

Honoree: Vince Ford

Grade Level: 6th-8th

Subject: English Language Arts/Visual Arts

Standard(s) Addressed:

6-8-RI-6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

6-8-RI-8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Steps/Strategies:

1. Begin the unit by allowing students to answer an anticipation guide on integrity. Have students turn in anticipation guides for use later in the lesson.
2. Show students a video on integrity to hook them. <http://www.values.com/inspirational-stories-tv-spots/78-Reach>
3. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a person of integrity. Have them make one minute oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does integrity and lack of integrity affect our community and society? In what ways can/do young people demonstrate integrity?
4. Once you have discussed, as a class, what it means to be a person of integrity, introduce the following activity to students. Many people complain that political leaders lack integrity. Develop a checklist on the board for evaluating the integrity of political leaders, including student body officers. Use this check list, rank political leaders you are familiar with. Does a high ranking affect how you feel about these leaders? Would it influence the way you would vote?
5. Read the History Calendar biography for Vince Ford. Ask students to give you a visual cue if they think he would represent a leader that embodies integrity.
6. Split students up into collaborative heterogeneous groups and distribute different copies of articles written on Vince Ford. Students will read through their article the first time. The second time students read through the article, have them circle key terms or people and underline main ideas. Ask students to connect to parts of the article that are meaningful to them.
7. Give students an article analysis sheet and have them complete it on their given article.
8. When students are finished, post the articles around the room and have groups walk around to observe and read each group's responses.
9. Bring the class back together and explain Word Weaving to them.
 - a. Word Weaving is a two-three minute attempt at storytelling. The class will need two or three days to prepare. They are to use Vince Ford as their inspiration and describe three incidents from his/her life.

- b. Students have to pretend to be the character and should use props/accents.
 - c. On the day before the speeches are due, have them pair up and critique each other's speeches. The partner could time the speech, tell the speaker if everything is clear and help him/her with weak spots.
 - d. As a listening activity, while the students speak, the other class members can draw a little picture of symbol for the character in a grid like a mini-storyboard.
 - e. After the speeches are all presented, have the students write out their speeches for their portfolios.
10. Students will present their WordWeavings to the class.

Integrity Anticipation Guide

True False

 I always try to do what is right, even when it is costly or difficult

 I am true to my very best self.

 I live up to the highest ethical standards.

 I don't compromise my values by giving in to temptation.

I think I am / am not a person of integrity because:

Your integrity is your gift to yourself and to the world.

Article #1

Education superintendent's plan draws criticism

Posted: Jan 20, 2012

COLUMBIA, SC (WIS) - The No Child Left Behind act has been instrumental in making sure that schools are held accountable for every child's success.

The act is up for review in Congress, but in the meantime, states are being given an opportunity to write their own paths to success.

The Elementary and Secondary Education Act is a waiver that states can submit to the federal Department of Education that sets their own standards of success. The concept is to improve on parts of No Child Left Behind that don't work and use the parts that do.

Richland One School Board member Vince Ford explains: "It's really about taking an adverse population of children black, white, male, female, those with special needs, those who speak a different language and every year you want to see those children make adequate yearly progress."

South Carolina's elementary and secondary education waiver basically outlines four principles for student achievement: All students must be college and career ready; there needs to be accountability for student success; effective instruction through teacher evaluations and reducing unnecessary duplication and paperwork.

"It's attainable," says Ford. "Some of the measures are tough but we all want a rigorous system."

Ford agrees that students should be held to higher standards. But he disagrees with how State Superintendent Mick Zais would label each school. They would be assigned grades A through F based on performance.

"If a community is labeled 'F' what is that going to do for the children in that school?" questions Ford. "What is it going to do for housing prices? What is it going to do to try to recruit teachers to try to come to that school?"

Ford says identifying a school that needs improvement is fine, but the way it's done matters. Ford also thinks human and financial resources are needed in the schools.

"To put a label on it and then suggest things are going to get better, that's not going to happen and it's not only going to have an impact on that school but an impact on the larger community as well."

Ford says if the state superintendent accepts more federal money, pays teachers well and increases student expectations, then communities should see a better outcome.

"If we get a waiver, if we don't get it, if it doesn't change the attitude of those in a leadership position i.e. our state superintendent who won't even take money from the federal government."

A big point of contention: the waiver gives the state superintendent the right to put someone else in charge of a low-performing school, convert it to a charter school, or change the overall program structure.

Educators and community members voiced concerns over the plan at several public forums this month. The last two sessions are Monday in the upstate.

The final draft is due at the end of February.

For more information on the ESEA waiver: <https://ed.sc.gov/agency/lpa/eseaflexibility.cfm>

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<http://www.wistv.com/story/16568619/education-superintendents-draws-criticism>

Article #2

Active Community Leader and Dedicated Family Man



Born and raised in the inner city of Columbia, Mr. Ford attended Richland County Public Schools, excelling in academics and community service. Realizing education is the foundation of one's future; he earned a Bachelor of Science in Sociology from Benedict College and Master's of Science in Individual and Family Development from South Carolina State University. It was the encouragement of community leaders and mentors that propelled him to sights unseen by many of his Read Street neighbors.

Education remains Mr. Ford's personal passion and he gives generously of his time. Since 1992, he has served on the Richland School District One School Board, holding a variety of positions, including board chair. He was named Outstanding School Board Member for the Sixth Congressional District and All-State School Board Member by the South Carolina School Boards Association. Mr. Ford also serves on the Benedict College Board and the University of South Carolina African American Community Advisory Board.

Mr. Ford is a life member of the NAACP and serves as chairperson on the State Education and the

Columbia Branch Education committees. He has represented the State Branch NAACP at the Daisy Bates Conference. Mr. Ford also received the President's Education Award.

