

Honorees: Senator Ralph Anderson, First Lieutenant Leroy Bowman, Gwendolyn Bradley, Marie Brailey and Willie Van Brailey, Dr. William H. Carson, Nikky Finney, Vince Ford, Angela L. Walker Franklin, Lorenzo Levon Kirkland, Otto Neals, Luther W. Seabrook, and CSM Gail M. Williams

Grade Level: 6-8

Subject: ELA

Standard addressed: (Common Core Standards)

6-8 RI 1.1

6-8 W 1.1, 2.4, and 3.8

Goal/Objective: The students will analyze and explain how people create lasting legacies on the common human experience, research and evaluate information related to one honoree, and evaluate his/her values to determine his/her legacy.

Items/Materials needed:

Legacy Graphic organizer (attached)

Post-it notes

Steps/Strategy:

1. As a class, define the word “legacy” (something passed on from someone in the past, such as an inheritance, repercussion, result, or consequence).
2. Discuss:
 - a. What does it mean to leave a legacy?
 - b. What are different ways that people can leave legacies?
 - c. Identify some Americans who left legacies. What problems did they solve?
3. Using background knowledge and research, analyze the legacy of a famous leader, innovator, or entertainer. Draw a web diagram on the board and identify the legacies that he or she left on ideas, entertainment, American culture, symbols and artifacts, and common experiences, among others.
4. Introduce the idea that there are various types of legacies that people can leave. Create a chart on the board and write some examples of American legacies that (1) shaped our country’s history and changed people’s expectations; (2) legacies that laid innovative groundwork in entertainment and helped define our experiences with popular culture; (3) legacies that left a message or a change in thinking; and (4) legacies that solved problems. Notice that it may be difficult to put some people into only one category.
5. Divide students into pairs according to the honoree. Have students identify the legacy of their chosen honoree and research the life and legacy of that person. Students should review at least one of each type of source:
 - a. An article about this person's life
 - b. A multimedia presentation or video about their life

- c. A document or speech that was produced by this person
6. As students work, they will complete a “Leaving a Legacy” graphic organizer.
7. Provide students with 30 to 40 minutes to work.
8. After everyone is finished, have students post their completed graphic organizers around the classroom. Have students do a walk-around, reading each graphic organizer. Have students use Post-it notes to leave comments and thoughts about each legacy.
9. Students may be given specific questions to respond to during the walk-around, such as:
 - a. What word would you use to describe the impact of this person's legacy?
 - b. How have you been affected by this person's legacy?
 - c. How does each person's work continue to affect us today?
10. Have students write a reflection essay about the following scenario: Think about the legacy you want to leave on your school or community. What can you do today to ensure that you leave that legacy? Imagine that you revisit your school or community in 20 years. How would you know you had left a legacy?

Leaving a Legacy

Directions: Put the honoree's name and legacy in the center. Fill in the other areas with facts or moments that relate to your chosen leader's legacy.

