

Unit 9: Reconstruction

7th Grade Lesson Plan: Review Bingo Game

(45 – 60 minutes)

Objective	<p>In this optional one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of Reconstruction by playing Bingo using terms from the unit and clues about each term.</p> <ol style="list-style-type: none"> 1. We will review for our Unit 9 test by playing Bingo using key terms from the unit and clues about each term provided by the teacher. 2. I will complete my Bingo card and listen to the clues for each term to play Bingo to review for the Unit 9 test.
Key Concepts	<ul style="list-style-type: none"> • Reconstruction was the period of time after the Civil War during which the United States government worked to determine how to reunite the country, how to deal with the ex-Confederates and Southern states, and what to do with regards to the Freedmen. • Presidential Reconstruction was characterized by its lenient approach to reuniting the country, pardoning ex-Confederates, and ultimately allowing ex-Confederates to return to power in Southern states. • Congressional Reconstruction was characterized by its stricter approach to reuniting the country by placing the South under martial law and consolidating and centralizing political power in Southern states at the state level. • Redeemer Reconstruction was characterized by the return to power of the ex-Confederates, who worked to reverse the policies of Congressional Reconstruction by decentralizing political power in the state. • During Congressional Reconstruction, political participation by Black Texans increased. • Some ex-Confederates responded to Congressional Reconstruction policies with violence and threats through organizations like the Ku Klux Klan.

Skills	<ul style="list-style-type: none"> • Study and review of key concepts • Identifying information based on key words and phrases • Recognizing definitions, key information, and significance of key terms and information from the unit.
Essential Question	What key terms and concepts do we need to know to be successful on our unit 9 test?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • For this activity, the warm-up is the first step of the Bingo game. Students choose from a list of key terms provided in the slideshow to fill in their Bingo card at random. The directions for this step are included in the slideshow. • NOTE: There is no printable warm-up for this assignment. <p>Lesson</p> <ul style="list-style-type: none"> • Students listen to the teacher give clues about key terms from the slides presentation to determine which key term or concept is being referred to. Students are trying to get 5 key terms in a row on their card to win. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students can share a term from their card and the key words that are associated with that term, or the definition or explanation for the term. • NOTE: There is no printable exit ticket for this lesson.
Materials	<ol style="list-style-type: none"> 1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Bingo Cards (<i>Suggested printing: One per student</i>) 3. Bingo chips or small pieces of paper to cover each item on their card when called. 4. Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)
Differentiation	<ul style="list-style-type: none"> • Reduction in or addition of writing depending on level

<p>TEKS</p>	<ul style="list-style-type: none"> • 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War and Reconstruction. • 7.01(B) Explain the significance of the following dates: 1876, adoption of current state constitution. • 7.05(C) Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas. • 7.13(A) Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.
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Teacher Guide: Review Bingo Game

<p>Warm-up</p>	<ul style="list-style-type: none"> • For this activity, the warm-up is the first step of the Bingo game. The teacher will explain how the game works and then display the list of terms students can use on their bingo card. • For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation. • Slides 2 through 4 give directions for filling in student cards and how to play. • Slide 5 has the list of terms. <p>NOTE: There is no printable warm-up / exit ticket for the Bingo review game.</p>
<p>Lesson</p>	<ul style="list-style-type: none"> • The teacher will read out clues for randomly chosen terms on the screen. • Students can raise their hand to answer which term the clue is referring to. If correct, everyone with that term on their Bingo card gets to cover it on their card. If incorrect, another student can attempt to answer. • After three incorrect answers no one gets to cover the term on their card. • This process repeats until a student gets 5 terms in a row on their card. The game can continue without clearing the cards for a few more rounds at the teacher's discretion. • Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled) "postage stamp" (having 4 items in a box in one corner) "Texas T" (students must have 5 across the top and 5 down the middle, making a capital T) or Blackout. • The Clue sheet gives several different clues the teacher can use so that a term can be called again in future rounds with a new clue. • Advanced: Students will write 3-5 key words related to the term the teacher called. They write the key words in the box containing the key word. • Grade Level: Students will write 1 – 2 key words related to the term the teacher called. They write the key words in the box containing the key word. • Foundations: Students can write the number of the term rather than the entire term.

Exit Ticket	<ul style="list-style-type: none"> • <u>Advanced:</u> Ask students to share a term from their card, the key words they wrote associated with that term, and explain why they chose those key words. • <u>Grade Level and Foundations:</u> Ask students to choose one word from their card and explain what the word is. • Slide 6 of the presentation provides sentence stems to guide student responses as a closing activity. Students can choose to respond using either sentence stem.
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