

Honoree: Vince Ford

Subject: Social Studies

Grade Levels: 9-10

SC Standards Addressed:

Social Studies

USG 3.3 Analyze federalism and its application in the United States, including the concepts of **enumerated, concurrent, and reserved powers**; the meaning of the ninth and tenth amendments: the principle of states' rights; the promotion of **limited government**; the protection of individual rights; and the potential for conflict among the levels of government.

USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups and community service.

CCSS

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as **inferences drawn from the text**.

Items/ Materials Needed:

1. AT&T calendar for 2013
2. Computers for the students or you may make copies of the need resource they need.

Goal/Objectives

Students will be able to extrapolate how Mr. Ford has become as successful spokesperson for special interest groups which is shown through his community services.

Understand responsible citizenship in relation to the state, national, and international communities.

Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Steps/Strategies

1. Students will read Mr. Ford's biography from several sources that are listed below.
2. They will write gather notes to write an opinionated essay to include all of the sources. They will use an index cards or the computer which has design for taking notes.
3. The students will debate the famous "general welfare clause" its strict interpretation and broad interpretations. Such as Article I: "The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and **general welfare** of the United States."
4. They will research both points of views and write a definitive paper to support their view.

Part Two

1. Students will write an opinion to decide which side they think Mr. Ford would have taken. You must cite factual evidence to support your statement such as information from his biographies, his blog or from his campaign speeches.
2. Your opinionated essay must explain both sides using supported details from your sources.
3. In your conclusion paragraph you must state which side you support and why.

Sources

1. You may use the 2013 AT&T calendar(document A)
2. This is another brief biography of him: <http://www.palmettohealth.org/body-NoRightMenu.cfm?id=3320&oTopID=0> (document B)
3. This is an interview of Mr. Ford doing a blog:
<http://educatingsouthcarolina.blogspot.com/2012/01/richlands-ford-disapproves-zaiss-labels.html> (document C)
4. Another brief biography: http://www.chasc.org/cola/WOF/AllWOFBios_08.pdf (document D)
5. A campaign biography: <http://www.vinceford.net/leadership.html> (document E)
6. This is an article showing President Johnson view about the broad use of the federal government rights and President Regan views showing how he felt the federal governments powers should be reduced: <http://billofrightsintstitute.org/resources/educator-resources/lessons-plans/presidents/johnson-and-reagan/> (document F)

Rubric

1. You must cite the source where you obtained your information.
2. Write without plagiarizing and with appropriate creativity, personal style, tone and point of view.
3. Make sure your essay has an introduction, body and conclusion.
4. Organize your paper so it must have major theme, road map in your introduction and baby thesis in your body paragraphs to support your major thesis.
5. Make sure your facts have information, details and examples to support your thesis.
6. Check to make sure your essay does not have any spelling, grammar, punctuation, and word usage errors.
7. Conclusion must restate your thesis and give your audience some personal incite about what you have learn from doing this research.
8. Final Paper must be typed.