



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: February 10-February 14

Course: South Carolina History
Unit: The Road to War

Grade Level: 8th Grade

	Monday 8th Grade Field Trip Roper Mountain Science Center	Tuesday	Wednesday	Thursday	Friday
Standard/ Indicator:	8.3 CX- Evaluate the economic significance of agriculture on South Carolina, the United States, and the world. 8.3 CC- Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. 8.3 CO- Compare the debates between South Carolina and the federal government regarding slavery, federalism and the Constitution	8.3 CX- Evaluate the economic significance of agriculture on South Carolina, the United States, and the world. 8.3 CC- Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. 8.3 CO- Compare the debates between South Carolina and the federal government regarding slavery, federalism and the Constitution	8.3 CX- Evaluate the economic significance of agriculture on South Carolina, the United States, and the world. 8.3 CC- Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. 8.3 CO- Compare the debates between South Carolina and the federal government regarding slavery, federalism and the Constitution	8.3 CX- Evaluate the economic significance of agriculture on South Carolina, the United States, and the world. 8.3 CC- Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. 8.3 CO- Compare the debates between South Carolina and the federal government regarding slavery, federalism and the Constitution.	8.3 CX- Evaluate the economic significance of agriculture on South Carolina, the United States, and the world. 8.3 CC- Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. 8.3 CO- Compare the debates between South Carolina and the federal government regarding slavery, federalism and the Constitution.

Learning Target:	I can identify the steps the United States took in order to fulfill its manifest destiny. I can explain why the admission of California into the Union created concern for the South.	I can identify the basic components of the Compromise of 1850 and compare/contrast how the North and the South reacted to this compromise. I can analyze the impact of Harriet Beecher Stowe's Uncle Tom's Cabin. I can explain why the Kansas-Nebraska Act was adopted.	I can describe the components of the Kansas-Nebraska Act and explain how this act led to violence. I can explain why the formation of the Republican Party concerned southerners. I can compare/contrast reactions in the North and the South to the beating of Charles Sumner.	I can demonstrate my understanding of the significant events that led to the Civil War (manifest destiny; Compromise of 1850; Uncle Tom's Cabin; Kansas-Nebraska Act; "Bleeding Kansas", the formation of the Republican Party, and the beating of Charles Sumner.	I can explain the impact the Dred Scott decision had on the country in the 1850s. I can identify the impact of John Brown's actions at Harper's Ferry, Virginia.
Activating Strategy:	Analysis of "American Progress" by John Gast Student Analysis- "American Progress" Teacher Analysis- "American Progress" Image- "American Progress"	Review the concept of manifest destiny and the debate over California becoming part of the Union.	Review the Compromise of 1850, <i>Uncle Tom's Cabin</i>, and the Kansas-Nebraska Act.	Clear Up Muddy Water- Students will have the opportunity to ask any last minute questions before taking the quiz on the Road to War (Part 1).	Summary of Dred Scott Case Video
Instructional Delivery: (Co-Teaching Strategy if applicable)	Using a Nearpod on the Road to War (Part I), the class will discuss the concept of Manifest Destiny and how Manifest Destiny contributed to sectionalism, and the debate over the	Using a Nearpod on the Road to War (Part 1), the class will discuss the Compromise of 1850 (popular sovereignty, new Fugitive Slave Law) and how the North and South reacted to the	Using a Nearpod on the Road to War (Part 1), the class will discuss the Kansas-Nebraska Act and the impact this act had on the Missouri Compromise, "Bleeding Kansas", the formation of the Republican	Students will take a quiz on the Road to War (Part 1). The quiz will be on Mastery Connect. As students finish the quiz, they will continue working on the unit I	Using a Nearpod on the Road to War (Part II), the class will discuss the Dred Scott decision (including the issues the case raised for the Supreme Court, the makeup of the Supreme Court, and

	admission of California to the Union. As students view the Nearpod, they should complete the Unit I Can Statements. Student- Road to War Learning Target Questions Teacher- Road to War Learning Target Questions. If needed, students will complete the assigned learning target questions for the portion of the Nearpod completed during class. Stevens: Bell Ringer, Video Clip Civil War, Black History Month Scavenger Hunt Tollison - Make Up work from when I was out. Most did not complete all assignments.	compromise. We will also discuss Harriet Beecher Stowe's novel <i>Uncle Tom's Cabin</i> and how her depiction of slavery further placed a wedge between the North and the South. As time allows, we will begin discussing the Kansas-Nebraska Act, particularly why Stephen Douglas was willing to do just about anything to get the transcontinental railroad to run through his hometown of Chicago, Illinois. As students view the Nearpod, they should complete the Unit I Can Statements. Student- Road to War Learning Target Questions Teacher- Road to War Learning Target Questions. Tollison - Monday's lesson.	Party, and the beating of Charles Sumner. As students view the Nearpod, they should complete the Unit I Can Statements. Student- Road to War Learning Target Questions Teacher- Road to War Learning Target Questions. Tollison - Tuesday's lesson. Stevens: Bell Ringer, Civil War Vocab, Strategies of both sides, Military Inventions, Ticket Out	Can Statements using a Nearpod on the Road to War (Part 2). Students will complete the section of the nearpod on the Dred Scott Decision and John Brown's Raid on Harper's Ferry. Student- Road to War Learning Target Questions Teacher- Road to War Learning Target Questions. Tollison - Wednesday's lesson. Stevens: Bell Ringer, Review Slips, Quizziz, Robert Smalls Black History-Civil War Hero, Video Clip Ft. Sumter	the Court's decision), the reaction of southerners and northerners to the decision, and John Brown's raid on Harper's Ferry. As students view the Nearpod, they should complete the Unit I Can Statements. Student- Road to War Learning Target Questions Teacher- Road to War Learning Target Questions. Tollison - Quiz Stevens: Learning Targets, Quiz
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Assessments: (Formative/ Summative)	“American Progress” Analysis; Road to War Nearpod; Road to War Learning Target Questions...Formative	Road to War Nearpod; Road to War Learning Target Questions... Formative	Road to War Nearpod; Road to War Learning Target Questions... Formative	Quiz- Road to War (Part 1)...Summative	Road to War Nearpod; Road to War Learning Target Questions... 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.