



Unit Title:	Unit 7- Reconstruction	
Unit Vocabulary:	<p>Key Vocabulary Part 1:</p> <p>Port Royal Experiment - Mitchelville Freedmen’s Bureau Reconstruction Plans: - Lincoln - Johnson - Congressional Republican Black Codes (1865-1866) South Carolina Constitution of 1868</p> <p>Key Vocabulary part 2 :</p> <p>Compromise of 1877 Jim Crow Black Codes Convict Lease System Disenfranchisement Strategies - Eight Box Law - GrandfatherClause - Literacy Tests - Poll Taxes - Gerrymandering South Carolina Constitution of 1895 South Carolina Constitution of 1868 Plessy vs. Ferguson (1898) Red Shirts Ben Tillman Hamburg Massacre (1876) Ku Klux Klan Role of African Americans Benjamin Randolph, Robert Smalls, Joseph Rainey, Rollin Sisters Role of Women Role of the Former Planter Class Land grant colleges Civil War Amendments</p>	
Upcoming Common Assessments (MasteryConnect) :	<p>Summative: 2/20 Formatives: 2/18, 2/19</p>	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include “Scholar Starter”)	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
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M O N D A Y	<p>Standard (write out): 8.3 CE Examine consequences of the major Civil War military strategies.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can explain the purpose of the Emancipation Proclamation.</p> <p>I will learn this by analyzing primary sources.</p> <p>I will know I have learned it when I can describe how it was applied.</p>	<p>No School</p>	<p>Standards Based Materials & Resources: No School</p> <p>Content/Academic Vocabulary: Plessy Vs. Ferguson</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ul style="list-style-type: none"> -Level 1 and 2 ML, struggling students complete OSAAT and part of the quote analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects <p>Opportunities to SWRL: Reading Secondary source Writing Graphic organizer Speaking/Listening turn and talk</p> <p>Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>	<p>Formative: Graphic organizer</p>		<p>Reading Secondary source Writing Graphic organizer Inquiry Plessy Vs. Ferguson Organization Graphic organizer Collaboration Students work in groups</p>
T U E S D A Y	<p>Standard (write out): 8.4 CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.</p>	<p>Impact of Plessy v Ferguson Photo Analysis Activating Strategy</p>	<p>Standards Based Materials & Resources: U7 Jim Crow Primary Sources for Analysis U7 Jim Crow Which Aspects of Life Are Affected?</p> <p>Content/Academic Vocabulary: - Jim Crow</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p>	<p>Formative: Graphic Organizer</p>	<p>Review questions in Mastery Connect</p>	<p>Reading Virtual Gallery Walk Writing Graphic organizers Inquiry Jim Crow Laws Organization Graphic organizers Collaboration Students work in groups</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</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze the impact of <i>Plessy v Ferguson</i>.</p> <p>I will do this by completing a virtual gallery walk.</p> <p>I will know I am successful when I can determine the aspects of life for African Americans that were impacted.</p>		<ul style="list-style-type: none"> -Level 1 and 2 ML, struggling students complete OSAAT, graphic organizer -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read all the questions. -pair struggling students with higher level students -preferential seating -frequent redirects <p><u>Opportunities to SWRL:</u> Reading Virtual Gallery Walk Writing Graphic organizers Speaking/Listening using and listening to academic language in pairs or groups <u>Berea MS Sentence Stems and frames:</u> Berea MS Sentence Stems and Frames (1).pdf</p>			
W E D N E S D	<p>Standard (write out): 8.4 CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras</p>	<p>Review Questions in Mastery Connect</p>	<p><u>Standards Based Materials & Resources:</u> Formative in Mastery Connect</p> <p><u>Content/Academic Vocabulary:</u> See overall vocabulary list</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students</p>	<p>Formative: Mastery Connect</p>	<p>Blooket</p>	<p>Reading Mastery Connect Writing Mastery Connect Inquiry Reconstruction Organization Mastery Connect Collaboration Students work in groups</p>

<p>A Y</p>	<p>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 country, and the world.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze continuity and change as rights were granted to African Americans during Reconstruction.</p> <p>I will do this by completing a formative in Mastery Connect.</p> <p>I will know I have been successful when I score at least a 70.</p>		<p>complete OSAAT, half of the guided notes</p> <ul style="list-style-type: none"> -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects <p><u>Opportunities to SWRL:</u></p> <p>Reading Mastery Connect</p> <p>Writing Mastery Connect</p> <p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p><u>Berea MS Sentence Stems and frames:</u> Berea MS Sentence Stems and Frames (1).pdf</p>			
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<p style="text-align: center; color: blue; font-weight: bold;">T H U R S D A Y</p>	<p>Standard (write out): 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 country, and the world.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze continuity and change as rights were granted to African Americans during Reconstruction.</p> <p>I will do this by completing a formative in Mastery Connect.</p>	<p>Review Questions in Mastery Connect</p>	<p><u>Standards Based Materials & Resources:</u> Formative in Mastery Connect</p> <p><u>Content/Academic Vocabulary:</u> See overall vocabulary list</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT, half of the guided notes -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading Mastery Connect Writing Mastery Connect Speaking/Listening using and listening to academic language in pairs or groups Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>	<p>Formative: Mastery Connect</p>	<p>Blooket</p>	<p>Reading Mastery Connect Writing Mastery Connect Inquiry Reconstruction Organization Mastery Connect Collaboration Students work in groups</p>
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	<p>I will know I have been successful when I score at least a 70.</p>					
<p style="text-align: center; color: purple; font-weight: bold;">F R I D A Y</p>	<p>Standard (write out): 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 country, and the world.</p> <p>8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze continuity and change as rights were granted</p>		<p>Standards Based Materials & Resources: Summative in Mastery Connect</p> <p>Content/Academic Vocabulary: See overall vocabulary list</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete OSAAT, half of the guided notes -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Mastery Connect Writing Mastery Connect Speaking/Listening using and listening to academic language in pairs or groups</p> <p>Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>	<p>Summative: Mastery Connect</p>		<p>Reading Mastery Connect Writing Mastery Connect Inquiry Reconstruction Organization Mastery Connect Collaboration Students work alone</p>

	<p>to African Americans during Reconstruction.</p> <p>I will do this by completing a summative in Mastery Connect.</p> <p>I will know I have been successful when I score at least a 70.</p>					
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