

## **THE INTERACTIVE INTERNET BASED ROAD TO CIVIL WAR TIMELINE**

### **ABOUT THIS UNIT:**

This unit is designed for secondary United States History students. It is intended to last fifteen days; however it can be tailored to fit individual classroom and scheduling needs. This binder includes all the necessary materials in order to conduct this lesson effectively.

### **UNIT & CONTENT OBJECTIVES:**

By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

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### **LESSON PLAN**

\*Mr. Gigliotti – Day #1

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

### **DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over their notes and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will be introduced to the "Road to Civil War Unit" and be able to demonstrate how to complete the "Road to Civil War" activity by reading, discussing, and demonstrating the activity packet with 85% accuracy.
3. By the end of class, all students will complete the "Part I: Recalling Prior Knowledge" section of the "Road to Civil War" activity, by writing an initial hypothesis based on their prior knowledge of the topic with 98% participation.

### **UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

### **INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today I will be introducing you to a new topic and an exciting activity dealing with the causes of American most destructive war"

2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. Students will be given a copy of the "Road to Civil War" activity handout.
5. Students will individually read the "Road to Civil War" activity handout.
6. The students will be introduced to the ideas and concepts behind the unit and presented with the following question: "What caused our great nation to give up its past and tear itself apart?"
7. The students will complete *Part I: Recalling Prior Knowledge* of the activity by writing an initial hypothesis
8. The instructor will demonstrate how to complete *Part II: Examining and Interpreting Evidence* of the activity for the students using a laptop connected to the TV and a high speed Internet connection.
9. Students will ask questions about how to complete *Part II: Examining and Interpreting Evidence* of the activity.

**CLOSER:** "Good job! Tomorrow we will be working on Part II in class. Have a good day!"

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #2

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over their notes and participating in a general class-wide review activity with 100% participation.
2. At the start of class, all students will download a copy of the "Road to Civil War" activity worksheet and save it in Mr. Gigliotti's folder on the hard drive with 99% participation.
3. By the end of class, all students will work on the *Part II: Examining and Interpreting Evidence* section of the "Road to Civil War" activity, by using the web site to answer the questions listed on the electronic worksheet with 85% participation.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we will be going to the computer lab to work on Part II of the Road to Civil War assignment! You will only have three days to complete this section, so work vigorously!"
3. Framework: "Today we will review how to complete the Road to Civil War activity. Then we will head

3. A brief review of how to complete the assignment through oral questioning & demonstration.
4. Students will quietly leave the classroom and walk down to the computer lab.
5. In an orderly fashion, students will all find a computer to work on and go to Mr. Gigliotti's Web Page.
6. Students will go into the "Road to Civil War" activity using the button on the "Hot Topic" page.
7. Each student will download a copy of the "Road to Civil War" activity handout and save it in Mr. Gigliotti's folder on the hard drive under their name.
8. The students will begin examining the evidence presented on the site in the same order the events appear on the electronic worksheet starting with "Lincoln's Prediction to Fort Sumter".
9. Students will complete the answers to *Part II: Examining and Interpreting Evidence* within the Word document they downloaded at the start of class.
9. Students will be encouraged to save their answers as often as possible.

**CLOSER:** *"Good job! Tomorrow we will again be working on Part II in class. Hopefully today you were able to get about one third of the activity completed. Have a good day!"*

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #3

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will work on the *Part II: Examining and Interpreting Evidence* section of the "Road to Civil War" activity, by using the web site to answer the questions listed on the electronic worksheet with 85% participation.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we will be once again going to the computer lab to work on Part II of the Road to Civil War assignment! You only have two days left to complete this section of the activity. Be sure to use your time wisely."
3. Framework: "In a minute we will head back down to the computer lab to work on Part II of the activity."

4. Students may ask questions about how to complete the activity.
5. Students will quietly leave the classroom and walk down to the computer lab.
6. In an orderly fashion, students will all find a computer to work on and go to Mr. Gigliotti's Web Page.
7. Students will go into the "Road to Civil War" activity using the button on the "Hot Topic" page.
8. Each student will open their copy of the "Road to Civil War" activity handout they saved in Mr. Gigliotti's folder on the hard drive under their name on the previous day.
9. The students will examine the evidence presented on the site in the same order the events appear on the electronic worksheet starting with "Lincoln's Prediction to Fort Sumter".
10. Students will continue to complete the answers to *Part II: Examining and Interpreting Evidence* within the electronic worksheet they downloaded on the first day of the activity.
11. Students will be encouraged to save their answers as often as possible.

**CLOSER:** "Good job! Tomorrow will be the last day to work on Part II in class. Hopefully today you were able to get about one third of the activity completed. Have a good day!"

