



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: May 6-May 10

Course: South Carolina History
Unit: The Civil Rights Movement

Grade Level: 8th

	Monday	Tuesday SC Ready- Math	Wednesday	Thursday	Friday
Standard/ Indicator:	<p>8.5. CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946-1972.</p> <p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the US</p>	<p>8.5. CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946-1972.</p> <p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the US</p>	<p>8.5. CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946-1972.</p> <p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the US</p>	<p>8.5. CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946-1972.</p> <p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the US</p>	<p>8.5. CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946-1972.</p> <p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the US</p>

Learning Target:	<p>I can analyze the efforts to create equality for African Americans during WWII.</p>	<p>I can analyze the efforts to create equality for African Americans during World War II.</p> <p>I can explain the case <i>Elmore v. Rice</i> that went before the United States Supreme Court.</p> <p>I can identify the significance of the Supreme Court's ruling in <i>Elmore v. Rice</i> for African Americans.</p>	<p>I can analyze and evaluate the impact of the <i>Briggs v Elliot</i> decision.</p>	<p>I can analyze and evaluate the impact of the <i>Briggs v Elliot</i> decision.</p>	<p>I can analyze and evaluate the impact of the <i>Briggs v Elliot</i> decision.</p> <p>I can identify how South Carolinians responded to the Briggs v. Elliot decision, including the equalization effort, the White Citizens Council, the Southern Manifesto, "white flight".</p> <p>I can identify the Friendship Nine and explain the tactic of 'jail no bail.'</p>
Activating Strategy:		<p>Students will be given time to complete the Double V Campaign Primary Source Analysis.</p>	<p>Video-Briggs v. Elliot</p> <p>Eliza Briggs Video Clip</p>	<p>Briggs v. Elliot Photo Comparison</p> <p>Briggs v. Elliot Petition with Signatures</p>	<p>Video Clip- Jail No Bail- Friendship Nine</p>
Instructional Delivery: (Co-Teaching strategy if applicable)	<p>Students absent on Friday, May 3 will make up the unit test on the Great Depression, New Deal, and WWII. I also had a number of students who did not finish the test so they will finish today as well.</p> <p>Students who did complete the test will work on the unit I Can Statements on the Civil Rights Movement.</p> <p>Student-Civil Rights Movement I Can Statements</p>	<p>Students began working on the Double V Campaign Primary Source Analysis on Friday. Today, they will be given a few minutes to complete it before we discuss their findings as a class.</p> <p>Double V Campaign Primary Source Analysis.</p> <p>Answers- Double V Campaign Primary Source Analysis</p>	<p>After students have viewed both video clips linked above, have them complete the Briggs v. Elliot Impact Chart.</p> <p>As a class, we will discuss I Can Statements 7-12. These statements address the <i>Briggs v. Elliot</i> case.</p> <p>Student- The Civil Rights I Can Statements</p> <p>Teacher- The Civil Rights I Can Statements</p> <p>Website- The Civil Rights</p>	<p>Give students the opportunity to share their observations from the Briggs V. Elliot photo comparison.</p> <p>After students have viewed the <i>Briggs v. Elliot</i> petition with signatures, have them speculate what the consequence was for many of those people for signing the document.</p>	<p>As a class, discuss the reaction of South Carolina to the Briggs v. Elliot decision by going over I Can Statements 13-23.</p> <p>Student- The Civil Rights I Can Statements</p> <p>Teacher- The Civil Rights I Can Statements</p> <p>Website- The Civil Rights Movement</p> <p>Video- The Orangeburg</p>

	Answers- Civil Rights Movement I Can Statements	<p>Students will continue to analyze the fight for equality by African Americans after World War II by completing the Executive Order 9981 Primary Source Analysis.</p> <p>Answers- Executive Order 9981 Primary Source Analysis</p> <p>Use the remainder of the class period to go over I Can Statements 1-6.</p> <p>Student- The Civil Rights I Can Statements</p> <p>Teacher- The Civil Rights I Can Statements</p>	Movement	<p>Continue going over I Can Statements 7-12 if you did not get through them all yesterday.</p> <p>Student- The Civil Rights I Can Statements</p> <p>Teacher- The Civil Rights I Can Statements</p> <p>Website- The Civil Rights Movement</p> <p>Students will use the remainder of the class period to complete I Can Statements 13-23.</p>	Massacre
Assessments: (Formative/ Summative)	<p>Unit Test- The Great Depression, New Deal, and WWII- Summative</p> <p>The Civil Rights I Can Statements- Formative</p>	<p>Formative- Primary Source Analysis; I Can Statements</p>	<p>Formative- <i>Briggs v. Elliot</i> Impact Chart; I Can Statements</p>	<p>Formative- Photo Comparison; I Can Statements</p>	<p>Formative- I Can Statements</p>
Closing:	<p>Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk</p>	<p>Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk</p>	<p>Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk</p>	<p>Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk</p>	<p>Options: Ticket Out, 3-2-1, Quizziz, Notecard Thinking Questions, Turn and Talk</p>

*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.