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| **2022 South Carolina African American History Calendar Lesson**  **Thomas Gordon – Working with Evidence** | |
| **Lesson Overview** | |
| This lesson is designed to show students that historical writing involves reading and comparing multiple sources. Students will act as historians in researching and writing their own short biography of Dr. Thomas Gordon. | |
| **Overarching Inquiry Question** | |
| How do historians use multiple sources to reconstruct and understand the past?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| The *Cultural Interactions* theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States. American culture has changed allowing African Americans more education and professional opportunities. Dr. Thomas Gordon is an example of such success. | |
| **Skills Emphasis at a Glance** | |
| *E: Evidence*- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history. | |
| **Standard(s)** | |
| 8.5.E:Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the United States. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can compare multiple sources on the life and career of Dr. Thomas Gordon. 2. I can write a short historical biography on Dr. Thomas Gordon. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can compare multiple sources on the life and career of Dr. Thomas Gordon.** | |
| Historical thinking involves researching multiple sources and comparing them to understand and reconstruct the past.  The students will begin by reading the biography of Dr. Thomas Gordon found on the month of July of the *2022 South Carolina African American History Calendar.*  Dr. Gordon is the head of TAGA Consulting. The students will explore its website, which can be found [here](https://www.tagaconsulting.com/). Specifically, students will read Dr. Gordon’s biography, which can be found on the website at this [link](https://www.tagaconsulting.com/tgordon.html).  Finally, students will consult TAGA’s list of clients, which can be accessed [here](https://www.tagaconsulting.com/client_list.html). | The teacher should explain that one genre or type of historical writing is biography. In fact, each month of the *South Carolina African American History Calendar* features a biography. No one biography is complete and that is why there are often multiple biographies of people. The teacher might want to consult the article [“How to Write a Biography,”](https://literacyideas.com/how-to-write-a-biography/) which is written for a younger audience. The teacher could prepare a slideshow sharing important tips or have the students read it themselves as an introductory activity before beginning the readings on Dr. Thomas Gordon. |
| *Formative Performance*: Students will then take notes comparing and contrasting the two sources on the professional, educational, and personal background of Dr. Gordon’s life. They will write these notes on a graphic organizer such as the one included in Appendix 1 at the end of this lesson plan or on a Venn diagram. | A Venn Diagram is easy for students to create themselves since it just involves two overlapping circles. However, blank copies can be found online such as at this [site](https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml).  As students take notes, the teacher should point out that the website biography includes a final paragraph on Dr. Gordon’s personal interests. The excellent biography on the *South Carolina African American History Calendar* does not include these details nor any of TAGA’s clients.  In addition, the teacher might want to help students understand what exactly Dr. Gordon and TAGA do to help their clients. The Calendar’s description is written more for adults and not middle school students. The teacher might want to discuss the website’s own description by clicking on **Firm** on the menu bar and then clicking on **About TAGA** on the drop down menu. The teacher could then read and model the “think aloud” strategy to help students understand the gist of what Dr. Gordon and TAGA do to help their clients. Students could add this information to their notes. For more guidance on the “think aloud” method, the teacher should consult this [article](https://www.readingrockets.org/strategies/think_alouds). |
| **I can write a historical biography on Dr. Thomas Gordon.** | |
| The students will use their notes from the above step to write a biography that includes not only Dr. Gordon’s educational and career accomplishments but also his personal interests. | One possible rubric evaluating content/ideas, organization, vocabulary/word choice, voice, sentence fluency, and conventions can be found [here](https://www.ramapo.edu/fa/files/2013/04/Writing-Rubric-3.pdf). |
| *Formative Performance:* The students will then use a highlighter to select the information on their graphic organizers they plan to include in their biographies. | Often students want to know how much information they need to include and how much they have to write. The teacher might consider setting a minimum requirement for both. Shorter writing lengths (such as a page or less) can be less intimidating and set students up for success. |
| **Summative Performance Sequence** |  |
| The students will use their highlighted graphic organizers to write a new biography of Dr. Thomas Gordon. Once they finish their first drafts, they will engage in a peer review activity involving them pairing up and offering feedback using the writing rubric the teacher will use to evaluate their biographies. | The teacher could consult the following articles for ideas on using peer review during the writing process:  [“Peer Review Done Right”](https://www.ramapo.edu/fa/files/2013/04/Writing-Rubric-3.pdf)  [“How to Make Peer Review Successful”](https://www.thegraidenetwork.com/blog-all/2018/12/20/how-to-make-peer-reviews-successful-part-1-of-2) |

**References**

MacDonnchaidh, S. (2021). *How to write a biography*. Literacy Ideas for Teachers and Students. <https://literacyideas.com/how-to-write-a-biography/>

**Additional Resources**

Strunk, Jr., W., & White, E. B. (2019). *The elements of style*. (4th ed.). Pearson.

**Appendix 1**

**Dr. Thomas Gordon: Biography Notes**

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| **Information from South Carolina African American History Calendar (July 2022)** | **Information from BOTH** | **Information from TAGA Consulting Website** |
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