

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): Bertha Maxwell-Roddy, PhD

Lesson Title: Moving Forward - An Education Activist with a Vision

Grade Level/Course: 9-10

Subject: ELA

SC Academic Standards and Skills Addressed:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf2.

CCSS Writing Standards

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.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. 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.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

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.

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

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS Speaking and Listening Standards

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Introductory Statement/Lesson Overview: In this lesson, students will use the Internet and other available resources to research the achievements and contributions of Dr. Bertha Maxwell-Roddy in the field of education. Students will compare and contrast her significance and contributions with that of another great educator, Mary McLeod Bethune. Students will also explore different careers in education and discover the pathway to those careers.

Goals/Lesson Objectives:

- Research the accomplishments and significance of Dr. Roddy’s role as an educator
- Write a poem that describes her contributions to education
- Compare/contrast two educators, Dr. Roddy and Mary McCloud Bethune
- Research careers in education and the requirements and pathways to those careers
- Create a Prezi or PowerPoint presentation

Instructional Materials:

1. Computer/Internet access for research and publishing (Prezi, PowerPoint)
2. Paper, pencil, pen
3. Smart board
4. Flash drive

5. Venn diagram
5. Copy of the 2015 African American Calendar
6. Digital video recorder

Lesson Progression and Time Frame:

This lesson could take 2 to 8 days depending on which activities are chosen and class scheduling.

Activity 1: Students will create a talk show that highlights the educational accomplishments and significance of Dr. Roddy's career as an educator.

Students will use the Internet to research Dr. Roddy's accomplishments and significance in the field of education.

Students may work in groups and have one person from the group be their spokesperson on the talk show. The remaining members may be in the studio audience.

Students will simulate a talk show in which a host will interview individuals who will talk about various accomplishments and significance.

The talk show may be recorded and posted to the teacher's/school's website or Youtube.

Activity 2: Students will create a descriptive poem that shows an understanding of and highlights Dr. Roddy's many accomplishments in education.

Activity 3: Use a Venn diagram to compare and contrast the achievements and influence of two great educators: Dr. Bertha Maxwell-Roddy PhD and Mary McLeod Bethune.

<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Activity 4: Create a Prezi or PowerPoint presentation outlining a specific career in education.

Students should research a career in education.

Students should research what degree is needed, what schools offer the degree, the salary in different regions of the United States, and other relevant information.

Students should create a Prezi or PowerPoint to present their findings.

Extensions/Differentiation:

The talk show can be recorded and uploaded to teacher/school website or www.youtube.com

An explanatory essay may be substituted for the talk show.

A comparison matrix or other suitable graphic organizer may be used instead of a Venn diagram.

Students may write a comparison/contrast essay.

Assessment:

<http://rubistar.4teachers.org/index.php>

Additional Resources:

http://citation.allacademic.com/meta/p_mla_apa_research_citation/4/3/5/7/7/p435770_index.html?phpsessid=b6aed353be3b6e0a66dd2aa73ba6fc57

<https://www.youtube.com/watch?v=Z6wsgGKeWl0>

<http://www.thecharlottepost.com/news/2011/10/20/life-and-religion/full-life-for-2-time-survivor/>

<http://gardenofpraise.com/ibdbethune.htm>

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