



BRYSON MIDDLE SCHOOL

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

Bryson Middle School- Lesson Plans

Teacher(s): Hawkins, Helms, Stevens
For the Week of: October 30- November 3

Course: South Carolina History
Unit: Rebellion

Grade Level: 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/ Indicator:	<p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the</p>	<p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward</p>	<p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward</p>	<p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward</p>	<p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the</p>

	colonies moved toward becoming an independent nation.	becoming an independent nation.	becoming an independent nation.	becoming an independent nation.	colonies moved toward becoming an independent nation.
Learning Target:	<p>I can explain how the colonists responded to the taxes imposed by the British (Sons of Liberty, Stamp Act Congress)</p> <p>I will analyze primary source documents on the Stamp Act in order to better understand the reaction of the colonists to the tax.</p>	<p>I can identify the Townshend Acts and explain how the colonists united to oppose it.</p> <p>I can explain the events that led to the Boston Massacre.</p> <p>I can analyze the engraving done by Paul Revere of the Boston Massacre and explain whether the engraving accurately depicts the events of the Boston Massacre.</p>	<p>I can identify the Tea Act and explain how this act led to the Boston Tea Party.</p> <p>I can identify the events that took place in the Boston Tea Party and explain how Britain reacted to the actions of the colonists.</p>	<p>I can explain the actions taken by the First Continental Congress.</p> <p>I can identify what happened at the Battle of Lexington and Concord.</p> <p>I can identify the actions take by the Second Continental Congress.</p>	<p>I can explain the actions taken by the First Continental Congress.</p> <p>I can identify what happened at the Battle of Lexington and Concord.</p> <p>I can identify the actions take by the Second Continental Congress.</p>
Activating Strategy:	<p>Bell Ringer</p> <p>Rebellion I Can Statements 18-24</p>	<p>Go over Rebellion I Can Statements 25-28</p> <p>Students can complete this short primary source analysis in order to preview the Townshend Act.</p> <p>Townshend Act Primary Source Analysis</p>	<p>Go over Rebellion I Can Statements 29-32</p> <p>Students can complete this primary source analysis on the Tea Act/Intolerable Acts</p> <p>Tea Act/Intolerable Acts Primary Source Analysis</p>	<p>Bell Ringer</p>	<p>Bell Ringer</p>

<p>Instructional Delivery:</p> <p>(Co-Teaching strategy if applicable)</p>	<p>As a class, we will go over the second half of the Section 5.3 Review: Trouble Over Taxes (Stamp Act; Sons of Liberty; Stamp Act Congress; Declaratory Act)</p> <p>Stamp Act Lesson Plan</p> <p>Stamp Act Documents (Modified)</p> <p>Stamp Act Primary Source Analysis Chart (Student)</p> <p>Stamp Act Primary Source Analysis Chart (Teacher)</p> <p>I think I will divide students up into small groups (3) and assign each group a different primary source to analyze. The groups will report back their findings to the class on Monday.</p>	<p>As a class, we will discuss the Section 5.4 Review: New Taxes and Tensions. Today, the focus will be on the Townshend Acts, boycotts, and the Boston Massacre. During the lesson, students will analyze Paul Revere's engraving of the Boston Massacre.</p> <p>Video segment: Unsolved History Boston Massacre</p> <p>Textbook Pages- Section 5.4 Review- New Taxes and Tensions</p> <p>Student-Section 5.4 Review: New Taxes and Tensions</p> <p>Teacher- Section 5.4 Review: New Taxes and Tensions</p> <p>Students will use the remainder of the class period to complete the second half of the Section 5.4 Review: New Taxes and Tensions using these textbook pages.</p>	<p>As a class, we will discuss the second half of the Section 5.4 Review: New Taxes and Tensions (Tea Act, Boston Tea Party, Intolerable/Coercive Acts.</p> <p>Students will use the remainder of the class period to complete the first half of the Section 6.1 Review: The Revolution Begins. Using the Section 6.1 Review, students will learn about the actions taken by the First Continental Congress in response to the Intolerable Acts, the Battle of Lexington and Concord, and the actions of the Second Continental Congress.</p> <p>Student- Section 6.1 Review: The Revolution Begins</p> <p>Teacher- Section 6.1 Review: The Revolution Begins</p> <p>Textbook Pages- Section 6.1 Review: The Revolution Begins</p>	<p>As a class, we will discuss the Section 6.1 Review: The Revolution Begins. Using the Section 6.1 Review, students will learn about the actions taken by the First Continental Congress in response to the Intolerable Acts, the Battle of Lexington and Concord, and the actions of the Second Continental Congress.</p> <p>Student- Section 6.1 Review: The Revolution Begins</p> <p>Teacher- Section 6.1 Review: The Revolution Begins</p> <p>Textbook Pages- Section 6.1 Review: The Revolution Begins</p> <p>Students can use the remainder of the class period reviewing for the unit test on the causes of the American Revolution.</p> <p>Gimkit- Causes of the American Revolution</p>	<p>As a class, we will wrap up our discussion of the Section 6.1 Review: The Revolution Begins.</p> <p>Student- Section 6.1 Review: The Revolution Begins</p> <p>Teacher- Section 6.1 Review: The Revolution Begins</p> <p>Textbook Pages- Section 6.1 Review: The Revolution Begins</p> <p>Students can use the remainder of the class period reviewing for the unit test on the causes of the American Revolution.</p> <p>Gimkit- Causes of the American Revolution</p> <p>Unit Test Causes of the Revolution</p>
<p>Assessments:</p> <p>(Formative/ Summative)</p>	<p>Section 5.3 Review (Formative)</p>	<p>Section 5.4 Review- Formative</p>	<p>Section 5.4 Review- Formative</p>	<p>Section 6.1 Review- Formative</p>	<p>Formative: Gimkit</p>

	Stamp Act Primary Source Analysis (Formative)	Analysis of Paul Revere's Engraving- Formative		Gimkit 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.