| **Interacting with the Political Process** |
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| **Unit Overview** | **Instructional Guidance** |
| Reverend James Hall was born in Marion, S.C. in 1932. He received a B.S. in Education and a Bachelor of Divinity degree from Morris College and studied Pastoral Psychology at Temple University. His devotion to civil rights is evident in his actions – he organized a boycott in high school to protest the assault of a black female storekeeper, he was removed from radio broadcast and threatened when he spoke out, and famously marched on the Greenville Municipal Airport in January of 1960 after an incident involving Jackie Robinson. He went on to preach at numerous churches where he encouraged activism in his congregation. He has served as vice-president of the SC NAACP and President of the Congress of Racial Equality in Greenville among other positions. He continues to work towards equality to this day. In 2019, a lecture series was named in his honor in Philadelphia. This unit honors Reverend Hall by asking students to identify a person that is involved in the political process and interviewing them, then summarizing their insights on the importance of civic participation.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze a primary source to apply understanding of a concept. They will use inquiry to generate questions and find coherence in their findings.
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| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College and Career Ready Standards 2020* USG.4.IP-Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.
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| **Resources and Materials** | **Instructional Guidance** |
| * [A Conversation with Rev. James S. Hall](https://www.philasun.com/freedom-quest/a-conversation-with-rev-james-s-hall-pastor-of-triumph-baptist-church-and-a-celebration-of-60-years-of-ministry-and-service/), J. Whyatt Mondesire, November 2011.
* [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
* Computers with internet access
* Writing utensils
* Paper
* Recording device
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can apply my knowledge of concept in order to extend my learning of how it connects to a broader audience.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Students will be introduced to the concept of the political process. One way to do this is to have students make a journal entry. Students should have access to the dictionary definition of the terms, then in their journal put the definition in their own words. Students will include an example of the term in their entry, as well as an illustration. Students will be placed in small groups to share their examples and illustrations and allowed to adjust wording in their journals if necessary.
* Students will be introduced to Reverend James Hall. The teacher could do this in a variety of ways, through individual web research or providing students with the information in the SC African American history calendar to read independently. At the conclusion of research, the teacher will engage the class in a discussion based around the question “How did Rev. Hall engage in the political process?” This could be a whole group discussion or small groups, but students should reference their reading as they apply Rev. Hall’s actions to the term. Teachers will ask students to write down a few of his actions in their journals as evidence of examples of the political process.
* Students will be given access to the interview of Rev. Hall by J. Whyatt Mondesire either electronically or paper. Students will be given time to read the interview in its entirety, highlighting as they find evidence of Rev. Hall’s participation in the political process. The teacher will pair students to compare their thoughts and what they highlighted.
* Students will interview a person of their choosing that, after research, they have discovered has engaged in the political process either at the local, state, or national level. To begin this process, teachers will provide students with time to research events and people that pique their interest. The teacher will provide a daily lesson focus to help students narrow their research and focus. Students should choose a primary interviewee and at least two alternates.
* The teacher will assist students in finding contact information for the person that they chose to interview. Once contact information is established, the teacher will provide guidance on professionalism and appropriate language when reaching out to ask for an interview. Students should communicate clearly the purpose of the interview. The teacher could provide students with a template for an e-mail. The teacher may decide to have students turn in rough drafts of e-mails or require students to make conference calls with the teacher present. Students should have clear guidance on how to schedule an interview with this person, whether it be in person, video conference, or phone call. Confirmed interviews should be scheduled far enough in advance for students have time to research background information and create questions.
* Once the interview is confirmed, students should thoroughly research this person. Students should collect as much information as possible about the person and the activities they are involved in. During this time of research, students will collect their information onto a Google Doc that they have shared with the teacher. The teacher will monitor the notes the students are taking in order to make comments that encourage clarity and inquiry.
* At the conclusion of information gathering, the students will begin to formulate questions. The teacher will model this process by spiraling a question structure. Students should continue to draft their questions in the Google Doc that the teacher is monitoring and providing feedback on. The teacher will encourage students to remain on topic while formulating questions and give them a general range of questions to create in order to be prepared.
* Students should be given clear instructions on how to conduct the interview. The teacher should provide guidance on how much time the interview should take. Although the students are typing the questions for the teacher to review, they should be aware that the actual interview will require them to have their questions printed out so they can write answers. Students should ask the interviewee if they have permission to record the interview with a phone or other recording device and if it is acceptable to write down their answers.
* Students will be put in pairs in order to practice their interview with a classmate. Students need to practice asking permission to write down the answers and record the interview. After this practice students will have an opportunity to provide constructive criticism to their classmates about the questions they were asked. Students will be given time to revise and edit questions based on their performance. If necessary, the teacher should pair students with another partner and let them practice again.
* Once the interview is concluded, students will transcribe the interview into a Word document. This can be done either in class or independently depending on pacing and classroom needs. Students should be instructed on how to transcribe an interview and possibly given a template with guidance on margins, italics, and introductory information. The Word document should be shared with the interviewee in an appropriate manner. The teacher will require students to reach out to the interviewee and say thank you for their willingness to participate, and possibly take the opportunity to clarify direct quotations. This should be done in a timely manner and teacher should ensure compliance in a form of accountability (for example, copying the teacher on the e-mail or providing time in class to write a thank you note).
* Students will write an essay reflecting on what they learned from their interview about the political process. A prompt such as “Write an essay reflecting your observations and insights into the political process from this interview” is an option. The teacher will guide the students thinking by asking leading questions that ensure students are making connections between prior knowledge and current understanding. Students will be put into pairs and to peer review and edit each other’s essays for clarity, grammar, and evidence. Students will be given time after peer review to revise/edit their essays based on feedback.
* Students will summarize their feelings regarding the importance of civic participation in the political process in a Flipgrid video. If they are willing to have their thoughts shared, the teacher could publish their response for their classmates to view.
 | * **Definition** of **political process**: the **process** of the formulation and administration of public policy usually by interaction between social groups and **political** institutions or between **political** leadership and public opinion.
* Promote student inquiry into asking prodding questions such as:
	+ Why do you think Rev. Hall felt it was his place to engage in these civil rights activities?
	+ How does he view his role as a pastor in the political process?
	+ Why do you think Mondesire called Rev. Hall a personal hero?
* Teachers should provide students with a list of local news sources. This will promote inquiry into current events in their community, and possibly identify a person that they would want to interview.
* The student might already know who they want to interview before the research begins, but they should be encouraged to follow through with the inquiry to truly be certain of their choice.
* Teachers should give students an example e-mail that they can examine and borrow from.
* Spiral question example:
	+ Where did you grow up?
	+ What school did you go to?
	+ What were your favorite subjects/activities in high school?
* There are possible extensions opportunities in which the students could reach out to local news organizations and inquire about their interest in the project and what the interviewee had to say.
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**References**

South Carolina Social Studies College and Career Ready Standards, 2020.