



# 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:** November 4-November 8

**Course:** South Carolina History  
**Unit:** Rebellion (Coming of the American Revolution)

**Grade Level:** 8th Grade

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

<b>Learning Target:</b>			How did the French and Indian War and the Cherokee War impact the relationship between Native Americans and South Carolinians?	I can identify how the relationship between Great Britain and the colonies changed following the French and Indian War	<p>I can identify how the relationship between Great Britain and the colonies changed following the French and Indian War.</p> <p>I can explain why colonists were opposed to taxes, such as the Sugar Act and the Stamp Act, and identify how the colonists responded to these British actions.</p>
<b>Activating Strategy:</b>			Classroom Reset...Review Classroom rules and procedures	<p>Go over <a href="#">Cherokee War graphic organizer</a> (if needed)</p> <p>Go over <a href="#">I Can Statements 6-13</a></p>	<p>What if your parents had never told you no during the first 18 years of your life? You were allowed to make your own decisions as your parents simply looked the other way. When you turned 18/19, your parents started trying to control the decisions that you made. How would that go over with you? Explain why. (Hopefully, students will state that they would laugh at their parents when they tried to start controlling their decisions. It is too late. You will then compare the relationship between Britain and the colonies to the relationship between the students and their parents.)</p>
<b>Instructional Delivery:</b>			Students will take the SLO pretest, a series of informational text	Section 5.3 Review-Trouble Over Taxes... Today, I will complete the	As a class, we will go over the first half of the Section 5.3 Review: Trouble Over

(Co-Teaching Strategy if applicable)			<p>questions corresponding to the events leading to the American Revolution. The test is located on Mastery Connect.</p> <p>After students have completed the pretest, they will complete the Cherokee War graphic organizer.</p> <p><a href="#">Graphic Organizer- The Cherokee War</a> (Student)</p> <p><a href="#">Graphic Organizer- The Cherokee War</a> (Teacher)</p> <p>As time allows, the class can discuss the Cherokee War graphic organizer.</p>	<p>introduction with the students. For homework, they can complete the rest using the textbook pages linked below.</p> <p><a href="#">Section 5.3-Trouble Over Taxes Textbook Pages</a></p> <p><a href="#">Teacher- Section 5.3-Trouble Over Taxes</a></p> <p><a href="#">Student- Section 5.3 Review- Trouble Over Taxes</a></p> <p>Graphic Organizer Taxes</p> <p>Vocabulary and Political Cartoon Analysis</p>	<p>Taxes (Sugar Act; “No Taxation Without Representation”; boycott; Stamp Act; Sons of Liberty)</p> <p><a href="#">Section 5.3-Trouble Over Taxes Textbook Pages</a></p> <p><a href="#">Teacher- Section 5.3-Trouble Over Taxes</a></p> <p><a href="#">Student- Section 5.3 Review- Trouble Over Taxes</a></p> <p>Tollison - Students will take a quiz on the week's assignments. This quiz will be open notes.</p> <p>Stevens-Discovery Ed Video clip and Quiz-Check for Understanding</p>
<b>Assessments:</b> (Formative/ Summative)			SLO Pretest- Summative; Cherokee War Graphic Organizer- Formative	Section 5.3 Review... Formative	Section 5.3 Review... Formative
<b>Closing:</b>			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.