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| **2022 African American History Calendar Lesson**  **Karen Alexander Banks and Sergio Hudson -Overcoming Social Barriers** |
| **Lesson Overview** |
| In this series of lessons students will work to understand educational reform issues of the 20th and 21st centuries then analyze the work and impact of Karen Alexander-Banks to understand how citizens can use their knowledge and skills to respond to social, economic, or political issues. After analyzing how the work of Karen Alexander-Banks was a response to educational reform barriers, students may think about how they can use their own personal skills and talents to bring about social, political, or economic change within their communities. |
| **Overarching Inquiry Question** |
| How has the Auntie Karen foundation and the work of Karen Alexander-Banks helped to reduce some of the educational barriers faced by students locally?  *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** |
| *Natural Rights and Social Development* – The lessons demonstrate how local citizens engage in social reform by giving back to their community. The lessons will also summarize social and economic barriers of disenfranchised groups. As a result, students will then work to explore how they can use civic engagement to secure the blessings of liberty despite barriers they may face. |
| **Skills Emphasis at a Glance** |
| *CX: Contextualization* – Students will connect the need for domestic economic development with educational reform efforts by the federal government. After summarizing key educational reform efforts and barriers to educational reform, students will then connect the work of Karen Alexander-Banks to educational reform policies within the 20th and 21st centuries and barriers to educational reform.  *E: Evidence* – Students will use evidence from identified sources to summarize key educational reform efforts by the federal |

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| government and to identify barriers to educational reform by marginalized groups. | |
| **Standard(s)** | |
| USHC.5.CX Contextualize domestic economic development and American national identity within global politics. | |
| **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 contextualize domestic economic development with educational reform efforts by the federal government during the 21st century 2. I can use evidence to summarize key educational reform efforts by the federal government in the 21st century. 3. I can use evidence to summarize barriers to educational reform in the 21st century. 4. I can analyze the impact of one citizen’s work in response to educational barriers faced by students. | |
| **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.* |
| **1. I can contextualize domestic economic development with educational reform efforts by the federal government during the 21st century** | |
| The teacher will start the lesson by having students read, discuss, and summarize the report “A Nation At Risk”. A video summary can also be provided.  How is the report tied to domestic economic development? | Teachers should use the information from the links provided to develop a summary or as guidance for students.   * [A Nation At Risk](https://www2.ed.gov/pubs/NatAtRisk/risk.html) (report) * [A Nation At Risk:Summary & Effects on Education (video)](https://study.com/academy/lesson/a-nation-at-risk-summary-effects-on-education.html) |
| *Formative Performance* | The teacher should look for the following from student responses: |

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| How is the report tied to domestic economic development?  Students should respond to the question by summarizing and paraphrasing and using evidence from the document and/or video provided. | * Paraphrasing and summary * Specific evidence from the report or video * Student understanding of the question with an accurate response |
| **2. I can use evidence to summarize key educational reform efforts by the federal government in the 21st century.** | |
| The teacher should provide students with a list of reform efforts that were put in place over the next several decades that were in response to domestic economic development and the “A Nation At Risk” report. | Teachers will want to comb through the legislation to find the most appropriate sections for students to read. Often the first two pages of legislation spells out the intent.   * [Education for Economic Security Act, 1984](https://www.congress.gov/bill/98th-congress/house-bill/1310) * [Improving America's Schools Act](https://www.congress.gov/103/statute/STATUTE-108/STATUTE-108-Pg3518.pdf) * [No Child left Behind Act of 2001](https://files.eric.ed.gov/fulltext/ED556108.pdf) * [Every Student Succeeds Act 2015](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) * [Race to the Top](https://obamawhitehouse.archives.gov/issues/education/k-12/race-to-the-top) |
| *Formative Performance*  Students will read and evaluate each of the pieces of legislation provided. The teacher may organize a gallery walk to help students quickly summarize information.  Students should summarize each piece of legislation with evidence from the document. Each summary should include the expected outcome of the legislation. | It may be helpful for teachers to create a data sheet to help students collect information. The teacher might also demonstrate the process by providing an exemplar from one of the pieces of legislation in the list.  The teacher should look for the following from student responses:   * Paraphrasing and summary * Accurate interpretation of each piece of legislation * Evidence from each document   Teachers should work to facilitate a conversation with students where the class creates a summary of the legislative educational reform efforts within the 20th and 21st centuries. An anchor chart would be a great way to display summarized information. |
| After reading and evaluating each piece of legislation, students should discuss and answer the following | The teacher should work to help students define their arguments about education reform and help to make connections between reform efforts |

