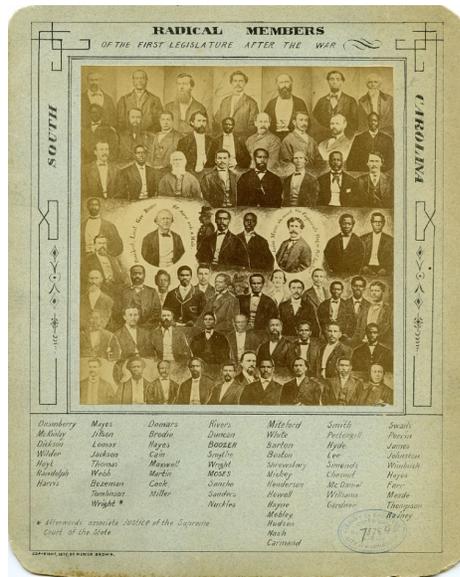
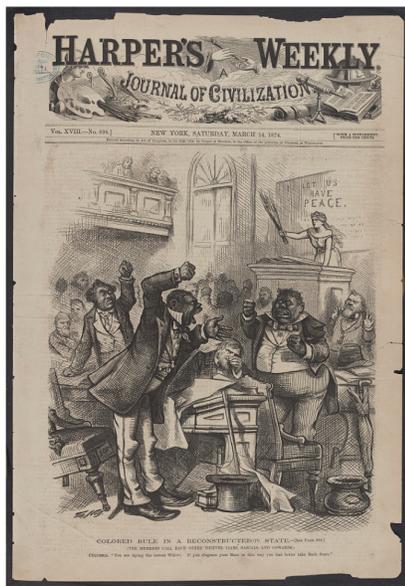


**UofSC TPS Project  
Lesson Plan Template**

<b>School:</b>	Camden Middle School	<b>Author(s):</b>	Kathleen DuRant, Jennifer Catoe
<b>Course:</b>	8th grade SC History	<b>Grade Level(s):</b>	8
<b>Length of Class:</b>	90 Minutes	<b>Number of Students:</b>	25-32 in each block (3 blocks each day)

Reconstruction Politics in South Carolina



<b>Lesson Title:</b>	Political Cartoons vs./ Photographs During Reconstruction in South Carolina
<b>Overview:</b>	The teachers will use a “zoom in” questioning technique to scaffold student’s analysis of a political cartoon and a photo collage from the same time period of reconstruction and then compare the two images. Students will then be asked to analyze any bias that may be present in the images.
<b>Learning Objective:</b>	Students will analyze the images using the provided framework and compare the two images. Students will analyze the political cartoon using the provided framework and discuss how the political cartoon reflects the political situation in South Carolina during Reconstruction.
<b>SC Social Studies College and Career-Ready Standards:</b>	E: Evidence - Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history. <ul style="list-style-type: none"> <li>engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization</li> <li>evaluate secondary sources for accuracy and validity</li> </ul>

<b>Essential Question:</b>	Did you detect any bias in these primary documents? How do you think this bias affected the people involved in these events? Do you think the events of the past still influence the present day? If so, how?
<b>Supporting Question(s):</b>	Analyze the cartoon. Which objects are used as symbols? Is anything exaggerated? How? List adjectives that describe emotions visible in the cartoon. Describe the action taking place? What is the message of the cartoon? How do you think the public may have reacted to this cartoon?
<b>Digital Primary and Secondary Sources:</b>	List primary and secondary sources. Nast, Thomas, Artist. <i>Colored rule in a reconstructed? state The members call each other thieves, liars, rascals, and cowards / Th. Nast</i> . Published. Photograph. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/91705051/">www.loc.gov/item/91705051/</a> >.  <i>Radical members of the first legislature after the war, South Carolina</i> . Photograph. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/97504690/">www.loc.gov/item/97504690/</a> >.
<b>Required Classroom Materials:</b>	What materials do you need (Chromebooks, projector, etc.)? The teacher will benefit from a laptop and projector to show the images to the class as a whole and ask questions to the class. The teacher could also provide each student with a printed handout with the images and questions with spaces for reply on the paper if a projector and laptop are not available. What materials do the students need (writing journals, laptop carts, textbooks, etc.)? The teacher may choose to share a digital or paper copy of the activity with the class. The students may use their SC History textbooks for supplemental information. <a href="#">Google Doc handout link</a>
<b>Classroom Environment:</b>	How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation, and differentiation? This lesson will take place in the library. Students will be seated at tables and may work together. A mobile promethean board is available in the library and additional books and reference materials are at hand.

**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.**

10%	Independent reading	20%	Partner work	%	{Add your own}
30%	Independent writing	%	Group work	%	{Add your own}
20%	Direct Instruction by teacher	%	{Add your own }	%	{Add your own}

20%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}
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<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 minute introduction	The goal of this lesson is to review how to interpret political cartoons and to recognize that bias may be present in primary documents by comparing a political cartoon with a photo collage from the same time period in history. The students will analyse their feelings about the images and record this along with their questions.
50 minutes	The Zoom In questioning technique requires the instructor to present a small portion of an image and then gradually expand the view of the image, stopping after each image to ask questions about each version of the image. This will spark curiosity and drive engagement as students want to find out what is really happening in the image. After the full image is revealed, the instructor will allow time for students to complete the form and record what they see in the image, what they think or feel, and what questions they have. This technique will be repeated with the second image, a photo, and the students will then compare the two using a Venn diagram. After completing the Venn diagram they will answer questions about bias and how they think these images affected people at the time. Students will also be asked if they think events of the past affect people today.
20 minutes	The students will go back to the political cartoon and answer specific questions about this image.

<b>Homework for Tomorrow</b>
The students will use the same cartoon analysis form to analyze a different political cartoon provided by the social studies teacher.
<b>Assessments</b>
What are the evaluation (informal and formal) tasks for this lesson? The teacher will collect the paper or digital completed forms from the students and grade them according to her established rubric. The responses should reflect a knowledge of the events of reconstruction as well as evidence of engagement with the lesson. This may be difficult as these questions ask for opinions and impressions, not just reciting facts which is difficult from some students who tend to seek the quick, correct answer.

Class participation will also be graded according to the teacher's established rubric.

How do the evaluation tasks connect with the learning objectives?

The students are being asked to analyze and provide evidence from images, place them in context, and compare them both to each other and to other political cartoons from different time periods.

How do the evaluation tasks demonstrate student learning?

Students who list genuine questions and impressions will demonstrate that they are analyzing the images and thinking about how images can be used to influence ideas and opinions.

How will students receive feedback?

The teacher will provide comments and a completed rubric for the written work and oral feedback during discussion during class.

### **Learning Extensions**

Ideas for extending the lesson or connecting to other curricular topics or lessons

The students will be able to compare political cartoons from different historical time periods.

The Zoom In questioning technique can be used with many different images and topics. The students will become familiar with the format and develop analysis skills as they practice applying the method to other images and subjects.

### **Adaptations**

In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.

English second language students will use google translate on their devices to read the questions and prompts. The printed handout will be provided to the ESOL teacher to provide support. This lesson does not require reading large chunks of text so reading support needed should be minimal. A visually impaired student would need a detailed description of the images in order to participate which would be provided, either by the teacher or by the resource teacher.