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #4

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will work on the *Part II: Examining and Interpreting Evidence* section of the "Road to Civil War" activity, by using the web site to answer the questions listed on the electronic worksheet with 85% participation.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. **Focus attention:** The closing of the door gains the students' attention.
2. **Hook:** "Good morning class! Today is our last day to work on Part II of the Road to Civil War assignment! What you do not finish today in class must be completed for homework so be sure to use the time effectively"
3. **Foreword:** "If you have no further questions, we will head down to the computer lab to work on Part II of

3. A brief review of how to complete the assignment through oral questioning & demonstration.
4. Students may ask questions about how to complete the activity.
5. Students will quietly leave the classroom and walk down to the computer lab.
6. In an orderly fashion, students will all find a computer to work on and go to Mr. Gigliotti's Web Page.
7. Students will go into the "Road to Civil War" activity using the button on the "Hot Topic" page.
8. Each student will open their copy of the "Road to Civil War" activity handout they saved in Mr. Gigliotti's folder on the hard drive under their name.
9. The students will examine the evidence presented on the site in the same order the events appear on the electronic worksheet starting with "Lincoln's Prediction to Fort Sumter".
10. Students will continue to complete the answers to *Part II: Examining and Interpreting Evidence* within the electronic worksheet they downloaded on the first day of the activity.
11. Students will be encouraged to save their answers as often as possible.
12. Students who do not finish must save a copy of their electronic worksheet to a disk and complete it for homework.

**CLOSER:** "Good job! Tomorrow we will work on the written portion of the activity. If you did not finish examining the evidence in Part II, you need to complete that for homework. Have a good day!"

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #5

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will complete Part III: *Final Hypothesis* and Part IV: *Putting it All Together* of the *Road to Civil War* Activity in their electronic worksheet with 85% accuracy.
3. By the end of class, all students will complete Part V: *Writing Your Essay* of the *Road to Civil War* Activity in their electronic worksheet with 85% accuracy.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention

### **PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review of what should have been completed on the activity through oral questioning.
4. Students will quietly leave the classroom and walk down to the computer lab.
5. In an orderly fashion, students will all find a computer to work on and go to Mr. Gigliotti's Web Page.
6. Students will go into the "Road to Civil War" activity using the button on the "Hot Topic" page.
7. Each student will open their copy of the "Road to Civil War" activity handout they saved in Mr. Gigliotti's folder on the hard drive under their name.
8. The students will examine the evidence they discovered during the activity and complete *Part III: Drawing Conclusions* on the electronic worksheet, by generating a hypothesis explaining why the Civil War began.
9. Students will use the evidence they discovered and their hypothesis to complete the outline in *Part IV: Putting it All Together* on the electronic worksheet. This will act as prewriting for their essay.
10. Students will use their outline to complete *Part V: Writing Your Essay* within the electronic worksheet. Their essay should prove their hypothesis and use the evidence discovered to support their conclusion.
11. Students will print out the answers to their electronic worksheet for later class discussion.

**CLOSER:** *"Good job! Tomorrow and the next several days, we will be going over the information to see if your hypothesis is correct. Have a good day!"*

### **EVALUATION:**

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### **LESSON PLAN**

\*Mr. Gigliotti – **Day #6**

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

### **DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will share the hypothesis they generated during the "Road to Civil War" activity and state why they believe their hypothesis is correct with 98% participation.
2. By the end of class, all students will demonstrate a greater knowledge of the following "Road to Civil War" topics: *Life in the North and South, Slavery, and Abolitionists* through oral questioning and a class-wide discussion with 85% accuracy.
3. At the end of class, all students will review the information discussed in class, by participating in a general class-wide review activity based on oral questioning with 100% participation.

### **UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class wide discussions.

**MATERIALS:** All students will need: the answers to their “*Road to Civil War*” handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a *SmartBoard*. They will also need the *Road to Civil War Part I* PowerPoint presentation. *The instructor will also need a video tape with clips from Ken Burn’s The Civil War Series* (These can be on a video tape or saved as a video file).

**PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson’s expectations to the students.
3. Students will be asked to share their hypotheses about the causes of the Civil War with the class. They will also be asked to briefly explain why they believe that they are correct using the evidence they discovered during the activity.
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from *Ken Burn’s “The Civil War” Series* concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** “*Good job! We will pick up where we left off tomorrow. Have a good day!*”

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – **Day #7**

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will demonstrate a greater knowledge of the following “*Road to Civil War*” topics: *Missouri Compromise, Sectionalism, Wilmot Proviso, Moderate Views, and the Election of 1848* through oral questioning and a class-wide discussion with 85% accuracy.
3. At the end of class, all students will review the information discussed in class, by participating in a general class-wide review activity based on oral questioning with 100% participation.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the “*Road to Civil War*” activity. Using information about the causes of the Civil War placed on Mr.

