

Unit 9: Reconstruction

7th Grade Lesson Plan: Review Mind Map

(45 – 60 minutes)

Objective	<p>In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"> 1. <u>We will</u> make connections between key terms and concepts within all of Unit 9: Reconstruction. 2. <u>I will</u> create a Mind Map using terms and concepts from the class slides presentation.
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"> • Connecting terms and concepts from across the entire unit. • Justifying and providing rationalizations for those connections. • Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. • Creating a visual representation of Social Studies information.
Essential Question	How do the key terms and concepts from Unit 9: Reconstruction connect to each other?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best. <p>Lesson</p> <ul style="list-style-type: none"> • Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Key terms include significant people, places, events, themes, and topics within the Reconstruction unit. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.
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. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) <p><u>Suggested Materials not Included:</u></p> <ol style="list-style-type: none"> 1. A large piece of butcher paper for group work 2. Blank pieces of paper for individual or partner work

	3. Markers or colored pencils.
Differentiation	<ol style="list-style-type: none"> 1. Visual representations of directions 2. Chunking text information 3. Reduction in writing (Teacher discretion) 4. Group work with assigned roles allowing for differentiation of workload
TEKS	<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.

Teacher Guide: Review Mind Map

Warm-up	<ul style="list-style-type: none"> Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. 1B, 2D, 3E, 4A, 5C (2 and 3 can be swapped with 4 and 5 and still be correct.) Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Some terms can be correctly placed in more than one location. Encourage students to consider the various locations where each term could be placed. They could write the term more than once in each place or pick the one they feel best connects with the term. They should be prepared to justify their choices. At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it. Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else. Slides 6 through 13 present sets of terms for students to add to their Mind Map. Slide 14 provides an optional, additional step if there is time at the end of class for students to add any additional <u>Advanced:</u> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides. This can also take place at the end of the lesson. <u>Grade Level:</u> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task).

	<p>Teacher can display a countdown clock to aid in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class)</p> <ul style="list-style-type: none"> • <u>Foundations</u>: Assign to timekeeper or speaker role, depending on student strengths. Teachers could also reduce the number of items for the student/students to write each round.
Exit Ticket	<ul style="list-style-type: none"> • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence. • Answers A, H • Slides 15 and 16 restate the directions and provide a sentence stem to guide student responses when sharing with the class.