



# Reconstruction Lesson Plan: Grade 8

Grade Level: **Eighth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective:

In this lesson plan, eighth graders use BrainPOP resources to learn about the rebuilding of the South and reuniting the country in the wake of the Civil War.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Reconstruction movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Worksheet: Evaluate the fairness of Reconstruction-era laws and support with evidence.
- 3. Assess**
  - Take the Reconstruction quiz.

## Preparation


- Preview the BrainPOP movie [Reconstruction](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Reconstruction movie](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [Reconstruction movie](#) , [Worksheet](#), and [Quiz](#)

## Before the Lesson

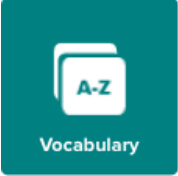


Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Who won the Civil War?*
- *What happened after the Civil War?*


## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch <a href="#">Reconstruction</a>.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 1:46: How can you tell that Lincoln had an instinct for compromise?</p> <p>Timecode 3:47: How did most Southerners think of Reconstruction officials and why?</p> <p>Timecode 4:46: In what way was sharecropping like a form of economic slavery?</p> <p>Timecode 5:45: What tactics did southern politicians use to prevent African Americans from voting?</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on the different people who struggled to decide the fate of the nation.</li> <li>Pause at key events and prompt students to <b>summarize</b> its significance.</li> <li><b>Support recall</b> by having students put key events into a timeline for later reference.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word and use it in a sentence.</li> <li>Create a <b>word wall</b> with vocabulary, definition, drawing and sentence.</li> <li>Pause at key points and ask the <b>discussion questions</b> in home language or English.</li> </ul>



## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open <a href="#">Vocabulary</a>.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click <b>Submit To Teacher</b> and/or print out.</p>	<ul style="list-style-type: none"> <li>Print Vocabulary.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Students write a definition and sentence for each term.</li> </ul>	<ul style="list-style-type: none"> <li>Assign <b>appropriately challenging words</b> to individual students.</li> <li>Assign a few of the six terms to individual students to <b>define</b> and <b>use in a sentence</b>.</li> <li>As a challenge, students can <b>add two additional terms</b>, writing a definition and sentence for each.</li> </ul>	<ul style="list-style-type: none"> <li>Say the term(s) in students' <b>home language</b>. Then say the words in English. Have the student repeat in English.</li> <li>Use the <b>term in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> <li>Click the speaker icon to hear the term read aloud.</li> </ul>

## DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>3. Re-watch <a href="#">Reconstruction</a>.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none"> <li>Students return to their timeline from <b>the first viewing</b> and add new details.</li> </ul>	

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>4. Students open their Worksheet assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Worksheet</a>.</p> <p>Students determine the probability of an event.</p> <p>When they finish, students click <b>Submit To Teacher</b> and/or print out.</p>	<ul style="list-style-type: none"> <li>Print the Worksheet. </li> <li>Students determine the fairness of Reconstruction-era laws and support their positions with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an example of evaluating and providing evidence of the fairness of a reconstruction-era law.</li> <li>Demonstrate how to return to the movie to find evidence.</li> <li>Assign <b>one or two</b> Reconstruction-era laws to individual students.</li> <li>Support recall by prompting students to <b>revisit the timeline</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Say the name of each law in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>Before students write, have them use their home language or English to <b>discuss what they plan to write</b>.</li> </ul>

**DAY 2: Assess (5 minutes)**

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="497 402 612 535" data-label="Image"> </div> <p data-bbox="298 548 806 649">Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Quiz</a>.</p> <p data-bbox="298 690 806 790">If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click <b>Submit to Teacher</b>.</p>	<ul data-bbox="889 402 1392 430" style="list-style-type: none"> <li>• Print the <a href="#">Quiz</a> for students to complete.</li> </ul>	<ul data-bbox="1470 402 1956 714" style="list-style-type: none"> <li>• <b>Read aloud</b> the questions and answers.</li> <li>• <b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li> <li>• <b>Support recall</b> by having students review the <b>timeline</b> they made during the movie.</li> </ul>	<ul data-bbox="2034 402 2467 560" style="list-style-type: none"> <li>• <b>Read aloud the quiz</b> in students' home language.</li> <li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> </ul>