ticket is their worksheet that goes along with all presentations.</p>

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<https://www.ourdocuments.gov/doc.php?flash=false&doc=38&page=transcript>.