

Santa Cruz Valley Unified School District Lesson Plan

Teacher: Laura Chamberlain

Essential/State Standard: Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. f.Presidential election of 1860		Class: US History 1 st period <u>**I anticipate this taking two days to complete</u>	Date: 10/28/13
Content Objective: Today I will be able to describe how Lincoln became President by identifying how he addressed different political issues of 1860 and created a campaign that appealed to many groups.			
Language Objectives (listening, speaking, reading, and writing): Today I will read to understand my character's beliefs in the simulation. Then, I will listen and ask questions of other roles in order to try and establish consensus and, finally, determine who to vote for.			
Key Vocabulary: Lincoln, Douglas, Bell, Breckenridge, Homestead, tariff, campaign, platform, transcontinental railroad, Dred Scott Decision, Missouri Compromise		Materials (adopted and supplemental): Role descriptor papers, group table tents,	
Time:	Building Background/Anticipatory Set: <i>Teacher will...</i> ~Instruct student to complete bellwork: "Using any previous knowledge, why do you think that Lincoln was elected President?" ~Ask students to share out responses (I'm anticipating a lot of: he wanted to end slavery) ~ "Is life ever that simple?" Remind students of last week's work involving all the events that push us to the Civil War, and explain that the last big event is the Election of 1860, because everyone wants a President who is going to give them what they want.	Building Background/Anticipatory Set: <i>Students will...</i> ~ Complete bellwork individually ~If comfortable, share out ~Listen to the teacher	
Time:	Direct Instruction: <i>Teacher will...</i> ~Break students into different, pre-established groups ~Pass out name tents ~Go over how the role play works (start as a group, then split to corroborate, etc.) and that although they are part of a group, and groups push for certain things, they will be voting individually.	Direct Instruction: <i>Students will...</i> ~Move to appropriate groups ~Listen and read directions on projector	

<p>Time:</p>	<p>Guided Practice: <i>Teacher will...</i> ~Float and help groups answer the questions and ask them questions in order to establish their stance</p> <p>~Teacher will then “pause” the class to re-issue directions about finding “allies” and talking to Lincoln</p>	<p>Guided Practice: <i>Students will...</i> ~Read the role description and work/discuss as a group to answer the questions. Determine who they could best work with to form a political alliance.</p>
<p>Time:</p>	<p>Independent Practice: <i>Teacher will...</i> Float and guide ***Best place for break bring students together and discuss. 5 before you go for closure*****</p> <p>“Pause” the class and have group members come back together. Lincoln’s will go out to the hall to write a short campaign speech while students in class write a letter discussing their fears for the upcoming election. ***Best place for break bring students together and discuss. 5 before you go for closure*****</p> <p>Teacher will bring all students back together for campaign speeches. Teacher will play all roles besides Lincoln, and field questions from students.</p> <p>Pass out ballots</p>	<p>Independent Practice: <i>Students will...</i> Each group will divide. Some students will stay at their tables as representatives of their groups to talk with other group members and Lincoln. Some students will go out to other groups to discuss what they want and if they can work together. Listen to teacher directions Write independently or complete campaign speech as a group</p> <p>Students will listen to different campaign speeches, take notes, and ask questions. Lincoln will present as a group</p> <p>Students will vote with a written justification of their choice</p>
<p>Time:</p>	<p>Closure: <i>Teacher will...</i> Go over the results and discuss with students why it happened the way it did (whether Lincoln is elected or not).</p> <p>Ask them to read in textbook why Lincoln is elected and see if they agree.</p> <p>Ask them how they think Southerners are going to react/feel to Lincoln being President.</p> <p>Revamp their own bellwork</p>	<p>Closure: <i>Students will...</i> Participate in class discussion, ask and answer questions</p> <p>Read text</p> <p>Review and revise their bellwork</p> <p><input type="checkbox"/></p>

Review and Assessment:

Teacher will review student ballots to check for depth of understanding