*War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"*

4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS**: All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the *Road to Civil War Part I* PowerPoint presentation. *The instructor will also need a video tape with clips from Ken Burn's The Civil War Series* (These can be on a video tape or saved as a video file).

**PROCEDURES**:

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from *Ken Burn's "The Civil War" Series* concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER**: *"Good job! We will pick up where we left off tomorrow. Have a good day!"*

**EVALUATION**:

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**LESSON PLAN**

\*Mr. Gigliotti – Day #8

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES**:

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will demonstrate a greater knowledge of the following "Road to Civil War" topics: *Compromise of 1850* through oral questioning and a class-wide discussion with 85% accuracy.
3. At the end of class, all students will review the information discussed in class, by participating in a general class-wide review activity based on oral questioning with 100% participation.

**UNIT & CONTENT OBJECTIVES**:

2. Hook: "Good morning class! Today we continue going through the information to see if your hypothesis about what caused the Civil War is correct."
3. Framework: "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"
4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS**: All students will need: the answers to their "Road to Civil War" handout and their text book. Students will also need a copy of the "Voices of Freedom" book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part II PowerPoint presentation. The instructor will also need a video tape with clips from Ken Burn's The Civil War Series (These can be on a video tape or saved as a video file).

**PROCEDURES**:

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. Students will read and discuss pages 112-114 in the "Voices of Freedom" book.
11. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER**: "Good job! We will pick up where we left off tomorrow. Have a good day!"

**EVALUATION**:

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**LESSON PLAN**

\*Mr. Gigliotti – Day #9

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES**:

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will demonstrate a greater knowledge of the following "Road to Civil War" topics: *the Election of 1852, Franklin Pierce, Ostend Manifesto, and Pierce's foreign policy* through oral questioning and a class-wide discussion with 85% accuracy.
3. At the end of class, all students will review the information discussed in class, by participating in a

### **INTRODUCTION:**

1. **Focus attention:** The closing of the door gains the students' attention.
2. **Hook:** "Good morning class! Today we continue going through the information to see if your hypothesis about what caused the Civil War is correct."
3. **Framework:** "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"
4. **Behavior expectations:** The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part II PowerPoint presentation. The instructor will also need a video tape with clips from Ken Burn's The Civil War Series (These can be on a video tape or saved as a video file).

### **PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** "Good job! We will pick up where we left off tomorrow. Have a good day!"

### **EVALUATION:**

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### **LESSON PLAN**

\*Mr. Gigliotti – Day #10

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

### **DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.
2. By the end of class, all students will demonstrate a greater knowledge of the following "Road to Civil War" topics: Uncle Tom's Cabin, Bleeding Kansas, and the Election of 1856 through oral

explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we continue going through the information to see if your hypothesis about what caused the Civil War is correct."
3. Framework: "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"
4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part II PowerPoint presentation. The instructor will also need a video tape with clips from Ken Burn's The Civil War Series (These can be on a video tape or saved as a video file).

**PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. Students will read and discuss pages 466-468 in their text book
11. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** "Good job! We will pick up where we left off tomorrow. Have a good day!"

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #11

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

1. By the end of class, all students will review information on topics previously discussed in class, by going over the activity and participating in a general class-wide review activity with 100% participation.

during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we continue going through the information to see if your hypothesis about what caused the Civil War is correct."
3. Framework: "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"
4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part II & Part III PowerPoint presentations. The instructor will also need a video tape with clips from Ken Burn's The Civil War Series (These can be on a video tape or saved as a video file).

**PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. Students will read and discuss pages 468-475 in their text book
11. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** "Good job! We will pick up where we left off tomorrow. Have a good day!"

**EVALUATION:**

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**LESSON PLAN**

\*Mr. Gigliotti – Day #12

\*8th grade, United States History 1492-1877

\*1 class period (42 minutes) - subject to daily adjustments

**DAILY BEHAVIORAL OBJECTIVES:**

### **UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

### **INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we continue going through the information to see if your hypothesis about what caused the Civil War is correct."
3. Framework: "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy!"
4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part III PowerPoint presentation. *The instructor will also need a video tape with clips from Ken Burn's The Civil War Series* (These can be on a video tape or saved as a video file).

### **PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. Students will read and discuss pages 475-478 in their text book
11. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** "Good job! We will pick up where we left off tomorrow. Have a good day!"

### **EVALUATION:**

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### **LESSON PLAN**

\*Mr. Gigliotti – Day #13

\*9th grade United States History 1492-1877

3. At the end of class, all students will review the information discussed in class, by participating in a general class-wide review activity based on oral questioning with 100% participation.

**UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "Road to Civil War" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. Focus attention: The closing of the door gains the students' attention.
2. Hook: "Good morning class! Today we will finish the information, go to war, and more importantly see if your hypothesis about what caused the Civil War is correct."
3. Framework: "Today we will be going over and discussing the information about the causes of the Civil War you discovered during the activity. Much like yesterday, I also have video clips and other multi-media for you to enjoy! Today the war begins!"
4. Behavior expectations: The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "Road to Civil War" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a SmartBoard. They will also need the Road to Civil War Part III PowerPoint presentation. *The instructor will also need a video tape with clips from Ken Burn's The Civil War Series* (These can be on a video tape or saved as a video file).

**PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will view a PowerPoint presentation containing information about the above objectives & topics.
5. The instructor will toggle between the PowerPoint presentation and the Road to Civil War activity web site.
6. Students will also view short video clips from Ken Burn's "The Civil War" Series concerning these topics.
7. Students will be asked to read various portions of the information on the web site.
8. The class will use the multimedia tools to aid and prompt a general pragmatic class-wide discussion concerning the answers to the questions within the Road to Civil War activity.
9. The instructor will use a New American style lecture and discussion to further the students understanding of the material to ensure that the answers to those important questions are complete and accurate.
10. Students will read and discuss pages 479-481 in their text book
11. The class will conduct a brief review of the information discussed to ensure retention & understanding.

**CLOSER:** "Good job! I hope you were correct. Tomorrow we will review. Have a good day!"

**EVALUATION:**

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hypothesis and decide how their hypothesis can be improved to better explain why the Civil War began with 85% accuracy.

3. By the next class, all students will complete the *Road to Civil War* Review questions on a separate sheet of paper with 85% accuracy.

#### **UNIT & CONTENT OBJECTIVES:**

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the "*Road to Civil War*" activity. Using information about the causes of the Civil War placed on Mr. Gigliotti's Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students' hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

#### **INTRODUCTION:**

1. **Focus attention:** The closing of the door gains the students' attention.
2. **Hook:** "Good morning class! Today we will review the things we have been discussing and I will ask you to edit your hypothesis to more precisely determine why the Civil War Began!"
3. **Framework:** "Today we will be reviewing the information about the causes of the Civil War we have been discussing. Then I will ask you to rethink and edit your hypothesis to make it even more accurate. Finally, we will complete a set of review questions to help us with the test tomorrow!"
4. **Behavior expectations:** The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: the answers to their "*Road to Civil War*" handout and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a *SmartBoard*.

#### **PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson's expectations to the students.
3. A brief review by using oral questioning (students are randomly chosen to answer questions based on the material in the previous section. Jeopardy music is also played)
4. The class will be ask to review their own hypothesis and essay.
5. Now that students have gone over all the information, they will edit their hypotheses and essays in an effort to make them more correct.
6. Students will then work on and complete the *Road to Civil War* Review questions.
7. What students do not finish in class will be taken home and completed for a grade.

**CLOSER:** "Good job! Be ready for the test tomorrow! You will all do great! Have a good day!"

#### **EVALUATION:**

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#### **LESSON PLAN**

\*Mr. Gigliotti, Day #15

1. By the end of this unit, each student will demonstrate a greater knowledge of the causes of the Civil War. Students will develop comprehension, evaluative, analytical, Language Arts, and application skills during the “*Road to Civil War*” activity. Using information about the causes of the Civil War placed on Mr. Gigliotti’s Web Site, students will examine information, complete an electronic worksheet, form their own hypotheses based on the information they discover during the activity, and write a five paragraph essay explaining their hypothesis using desktop publishing software. The instructor will then use the students’ hypotheses and the information on the Web Site to explain the causes of the Civil War via PowerPoint presentation, the Internet Activity, and overall class-wide discussions.

**INTRODUCTION:**

1. **Focus attention:** The closing of the door gains the students’ attention.
2. **Hook:** “*Good morning class! Today is test day! Enjoy!*”
3. **Framework:** “*Today you will complete the test over the Road to Civil War unit. When you are finished please turn the test in and begin reading the pages listed on the PowerPoint screen.*”
4. **Behavior expectations:** The class-wide discipline plan is in effect as always.

**MATERIALS:** All students will need: a copy of the test and their text book. The instructor will need a laptop with an Internet connection and a TV out jack or a *SmartBoard*.

**PROCEDURES:**

1. Make general class-wide announcements.
2. Explain and communicate the lesson’s expectations to the students.
3. Pass out the essay exam (Basically the same one that is in the packet)
4. The class will take the essay exam.
5. Students will turn their exams in when they are finished
6. Students will read pages 486-489 in their text book.

**CLOSER:** “*Good job class! Have a good day!*”

**EVALUATION:**