

Teacher: Frances Solorio				
Title: <b>Civil War Social</b>	Subject: Social			
Topics: Civil War	Grade: 9-10			
Lesson Duration:	School: P.W.			
Education Designs Lesson/ Unit Plan				
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	The students will learn how important it is to have certain laws that govern our people. This lesson is teaching the students that we will be able to see how the country is run. They can understand how the North and South were fought and what impact it took on the states. They can learn how people can actually benefit from the war. In today's living the children need to understand that politics will always be around and also how each one of us are involved in making our country a better place to live. Through this lesson they can actually understand what was going on and how everyone was impacted as it is today because of the war in Iraq. They will learn that through all the government and social standings we in our Country must unite together; Have the students be able to explain how work ethnicity and socialization standards made an impact on the people before and during the war. Students will formulate a question and answer project giving all the students a chance to participate in the project.			
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 4 Standard 4:</a> The sources and character of cultural, religious, and social reform movements in the antebellum period			
<b>Standard(s):</b> <i>State, Local or National</i>	<b>2.3Gather information from multiple sources including electronic databases, to understand events from multiple resources.</b>			
<b>Themes/Concept:</b>				
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	How did the slave trade impact the life of both the North and the South? What were the social implications of being a slave in the South? Explain how the work force of the North and South differ and how it affected the dynamics of each.			
<b>Elements</b> <i>(What you want the students to understand)</i>	.Be able to know the rational for tariffs. Explain how the workforce in the North differs from the South. Analyze how the people have benefited from the war.			
<b>Launch Activity (Hook)</b>	Read information about the Civil War. Have students make a map of how the social standards made an impact on the people before and during the war.			
<b>Knowledge &amp; Skills</b> <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<table border="1"> <tr> <td><b>Vocabulary</b> Give understanding of how it was possible for the people to get along in all aspects of life such as their religion, race, economics, and their</td> <td></td> <td><b>Skills</b> <b>Draw logical conclusions. Predict likely outcomes based on factual information.</b></td> </tr> </table>	<b>Vocabulary</b> Give understanding of how it was possible for the people to get along in all aspects of life such as their religion, race, economics, and their		<b>Skills</b> <b>Draw logical conclusions. Predict likely outcomes based on factual information.</b>
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	culture e, also in politics.		<b>Venn Diagram</b>
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Portfolio Assessment</b>			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
<b>Student Self-Assessment</b>			
<b>Differentiation Associated with this unit</b>			
<b>Resources and instructional tools:</b> ( <i>Including Video Sources, Text Resources, Research Strategy</i> )			