

**UofSC TPS Project  
Lesson Plan Template**

<b>School:</b>	Sedgefield Middle School	<b>Author(s):</b> Gabriella Pace
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<b>Course:</b> South Carolina and the United States	<b>Grade Level(s):</b> 8th	
<b>Length of Class:</b> 60 minutes	<b>Number of Students:</b> Varies	



Negro expulsion from railway car, Philadelphia. , 1856. Photograph.  
<https://www.loc.gov/item/2007678048/>.

<b>Lesson Title:</b>	Understanding the African American Experience in the Post-Civil War South
<b>Overview:</b>	After lessons on the Civil War, students will be introduced to the experiences of African Americans following the demise of the Confederacy and rise of the Reconstruction Era. Using a variety of primary sources, students will engage in a facilitated inquiry into what life was like for African Americans in the post-Civil War South.
<b>Learning Objective:</b>	Students will analyze a variety of primary sources to describe the African American experience in post-Civil War South Carolina.

<b>SC Social Studies College and Career-Ready Standards:</b>	8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina  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 1862–1929.				
<b>Essential Question:</b>	How did the experiences of African Americans in South Carolina change over time after the Civil War?				
<b>Supporting Question(s):</b>	1. How were laws after the Civil War used to maintain racial differences? 2. How did laws affect the lives of African Americans during Reconstruction? How did laws affect the lives of African Americans after Reconstruction?				
<b>Digital Primary and Secondary Sources:</b>	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>● <i>The New Virginia Law to Preserve Racial Integrity</i>, March 1924, Virginia Department of Health  <a href="https://blogs.loc.gov/law/2017/06/loving-v-virginia-banished-for-love/">https://blogs.loc.gov/law/2017/06/loving-v-virginia-banished-for-love/</a></li> <li>● <i>For the Sunny South</i>, Feb 26 1913, Keppler &amp; Schwarzmann  <a href="https://www.loc.gov/resource/cph.3b48958/">https://www.loc.gov/resource/cph.3b48958/</a></li> <li>● <i>Separate Cars for the Races</i>, May 23 1896, The Weekly Messenger  <a href="https://chroniclingamerica.loc.gov/lccn/sn88064454/1896-05-23/ed-1/seq-1/">https://chroniclingamerica.loc.gov/lccn/sn88064454/1896-05-23/ed-1/seq-1/</a></li> <li>● Reconstruction of the South, 1867, Augustus Tholey  <a href="https://www.loc.gov/resource/pgs.02837/">https://www.loc.gov/resource/pgs.02837/</a></li> <li>● Extra information for viewing if time allows           <ul style="list-style-type: none"> <li>○ <a href="https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/timeline-of-african-american-history/">https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/timeline-of-african-american-history/</a></li> <li>○ <a href="https://www.loc.gov/collections/african-american-perspectives-rare-books/">https://www.loc.gov/collections/african-american-perspectives-rare-books/</a></li> </ul> </li> </ul> <p><b>Secondary source:</b></p> <ul style="list-style-type: none"> <li>● <i>Reconstruction Overview</i>, History.com  <a href="https://www.history.com/topics/american-civil-war/reconstruction">https://www.history.com/topics/american-civil-war/reconstruction</a></li> </ul>				
<b>Required Classroom Materials:</b>	<ul style="list-style-type: none"> <li>● Chromebook and Internet Access</li> <li>● Physical copies of primary sources shared above (optional)</li> <li>● K-W-L Chart (Digital or Physical)</li> <li>● <a href="#">Primary Source Analysis Tool</a> for students</li> <li>● Copy of Reconstruction overview or presentation</li> </ul>				
<b>Classroom Environment:</b>	Students will be initially in their general classroom seating arrangement as designated by the instructor. Later students will be placed into groups for an activity.				
<p><b>Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.</b></p>					
25 %	Independent writing	25%	Direct Instruction by Teacher	25%	Engaging in whole group discussion
25%	Group work	[Redacted]	[Redacted]	[Redacted]	[Redacted]

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period)</b>	<b>Detailed Description of Teaching and Learning</b> (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.)
	Type in cells. They will expand as more space is needed. Add more cells as needed)
10 minutes	Students will begin the lesson with a K-W-L chart. They will first write what they already Know about Reconstruction and post-Reconstruction in general. This information can be in pieces (meaning, it can be names, phrases, words, etc. that they believe are related to Reconstruction). Following the completion of the “K” column, students will write what they Want to learn about the subject. This can be in the form of questions for students to later revisit and answer. <i>An option for this activity can be a classwide K-W-L chart.</i>
5 minutes	Following individual brainstorming on the K-W-L, students will have time to share out loud what they currently know and what they want to know about Reconstruction and post-Reconstruction.
15 minutes	Instructor will begin a brief overview of the period of Reconstruction. <i>Optional: Students follow along with guided notes.</i>
15 minutes	In groups, students will be given copies of primary sources (or provided digital access). In their groups they will discuss and respond to guiding questions to assist in analyzing each primary source.
10 minutes	After groups have analyzed their primary sources and completed the analysis worksheet, the teacher will facilitate a class-wide discussion reviewing each document and what students learned more about as a result of the primary sources.
5 minutes	Students will complete the “What I’ve Learned” column of their K-W-L chart. As a final exit assessment, students will be prompted to write a one sentence summary that explains the experiences of African Americans during the time period.

<b>Homework for Tomorrow</b>
None.
<b>Assessments</b>
Formative Assessment: Students will use a K-W-L chart. This allows teachers (and their students) to gauge students’ prior knowledge initial to the lesson and observe their progression over time. Summative Assessment: Students will write a one-sentence summary of the content learned and discussed this day. Students will be prompted to write a summary that explains the experiences of African Americans after the Civil War, but be challenged to write it succinctly.
<b>Learning Extensions</b>
Extension Activity: Students will create a timeline of changes throughout Reconstruction and the early Jim Crow era. On the timeline students will be expected to write legislative policies that were passed, abolished, or modified over time. They will then summarize each event’s impact on African Americans in South Carolina. This activity is meant for students to study the continuities and changes of national and state policies and their implications on citizens.
<b>Adaptations</b>

Modification 1: Teacher can create guided notes for students needing additional help or to modify for lower comprehension levels. Students can use these to follow along in overview of Reconstruction period.

Modification 2: Extended time can be provided for students to observe and analyze primary sources during analysis activity.

Modification 3: Teachers can model the K-W-L activity and primary source analysis if not presented in prior class activities.