



BRYSON MIDDLE SCHOOL

Believe | Move | Succeed *Building a Mindset for Success*

Bryson Middle School- Lesson Plans

Teacher(s): Helms, Stevens, Tollison
For the Week of: March 31-April 4

Course: South Carolina History

Grade Level: 8th Grade

Unit: Reconstruction/Disenfranchisement of African Americans

	Monday	Tuesday <u>ELA Benchmark Testing</u>	Wednesday <u>Math Benchmark Testing</u>	Thursday	Friday
Standard/ Indicator:	<p>8.3 P Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina</p> <p>8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the</p>	<p>8.3 P Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina</p> <p>8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the</p>	<p>8.3 P Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina</p> <p>8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the</p>	<p>8.3 P Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina</p> <p>8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the</p>	<p>8.3 P Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina</p> <p>8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the</p>

	<p>country, and the world.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>	<p>country, and the world.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>	<p>country, and the world.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>	<p>country, and the world.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>	<p>country, and the world.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>
<p>Learning Target:</p>	<p>I can outline the enduring legacy of Reconstruction in South Carolina.</p> <p>I can explain the causes of southern white backlash and how it led to the creation of vigilante groups.</p> <p>I can explain how events such as the Hamburg Massacre and the election of 1876 brought an end to Reconstruction.</p>	<p>I can demonstrate my level of understanding of the significant events discussed at this point of the Reconstruction unit (Week #2).</p>	<p>I can express the beliefs of the Conservative Democrats (Redeemers).</p> <p>I can explain the ways African Americans were disenfranchised during the postbellum era.</p>	<p>I can describe Benjamin Tillman’s political agenda and lasting legacy.</p> <p>I can compare the Constitution of 1895 (post Reconstruction) to the 1868 Constitution (during Reconstruction).</p>	<p>I can explain the purpose of Jim Crow laws and their effect on South Carolina.</p>

Activating Strategy:	Analysis of the Constitution of 1868: Through the Eyes of a Citizen		Literacy Test This is a literacy test that the state of Louisiana gave African Americans in order to vote. I am going to start the class period by giving my students the test to see if anyone can pass it. They have 10 minutes and if they miss one question, they fail.	Was Reconstruction a success? Did African Americans achieve true freedom as a result of the Reconstruction policies? Explain your answer.	Jim Crow Laws Video
Instructional Delivery: (Co-Teaching Strategy if applicable)	Using the Reconstruction Quizizz Lesson, the class will discuss Reconstruction learning target guided questions 53-62. Students will also answer quiz questions embedded in the Quizizz lesson in order to check understanding. Quizizz Lesson- Reconstruction in the South Reconstruction Vocabulary Terms and Definitions Student Reconstruction Learning Targets	Students will use the shortened class period to play a Quizizz review game on Reconstruction Week #2. Students will be given two opportunities to get the score they want on this game. Note...I have a Quizizz game that I used last year, but it has a lot of questions. I am going to shorten it, and then I will post the link here. Tollison - Lesson from Thursday, March 27.	Using the Reconstruction Quizizz Lesson, the class will discuss Reconstruction learning target guided questions 63-65. Students will also answer quiz questions embedded in the Quizizz lesson in order to check understanding. Quizizz Lesson- Reconstruction in the South Reconstruction Vocabulary Terms and Definitions Student Reconstruction Learning Targets	Using the Reconstruction Quizizz Lesson, the class will discuss learning target guided questions 66- . Students will also answer quiz questions embedded in the Quizizz lesson in order to check understanding. Quizizz Lesson- Reconstruction in the South Reconstruction Vocabulary Terms and Definitions	Using the Reconstruction Quizizz Lesson, the class will discuss learning target guided questions - . Students will also answer quiz questions embedded in the Quizizz lesson in order to check understanding. Quizizz Lesson- Reconstruction in the South Reconstruction Vocabulary Terms and Definitions

	Teacher Reconstruction Learning Targets Tollison - Quiz and final day for make-up day work 3/14 and sub work. Stevens: Bell Ringer, Learning Targets 19-33, Progressive Reforms, Vocabulary Matching, Quizziz		Teacher Reconstruction Learning Targets	Student Reconstruction Learning Targets Teacher Reconstruction Learning Targets Tollison - Finishing Lesson from Thursday, March 27.	Student Reconstruction Learning Targets Teacher Reconstruction Learning Targets The remainder of the class period will be spent reviewing for the Reconstruction unit test.
Assessments: (Formative/ Summative)	Reconstruction Learning Target Guided Questions; Quizziz Quiz Questions...Formative	Quizziz review game...Formative	Reconstruction Learning Target Guided Questions; Quizziz Quiz Questions...Formative	Learning Target Questions- Formative	Learning Target Questions- Formative Quizziz Review- Formative
Closing:	Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk	Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk	Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk	Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk	Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk

*This document is a live working document. Teachers may change their lesson plans throughout the week based on student needs.

*Teachers should highlight in green at least one Goal Book strategy used during their lessons per week.

*Lesson Plans will be posted on Mondays by 8:30 a.m. unless there is a school holiday.