Although his address has changed, his commitment to the students and families of Richland County School District One is unfaltering. In fact, both of children, Marcus and Robyn, are graduates of a Richland One high school (WG Keenan High School) and his wife, the former Patricia Davis, was an active PTA member. They are the proud parents, and equally proud grandparents of grandson Marques and granddaughter Amani.

<http://www.vinceford.net/commitment.html>

Article #3

Columbia, SC (WLTX) - SC Mission 2011 helped thousands earlier this month, providing them with free medical, dental and eye care services.

It exposed a need in our state, one that's still large, so News19 wanted to know what folks who need help can do who may not have made it out to the event. *Previous Coverage:* [Hundreds of Volunteers Work Together to Provide Free Health Care:](#)

<http://www.wltx.com/news/article/146286/291/Hundreds-of-Volunteers-Come-Together-to-Provide-Free-Health-Care>

"Now that we have a plan, we know the parts that work extremely well. We know the parts that we need to make some adjustments on. I certainly hope that the group will agree to get back together and do this again," says Vince Ford with Palmetto Health.

He believes that SC Mission 2011 will change how health care is viewed, saying, "It's gonna force a whole other conversation with elected officials, appointed officials, with hospitals and health and human services agencies to really look at need."

Despite the number of those helped at the two-day event, so many more residents are still in need.

"A lot of the people I spoke to were people who worked 40, 50 hours a week who couldn't afford care," explains Britt Hinks with Providence Hospitals, "The point was to provide care for people that needed it immediately, but to also be able to place them in what's called a 'medical home.'"

And that's where the United Way and the South Carolina Hospital Association come in. "We do have some resources that people can still tap into if they were not able to be seen," says Cheryl Johnson-Benjamin with the United Way.

You can find out about those resources by calling their help line by dialing 211. Explains Johnson-Benjamin, "If someone is calling in for dental services, adult dental, we have a couple of programs here in the Midlands that service those who do not have dental care." Or you could look at another resource by asking Laura Hewitt about the Hospital Association's program, Access Health SC. It develops networks of free care.

"The whole purpose of Access Health SC is to do what Mission 2011 did on a one-day event, but to make it broader," she says, "So that folks in those areas don't have to delay treatment. They have somewhere they can go that's not the emergency room, but that they can get the care when they need it on an ongoing basis."

Adds Ford, "Most of us know that the need is great. But what it showed the entire public is that the need is even much greater than that."

For more information on Access Health SC, you can call the South Carolina Hospital Association at 803-796-3080 or visit <http://www.scha.org/>.

<http://www.wltx.com/news/article/147679/2/SC-Mission-Organizers-Still-Helping-Those-in-Need>

Article #4

History of Professional Leadership

In 1997, the state's largest health system invited Mr. Ford to establish and lead a new, groundbreaking initiative in Columbia intended to meet the unmet health needs of the community's uninsured and medically underserved populations. Starting from ground zero, Mr. Ford engaged leaders from Palmetto Health and the community to establish the Office of Community Health Services with the goal of improving community health through preventive, early interventional and educational services. Under Mr. Ford's guidance—he is now the senior vice president for Community Health Services at Palmetto Health—the Office of Community Health offers innovative, national award-winning programs that each year deliver much needed cancer, dental, maternal-child health, teen health, and vision services to thousands of people in the Midlands of South Carolina.



Mr. Ford has always focused his professional career on bettering the lives of others. Prior to joining Palmetto Health, he served as the executive director for the Boys and Girls Clubs of the Midlands and the James R. Clark Memorial Sickle Cell Foundation. While with the South Carolina Commission on Alcohol and Drug Abuse, Mr. Ford's drug and alcohol school intervention program received the Outstanding Student Assistance Program Award from the National Association of Student Assistance Programs and Professions. He continues to teach and lead efforts that address the problem of teen drug and alcohol use, reaching out to parents, teens, teachers, and others.

News Article Analysis Worksheet

Newspaper/Electronic Source: _____ Pages: _____

Name of article: _____ Date: _____

1. What do you already know about that topic?

2. Comprehensiveness of Information

A. The 5 "W's" and "H"

1. Who? _____

2. What? _____

3. When? _____

4. Where? _____

5. Why? _____

6. How? _____

B. Were all the 5 "W's" and "H" answered? _____

C. Of all the 5 "W's" and "H", star the one you think is the most important. Tell why.

3. Magnitude of the event in story

A. Is it international, national, or local?

B. What is its impact? How many people were affected by it?

4. Reliability of Sources

A. Is there an author's name _____

B. Did the article come from a wire service? _____

Word Weaving

The Art of Storytelling

When you do a wordweaving, you are weaving a story with words.

Directions:

1. Select a story/character that you love. You pretend to be the character.
2. Select three important events/people in the character's life. Your speech should fully develop these three subpoints. Don't try to tell the whole story.
3. Visualize the events in your own mind. Try to capture the flavor of the original story. If the character had an accent, spoke in a specific dialect, or used unusual vocabulary words, work to incorporate some of this into your presentations.
4. Practice, practice, practice. You may use a prop, costume, a hat, or an object tha the character treasured. Memorize your monologue as much as possible, so that you can look at the audience and maybe move around. (You will be more believable if you aren't reading.) Your presentation will be 2.3 minutes long. You may gesture, walk around, use body language, etc.

It is best to leave your story somewhat open-ended so that others will be teased enough to want to read your book or research your person for themselves. (The proverbial cliffhanger words here.)

This speech is:

- 2-3 minutes in length
- Bulleted on notecards

Your focus for practice should be:

- Eye contact
- Poise
- Hitting the time requirements
- Gestures