**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 11/4-11/8, 2024**

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| **Standard(s): Unit 5: Sectionalism, Civil War, and Reconstruction**  **SSUSH10 Identify legal, political, and social dimensions of Reconstruction.**   1. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment. 2. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians. 3. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments. 4. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. 5. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.   **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about Presidential Reconstruction, Congressional Reconstruction and its significance on Lincoln’s assignation and Johnson’s impeachment. | Mini Lesson Presentation of Content | Graphic Organizer on North and South disparities (SPRITE) | Students read and complete GO on growing disparity | Students can explain the similarities and differences between Presidential and Congressional Reconstruction including the significance of: Lincoln’s assassination and Johnson’s impeachment |
| **Tuesday** | I am learning about how the Freedman’s Bureau supported poor whites, and American Indians. | Mini Lesson Presentation of Content | Students view video and complete guided reading. | Students read about the effects of the Freedman’s Bureau. | Students can explain the role of the Bureau of Refugees (Freedman’s Bureau) through helping former slaves, poor whites, and American Indians with: Food,Clothing, Shelter, Education, Medical Assistance, Displacement, Justice in state courts, and Labor force |
| **Wednesday** | I am learning about the significance of the Thirteenth, Fourteenth, and Fifteenth amendments. | Mini Lesson Presentation of Content | Students complete notes and coloring page on Reconstruction and Civil War Amendments. | Students read story of Reconstruction in conjunction with notes (“we”) | Students can outline the importance and relevance of Civil War Amendments. |
| **Thursday** | I am learning the key events, issues, and individuals related to the Reconstruction. | Introduction to Assessment | Quick Review | Students are completing formative assessment | Students can articulate how social, political and economic dimensions of Reconstruction. |
| **Friday** | I am learning about the resistance to racial equality during Reconstruction in the south: Black Codes, Ku Klux Klan, and other forms of resistance | Mini Lesson Presentation of Content | Reading and thinking: Introduction to station activities on SSUSH8d. (Icivics) | Students complete work on in groups on resistance to racial equality | Students can articulate the ways in which society was constructed to maintain racial inequality. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document  Clipboard  Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar

Jigsaw  Thinking Maps  Worked Examples  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

Rubric

Self-Assessment

Checklist

Peer Assessment

Exemplars/Non-Exemplars

Other: practice MC questions based on EOC aligned to topics of the week.

Other: Historical Readings