**Instructional Activity/Student Learning Experiences:**

* write out process/steps below
* name specific strategies you are using and write out all of the steps of the strategy
* describe the curriculum/**content** AND pedagogy/**process**)
* be sure you are carefully thinking about how to open the lesson, including following the strategy’s steps or if there are not specific opening steps have an intentional opening to the lesson (ex. anticipatory set/hook, advance organizer, review)
* how will you checking for understanding throughout the lesson? write this out specifically – when and how

Hook: Video of the Supreme Court’s decision in the summer of 2015 to legalize gay marriage. Ask the students if the law represents the social acceptance of the whole of the United States? Did everyone follow the law? (Remind students at the beginning of the lesson that no bigoted comments will be accepted)

Show another brief clip of the Kentucky clerk who refuses to issue same-sex marriage licenses. She’s breaking the law based off a social construct.

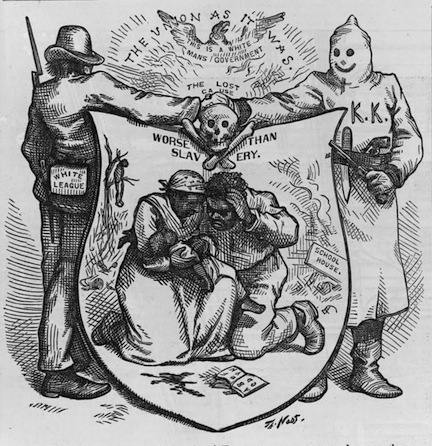
Lead into the similar situation that the 13th, 14th, and 15th amendment raised. All three amendments were legally supposed to guarantee African-Americans equal rights to whites. However, many whites would not obey based off of the status quo, a social construct that had been in place for years. In addition, states tried to use state laws and regulations in order to get around federal law.

Tell students that as a response to Reconstruction in 1866 the Ku Klux Klan was formed, a political and social terrorist group, aligned with the public political wing, the Young Men’s Democratic Clubs.

TPS: When you have a problem with a political issue, what is a responsible action to take?

Members of the KKK murdered blacks and some whites in response to what they perceived as a “problem.” In a slideshow, display the facts of the KKK along with pictures.

Closing Activity: HIPPO Analysis of KKK Political Cartoon Exit Ticket



* After finishing activities for the day introduce the performance task to the students.

**Lesson closure:**

**Differentiation:**

(identify the learner preferences such as MI and LS as well as any differentiation for readiness and interest)

**Accommodation:**

(how are you going to accommodate the unique needs of specific students? for example, accommodating language learners and modifying for special education students… be specific – listing students by name can help to ensure that you are recognizing and meeting their individual needs)

**Materials and Resources**:

(student and teacher materials, including technology, material resources, human resources, or community resources)