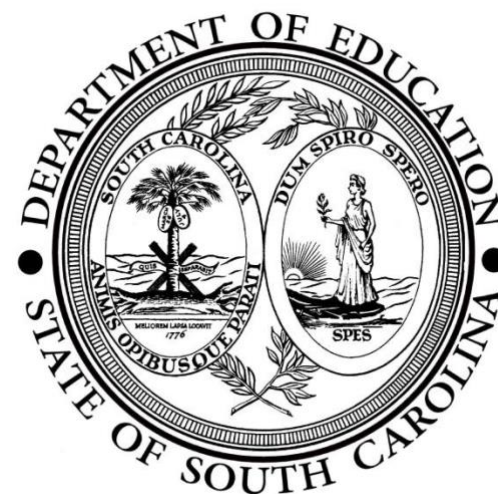


Instructional Unit Resource for the
*South Carolina College- and Career-Ready for
Henry Minton*

Grade 8th Grade

Unit Title: Henry Minton - Son of Columbia, Man of First

South Carolina Department of Education
Office of Standards and Learning



January 2019

Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the Grade 8 Social Studies standards and studying the African American History Calendar can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

Instructional Unit Resource Matrix for African American History Calendar Honoree Henry Minton

Grade: 8

Unit Title: Henry Minton - Son of Columbia, Man of Firsts

Standards/Indicators 8-5.1, 8-5.2, 8-5.3, 8-5.4, 8-5.7				
Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication

Instructional Unit Links	Instructional Unit Links
Unit Overview	Standard(s)
Clarifying Note(s)	Learning Target(s)
Assessment Task(s)	Prior Knowledge
Academic Vocabulary	Instructional Strategy(ies)
Resources	

Unit Title

Henry Minton - Son of Columbia, Man of Firsts

Unit Overview

While South Carolina was moving to revitalize with an effort to maintain traditional society, South Carolina's experience during Reconstruction, Industrial Revolution, and the Progressive Movement was a common experience for most states within the Union.

Standards

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

Indicators

8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.

8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

8-5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.

Clarifying Notes

For the Brain Pop extension: If you have access to BrainPop here is the activity to open up your topic of Reconstruction (this is an extra credit opportunity):

- Students will be given a copy of the 10 question quiz.
- Students will watch the video clip on Reconstruction.
- Students will have an opportunity to work with a partner for 3 minutes. You will need to go over how they should work with their partner.
 - Students should not get with the partner and make comments such as “I didn’t get number 2 did you?” instead students should have a discussion like the following:
 - I see that you put “c” for question 3, but I thought the answer was “b”. Why do you choose “C”?
- Students will have an opportunity to watch the video again and receive another 3 minutes to work with their partner.
- If students are overheard sharing answers instead of discussing them, those students do not receive any extra credit! Have students hand in their work and for every question they answered correct they receive 1 point extra credit.

Teach, Learn, Assess Project can be used in pieces for shorter pacing and up to 2 full class periods for entire project to be finished.

BE SURE TO OPEN LESSON AS GOOGLE SLIDES OR PDF

https://docs.google.com/document/d/e/2PACX-1vQMlhfBu5f97wxi8mNPbr66nMIIdmlTtotIn318OMxBJtUeCZm3K6b96WMn1-TdxzTgl1naHpTnx_qm/pub

Learning Targets

- History- I can create a timeline and summarize the history of Dr. Minton and the importance of his success and contributions to the world.
- Culture- I can compare and contrast the difference in culture and beliefs of Dr. Minton and the pervasive culture of South Carolina.
- Politics- I can identify and differentiate the opportunities for the Minton family compared to the government restrictions of rural South Carolina
- Economics-I can evaluate the family wealth of Dr. Minton and newly freed slaves and sharecroppers.
- Geography-I can identify patterns and explain the causes of migration of African Americans during Reconstruction
- Social-I can explain the relationship between Dr. Minton and the brotherhood of Sigma Pi Phi

Assessment Tasks

Formatives: Exit tickets, Vocabulary quizlet, Kahoot,

Summative: HCPEG “Teach, Learn, Assess Project”

Assessment Offerings Teach, Learn, Assess Project

Prior Knowledge

Students will access prior knowledge of Reconstruction and conditions under which freed slaves and other free men of color lived not only in the South but also in the North. This awareness will help students understand why Henry Minton’s family, though temporarily in residence in Columbia, SC, returned North with their young son.

Academic Vocabulary

Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.

- Reconstruction
- sharecroppers
- Freedmen's Bureau
- Black Codes
- 13th, 14th and 15th amendments
- Dred Scott decision, assassination
- migration
- Boule'
- Ph.D.
- M.D.
- Underground Railroad

Instructional Plan:

<p>Standards 8:5.1 The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina</p> <p>8:5.2 Describe the economic impact of reconstruction on South Carolinians in each of the various social classes</p>	<p>Objectives: (8:5.1) *‘‘I can differentiate details of life as an upper middle class African American citizen in Philadelphia, PA vs a low class sharecropper in South Carolina in the early 1900s.’’ (8:5.1)</p> <p>8:5.2 *Economics-I can evaluate the family wealth of Dr. Minton and newly freed slaves and sharecroppers.</p>	<p>Activities-Day 1: preload with visuals and picture analysis chart 8:5.1: Students will watch two videos Students will create a Venn diagram to compare and contrast life in the South and North. A Tale of Two Schools. Students can create a T chart https://www.youtube.com/watch?v=5xdfVAPvv9A)</p> <p>8:5.1: Students will complete the Teach, Learn, Assess Project and understand the social, educational, and career opportunities African Americans had post-Civil War in the North as opposed to the South.</p> <p>8:5.2 Students will watch the BrainPop on Reconstruction (extension extra credit activity if available) Students will close read an article and discuss the life of Henry Minton https://web.kamihq.com/web/viewer.html?source=extension_pdfhandler&file=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fpmc%2Farticles%2FPMC2617666%2Fpdf%2Fjnma00602-0075.pdf)</p>	<p>Vocabulary: Reconstruction, Black Codes, 13th, 14th, and 15th Amendments Urbanization</p> <p>Boule’ Ph.D. M.D.</p> <p>sharecroppers</p>
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<p>8:5.3 Summarize the successes and failures of Reconstruction In South Carolina including the creation of political, educational, and social opportunities for African Americans: the rise of discriminatory groups: and the withdrawal of federal protection</p> <p>8:5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.</p>	<p>8:5.3*History- I can create a timeline and write a short summary to explain the history of Dr. Minton and the importance of his success and contributions to the world.</p> <p>8:5.7* Objective:*Geography-I can identify patterns and explain the causes of migration of African Americans during Reconstruction</p>	<p>Questions to go with article above: https://docs.google.com/document/d/e/2PACX-1vRlyTmH1i1oJNGhLYUn48x5m_nfhvACpjfHsVr6kPmCr2mcoPDYIBhvYxWXjY1xL1AmHnq62SXUfJzUV/pub</p> <p>8:5.3 Students will create a chart of the history of Dr. Minton in Chronological order to create their timeline. Video: Mutter Minute: https://www.youtube.com/watch?v=r_vGy0jASxE</p> <p>8:5.7 Students will create a KWL with maps provided from South and North for students for a question and response. 8:5.7 Students will create a map of the migration of the Minton Family and compare their route to similar routes of the Underground Railroad as part of the Teach, Learn, Assess Project</p>	
		<p>Resources: video A Tale of Two Schools (https://www.youtube.com/watch?v=5xdfVAPvv9A)</p>	

		Video: Mutter Minute: 8:51 https://www.youtube.com/watch?v=r_vGy0jASxE	
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References

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