

**October Honorees: Drs. Harry and Evaretta Rutherford, Ph. D**

**Title:** Historical Black Colleges and Universities in the Southern Region of the U.S, then and now

**Grade:** 9-10<sup>th</sup>.

**Duration:** 1- 3 days for 90 minute Block classes.

2-4 days for 55 minute classes

**Standards:**

W.10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Objectives:**

- Synthesize information gathered from research to create a biographical delineation of the life of the subject.
- Analyze form and style in nonfiction works, including personal essays, autobiographies, biographies, memoirs, speeches, editorials, and magazine and newspaper articles.

**Materials:**

- 2015 African American History Calendar
- Internet access
- Computer (keyboard and printer)
- Venn Diagram Template
- Cornell Note Template
- Easel sized paper
- Magazines
- Glue and Tape
- Colored markers

**Activity #1**

**Whole Group Instruction**

The teacher will conduct a mini lecture on the honorees listed in the calendar with a focus on Dr. Harry Rutherford and Dr. Evaretta Rutherford (October Honorees). The teacher will present the information offered about the October honorees during whole group instruction.

Copies of this information can be made and distributed at the teacher’s discretion.

The teacher will emphasize their connection to education and their advocacy for the pursuit of academic excellence.

The teacher will present the premise for the establishment of Historically Black Colleges and Universities by pinpointing the historical background of the Rutherfords.

Students will create a written summary detailing what they’ve learned from the lecture. See Rubric:

**Language/Writing Rubric**

1. *What contributions to education were made by the Rutherfords? Include examples to support your responses.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

4 points – Presents the information by answering the question in a complete declarative sentence and expanding the sentence to include details.	
3 points- Presents information by answering question in a complete declarative sentence.	
2 points-Presents information by answering some of the questions in complete sentences.	
1 point-Presents information by answering but not in complete sentences.	
Total points	/4

**Comments:**

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## **Activity #2**

**Group Activity: You will need the easel paper and markers. Each group will receive two sheets of paper, tape and a few markers.**

(Divide students into groups of 2, 3, or 4 if possible)

- Students will use the information gathered from the biography to complete the Cornell Note Template; they will highlight key points about the education acquired by the Rutherfords including the schools they attended and the degrees they earned.
- Students will discuss their findings in groups. (Pair Share)
- Each group will use their easel sheets to create a chart. Divide the paper into two columns with either a horizontal or vertical line.
- The students will compile a list of the schools attended by the Rutherfords and transfer the information onto one column of the paper. They will select two schools from the list to conduct extensive research on. These schools will be listed on the second column.

### **Research Component:**

- Students will access the internet to conduct research on the schools selected.
- Students will research the functionality of the school systems (social climate, school composition, demographics, etc.) during the times that the Rutherfords attended there, and from the current times as well.
- Students will take notes on the historical establishment, events, pertinent founders, mission, vision, majors, funding sources, and admission requirements for each school.
- Students will also make note of scholars, philosophers, and celebrities affiliated with each school.

### **Next Steps:**

- Students will use the Venn Diagram template to compare and contrast the similarities and differences between the school systems when they were established and current times.
- Students will select images from the magazines which symbolize what each school offers and represents to the community.
- Students will also select images that highlight the programs of study that were completed at each school by the Rutherfords.
- Students will use the second sheet of easel paper and the art supplies.
- Students will divide this paper into two columns as well.
- Students will title each column with an applicable phrase or statement of their choice of their choice.
- Students will use the magazine clips to create an artistic collage representing the selected schools on one column.

- Students will create a collage representing the Rutherfords on the other column.
- (If you have students that would prefer to draw, please encourage them to do so).
- Students will present their project as a group to the class.
- Post for publishing

**Assessment:** Completed Project

Peer Feedback

**Closure:** How can this information be used in the determination of future academic endeavors?

How can this information be used as a motivational tool to pursue higher education?

**Extension:**

- Students can use the internet to access information on the top ten HBCU's in the country.
- They can use the information from their former research to develop a program, or educational club of study that they are certain the Rutherfords would support.
- Students can write a brief summary connecting what they've learned about the educational philosophies of the Rutherfords with the purposes of the program that they have created.
- Students can be required to defend and justify their assessments in groups or in whole class discussion.

**Suggested Site:**

[www.colleges.usnews.rankingsandreviews.com](http://www.colleges.usnews.rankingsandreviews.com)

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