

## Suggested Schedule Using 45-Minute Periods

	Week One	Week Two	Week Three
<b>Mon.</b>	<p>Make a KWL Chart of the Civil War and begin discussion of the causes of the Civil War.</p>	<p>Documentary TV: Students bring in resources. Groups share information. <i>Homework</i> Students use inquiry approach to prepare.</p>	<p>Documentary TV: Finish Documentary TV performances.</p>
<b>Tues.</b>	<p>Dred Scott Decision: Continue discussion about the causes of the Civil War. Set the stage for Dred Scott.</p> <p><i>Homework</i> 1) Read the background information on Civil War in the student handbook. 2) Students read two of the perspectives.</p>	<p>Documentary TV: Discuss criteria for evaluation. Finish sharing research. Fill out chart on how Civil War affected lives of those they are researching. <i>Homework</i> Students delegate responsibility and prepare appropriately.</p>	<p>Vote for a General: Study Candidate Profile Cards. Students discuss candidates and make a decision. <i>Homework</i> Young-Adult Literature: Begin reading independently and journal writing.</p>
<b>Wed.</b>	<p>Dred Scott Decision: Students work in groups and prepare their perspectives. Students use inquiry approach on the computer and use primary source materials in the classroom and library.</p> <p><i>Homework</i> 1) Students continue to read the remaining perspectives. 2) Students support their perspectives with primary source documents.</p>	<p>Documentary TV: Work on sequential order and captions. Discuss props. <i>Homework</i> 1) Bring in props and background for Documentary TV. 2) Get all supplies ready for student performance.</p>	<p>Vote for a General: Discuss answers to the Candidate Profile Cards. Class votes on the candidates. Teacher completes bar graphs provided in overhead section after class vote taken. Recap information KWL on Chart. <i>Homework</i> 1) Assign introduction to Battle of Kaymat reading in student handbook. 2) Write personal reactions in journal.</p>
<b>Thurs.</b>	<p>Dred Scott Decision: Complete Dred Scott Inner-Outer Discussion.</p> <p><i>Homework</i> Reflect on the class discussion.</p>	<p>Documentary TV: Tie up loose ends for preparation. Write skits for two pictures. Begin to practice. <i>Homework</i> Practice for the Documentary TV performance.</p>	<p>Distribute Young-Adult Literature list and discuss journal writing. Discuss use of primary source documents. Students will try to guess what really happened during the battle based on their independent readings. <i>Homework</i> 1) Young-Adult Literature: Continue reading independently and journal writing. 2) Assign Whole-Group Discussion (WGD) Question A.</p>
<b>Fri.</b>	<p>Documentary TV: Begin Information for Group Research and Preservation work sheets. Choose a topic to research</p> <p><i>Homework</i> Students use the inquiry approach to prepare.</p>	<p>Documentary TV: Practice 5-minute skit. Begin Documentary TV performances. Use peer assessment charts. <i>Homework</i> 1) Practice for the Documentary TV performance if group's turn is in next class period. 2) Write personal reactions in journal.</p>	<p>Kaymat Battle: Complete Body Compass Activities I-IV. Present WGD answer to Question A. <i>Homework</i> 1) Young-Adult Literature: Continue reading independently and journal writing. 2) Assign WGD Question B. *Allow time periodically for students to share entries from their journals.</p>