

## **Mano Koa Enterprises AP US History Curriculum**

### **Lesson: 6.1: The New South**

#### **Stage 0: Before the Lesson:**

- Peruse the Express Notes Key to bridge any content gaps.
- Print out:
  - Research circle documents (only 1 batch)
  - History Goes Hollywood Fun Activity. (for how many students you have)

#### **Stage 1: Warmup**

As students walk into the classroom, they are expected to quietly work on the SAQ warm-up displayed on the PowerPoint. When the bell rings, give students five minutes to write their answer following the ELL Delayed Release Protocol.

**PHASE 1:** (First 5 Minutes of Class) Students **silently** answer the question without talking to their classmates. Teacher is expected to take attendance during this time.

**PHASE 2:** (After 5 minutes or after roll is taken) Students talk with their partners for 3-5 minutes seeing how their answers line up. If students were absent this stage is a good time to figure out what they missed. Teacher should indicate this before letting them go. Here's the recommended transition script:

- "Alright, ladies, and gentlemen, and class, at this time talk with your partners, 3 minutes, if you were absent, this is a really good way of finding out what you missed. (CLAP)"  
(The clap will be the inciting stimulus to let students know they should talk)

Teacher is expected to float around the room talking with students about their answers. Teachers are expected to promote the TEA strategy (Thesis, Evidence Analysis). Teachers should remember who gave good answers to use as examples for PHASE 3.

**PHASE 3:** (After teacher floats around the classroom). Teacher calls the class together with attention getter. Teacher either calls on students with whom he/she/they was/were talking or calls on students randomly. AFTER ONE STUDENT GIVE HIS/HER ANSWER, ASK THE CLASS WHO ARGUED DIFFERENTLY. Then discuss a different argument. This method emphasizes that historical argumentation can take several different forms. For example, if you call on a student who argues a support of an historical concept, ask the class about an argument that could criticize that concept. If no one volunteers an answer, ask how they could formulate an answer.

#### **Stage 2: Reading Check (Slides 2-3)**

For Lesson 6.1, hand out ALL Period 6 Express notes. Tell the students that today's lesson will discuss all the materials on the Lesson 6.1 section. The lesson will cover most of the listed

information. **Whatever the instructional method does not cover, the students must research on their own time.**

Finish this stage with reading slide 3 which reads “Where are we in the Space-Time Continuum?” This gives students the appropriate context for the lesson.

BEFORE TRANSITIONING TO STAGE 3: Distribute the Historical Theater scripts for Lesson 6.2 (The Old West) Students can either volunteer or teacher can assign them to students for points.

If a student volunteers and a teacher decides to award extra credit points, here are the criteria for which students can earn extra credit.

- 1/2 -1 Point: Participation
- 1/2 - 1 Point: Ad-libbing their class appropriate argument (including using the blackboard or maps to prove a point).
- 1/2 - 1 Point: Committing to character by wearing a class appropriate costume or bringing a prop.
- 1/2 - 1 Point: Students write their own script (TEACHER MUST APPROVE BEFOREHAND)

Giving students the scripts one lesson earlier will give them sufficient time to hit all four of the mentioned criteria.

### **Stage 3: Research Circle (Slides 4-6)**

Explain to the students that they will be doing a “Research Circle” activity in which the four biggest concepts are condensed in the attached four documents.

Students are broken up into four groups and handed one of the four documents. The student who received the document reads a paragraph and then hands the document to the person on their right. That person reads another paragraph, etc, until the document is read. Then the group picks two people to do two jobs: **a speaker** summarizes the main points (questions can be provided which summarize the questions) in a brief speech to the class (students can stay at their seats to diminish stress). **A scribe** writes the information up on a board. Said information must be in complete sentences so the other three groups understands.

When students are done reading their document, they’re expected to finish copying down the information from their document and filling out the pieces of information from their express notes.

Here is the CHAMP for the activity (found on Slide 5).

C: (Conversation) Work with your group 4/10  
H: (Help) Ask 3 people before asking Teacher

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A: (Activity) New South/Lost Cause Research Circle

M: (Movement) Move into your group. Remain seated unless getting food, sharpening pencils.

P: (Participation) Teacher will hand a source to a person in your group, that person will read two sentences and hand the document off to the person on his/her right. That person will read two sentences, etc. After reading pick a spokesperson and scribe to present to the class.

Before groups send their scribes up to the blackboard, teacher is expected to talk to the groups to confirm their information. The teacher will also determine who will be the speaker and the scribe from each group.

When materials are written on the blackboard, teacher will call the class together, advance PowerPoint to slide 6, and speakers will share their information.

#### **Stage 4: Lost Cause Analysis**

Advance to slide 7, have students copy down the Historical Revisionism definition. For humor sake, you can add that if students want to pick fights with professional historians they should call them “revisionists.”

After students copy the definition, pull up a trailer for *Gone with the Wind*. Watch the trailer with the students then discuss how the movie promotes a *Gone with the Wind* narrative.

#### **Stage 5: Fun Activity/Study Time**

If time allows, advance to slide 8, hand out “**History Goes Hollywood**” fun activity. Students are then given two choices: work on the fun activity and email a clear photograph of it to the teacher with the title of the fun activity in the subject line for 2 extra credit points or have the students finish their express notes.

#### **Stage 6: Debrief**

Discuss the students’ findings. This is the time where students discuss their questions, comments or concerns.

End the lesson by advancing to the end of the PowerPoint and saying “Observe the Sign.” This keeps students at their desks until the bell rings. It keeps students from congregating at the door.