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| questions.   * How did the legislation you evaluated impact economic development in the United States? * Did these education reform efforts make a positive impact on student learning? Use evidence to support your response. | and economic development. This information could be added to the anchor chart established in the step above.  The teacher should look for the following from student responses:   * An evidence-based response to both questions. |
| **3. I can use evidence to summarize barriers to educational reform in the 21st century.** | |
| Students will read a summary of research that outlines the barriers to educational reform for low-income students and students of color. | The teacher should summarize the following research to create a presentation that outlines barriers to educational reform for students.   * [Unequal Access: Barriers to Early Childhood Education for](https://www.childcareaware.org/boysofcolor/?lang=es/) [Boys of Color](https://www.childcareaware.org/boysofcolor/?lang=es/) * [Early Childhood Development: the Promise, the Problem, and](https://www.brookings.edu/articles/early-childhood-development-the-promise-the-problem-and-the-path-forward/) [the Path Forward](https://www.brookings.edu/articles/early-childhood-development-the-promise-the-problem-and-the-path-forward/) * [Trends in Income and Wealth Inequality](https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/) * [The Racial Achievement Gap, Segregated Schools, and](https://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/) [Segregated Neighborhoods – A Constitutional Insult](https://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/) |
| Students should write to identify and describe the barriers to educational reform from their teacher’s presentation. | Teachers should look for the following from student responses:   * A list of three barriers to educational reform to include: Racial and Socioeconomic Segregation, Wealth Gap, Access to Early Childhood Education * An accurate description of each barrier |
| 4. I can analyze the impact of one citizen’s work in response to educational barriers faced by students. | |
| Students should review the information provided on [auntiekaren.org](https://www.auntiekaren.org/) to address the following questions. | In response to barriers and challenges in education, Karen Alexander- Banks founded the Auntie Karen Foundation in 2001 with the mission to “empower, enlighten, and educate through the arts.” As a result, she |

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| * What are the outreach methods the Auntie Karen Foundation has developed? * How does each method help to educate and empower students? * How as the Auntie Karen Foundation’s influenced the entrepreneurial works of Sheldon Ferguson, Brian McQueen and Sergio Hudson? (Video summaries found towards the bottom of the Learning Center page.) | has influenced many local young people in underserved communities throughout South Carolina to be a force for economic development.  Teachers should reference the most current web resources available by the Auntie-Karen Foundation. For this lesson, it’s important that students review information on the following pages included as part of the website.   * [About Us](https://www.auntiekaren.org/about-us) * [Outreach](https://www.auntiekaren.org/outreach) * [Learning Center](https://www.auntiekaren.org/learning-center)   Teachers should collect and summarize information from student responses and add it to the anchor chart. Information should include:   * Outreach Methods:   + Artpreneuer/Technopreneur Classes - classes in sewing, visual arts, creative cooking, dance, music, spoken word etc. designed to inspire business leaders through the arts and technology   + Gordon’s Garden – a program designed to inspire healthy living habits   + Hugs From Carolina – an initiative designed to spread compassion to the people that need it most   + Young Entrepreneurs Conference – a program designed to allow budding entrepreneurs to showcase their talents and foster economic empowerment.   + Legends of Series – a series of events that celebrates achievements of African Americans in the arts. |
| Students should use the information collected to respond to the following question. Refer back to the educational barriers explored in the previous section.   * How has the Auntie Karen foundation and the | Teachers should refer students to their work in the previous section and provide access to information collected in the anchor chart.  The teacher should look for the following from student responses: |

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| work of Karen Alexander-Banks helped to reduce some of the educational barriers faced by students locally? | * Connections to Racial and Socioeconomic Segregation, Wealth Gap, or Access to Early Childhood Education * Examples showing how the Auntie Karen Foundation helped to overcome barriers |
| **Summative Performance Sequence**  Students will design a diagram in Canva or other design app to illustrate and connect the barriers to reform experienced by low-income students and students of color with the work of Karen Alexander-Banks and the Auntie Karen Foundation. The illustration should represent the barriers to educational reform. The illustration should also show how community leaders like Karen Alexander-Banks implemented community efforts to combat these barriers. | Teachers will need to make sure students have access to a design app such as Canva.  The teacher will want to use the compiled anchor chart from the previous steps as a way to highlight the items that will need to be included in the diagram. Each diagram should include the following:   * Barriers to educational reform efforts * Outreach methods used to educate and empower students by the Auntie Karen Foundation * Summary of entrepreneurial efforts of former students of the Auntie-Karen foundation |
| Extension Assignment: Students will design a different problem-solution diagram in Canva or other design app to illustrate a social, economic, or political challenge they are currently faced with. The diagram should also show how they will use their skills and talents to productively combat the challenge. | Teachers should guide students in researching and identifying a current political, social, or economic challenge that students may be able to address using personal skills and talents. |

**References**

Alexander-Banks, K. (n.d.). *Home: Auntie Karen Foundation*. Auntie Karen Foundation. Retrieved December 15, 2021, from https://[www.auntiekaren.org/](http://www.auntiekaren.org/)

The South Carolina Department of Education. (n.d.). *Presented by South Carolina Department of Education.* South Carolina African American History Calendar. Retrieved December 15, 2021, from https://scafricanamerican.com/

**Additional Resources**