



# High School History Learning Plans

These plans are also available on our website:

**[www.accomack.k12.va.us](http://www.accomack.k12.va.us)**

*Please note: The online portion of these plans is optional.*

# High School Learning Plans

## VA/US History



### Activities to Support Instruction During Extended School Closures

The purpose of this document is to provide an overview of suggested activities available to ACPs students. These suggestions can be used by families to support the continuity of education. The learning experiences developed and provided will give students opportunities to go deeper into concepts, ideas, and skills independently. These activities do not require copies or additional supplies.

#### Skill(s):

VUS 1c: interpreting charts, graphs, and pictures to determine characteristics of people, places, or events

VUS 1f: explaining how indirect cause-and-effect relationships impact people, places, and events

VUS 1j: investigating and researching to develop products orally and in writing

#### Online Options:

Activity: Students will be able to evaluate major events and leaders of the Civil War as evidenced by the creation of a fictional diary detailing those events. Students will have weeks 3 and 4 of closure to complete activities 1, 2, and 3.

1. Students will select 10 events from a given list and explain these events chronologically on a time-line.
2. Once information is collected and organized on the timeline, students will create a fictional person who lived through those events and begin a diary.
  - The diary will include at least 10 events of the Civil War
  - Diary will include 1 picture of the historical event and a caption of the picture
  - 1 journal entry describing how the person was impacted by each event. The student should focus each entry on the person's participation or viewpoint of the event, NOT the definition of the event.
3. Students have the option to complete timeline and diary on either;
  - Google Slides
  - Google Docs
  - PowerPoint
  - Prezi

**Supporting Materials:** Textbook: including the map resources in the back of the book

<http://www.pbs.org/kenburns/civil-war/>

Library of Congress: <https://www.loc.gov/collections/civil-war>

#### Offline Options:

Activity: Students will be able to evaluate major events and leaders of the Civil War as evidenced by the creation of a fictional diary detailing those events. Students will have weeks 3 and 4 to complete activities 1,2, and 3.

1. Students will select 10 events from a given list and explain these events chronologically on a timeline.
2. Once information is collected and organized on the timeline, students will create a fictional person who lived through those events and begin a diary.
  - The diary will include at least 10 events of the Civil War
  - Diary will include 1 drawn picture OR short summary of the historical event
  - 1 journal entry describing how the person was impacted by each event. The student should focus each entry on the person's participation or viewpoint of the event, NOT the definition of the event.
3. Students have the option to complete timeline and diary using either:
  - Poster Board, Booklet, Paper

**Supporting Materials:** Textbook: including the map resources in the back of the book