

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): January/Mary M. Bethea

Lesson Title: “*Perseverance in the Face of Tremendous Obstacles*”

Grade Level/Course: 11th and 12th grade U.S. History

SC Academic Standards and Skills Addressed:

USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.

Introductory Statement/ Lesson Overview:

As an African American woman entrepreneur, mentor and author, Mary M. Bethea (1921-2014) opened Bethea’s Waverly School of Beauty Culture in Columbia, South Carolina in 1956; a time when civil unrest was rampant in the South. At the start of 1956, some significant blows against segregation were taking place such as the Brown decision, the ongoing Montgomery Bus Boycott and the temporary admission of Autherine Lucy to the University of Alabama.

From 1956 until 1964, Southern states tried to destroy the NAACP, newly formed sovereignty commissions sprung up, states amended or repealed teacher tenure laws while passing legislation aimed at firing teachers who belong to the NAACP. During this same time period, Fred Shuttleworth formed the Alabama Christian Movement for Human Rights. He proclaimed: “*They can outlaw an organization, but they cannot outlaw the movement of a people determined to be free*” (Veterans of the Civil Rights Movement—History & Timeline, 1956).

But Mary M. Bethea persevered and kept her school open from 1956 until 1984. In 1975 she received a prestigious award as “School Owner of the Year” as she followed in the wake of Madame C.J. Walker during an age of accumulative female, black-owned businesses. She later wrote a book entitled “*The Waverly School of Beauty Culture: A Historical and Pictorial Account from 1956 -1984.*” The significance of Bethea’s life story should pose as a remembrance of how African Americans were determined and persevered to advance their communities and their freedoms.

Goals/Lesson Objectives:

At the completion of this lesson, students will:

- Define and recall examples of perseverance
- Describe and summarize the atmosphere and events that made U.S. history during Mary M. Betheas’ proprietorship

- Apply knowledge of the Civil Rights Movement and identify its main contributors
- Construct a timeline of civil rights events that occurred during this time period in U.S. history
- Compose and present an essay illustrating the life of an African American or event who made a significant difference during the Civil Rights Movement

Instructional Materials:

Lesson Plans, Poster boards, markers, short Civil Rights video, movie projector and screen, computers and printers for student research, writing assignment grading rubric, definitions of perseverance and entrepreneurship

Lesson Progression and Time Frame: 2-45 minute sessions

First Session:

Activity 1: Introduction of Mary M. Bethea (10 Minutes)

Activity 2: Students discuss in groups of two- *their* definitions of perseverance and give examples of real-life situations where perseverance is needed. (10 minutes)

Activity 3: Lecture and class discussion of the civil unrest that occurred during the time period of Mary M. Betheas' Proprietorship. (10 minutes)

Activity 4: Watch an American Black Civil Rights Movement video (5 minutes) See References or teacher may discover their own short video to show

Activity 4: Assign writing project, discuss the scope of it, and grading procedures. (5 minutes)

Activity 5: Ticket out of the Door- Students identify names of people today that are in a high-conflict situation where perseverance and endurance is necessary (Teacher writes them on the board) (5 minutes)

Second Session:

Activity 1: Students present their papers to the class in two-minute increments (25 minutes)

Activity 2: Utilizing the names from the student presentations; students (grouped in fours) use poster board to create a timeline of events during the Civil Rights Movement of the 1950's. (15 minutes)

Activity 3: Ticket out of the Door- Students answer and discuss the question of: "If I were to become an entrepreneur today what business would I be in?"

Assessment:

Students are graded on their research papers.

Writing Assignment

Students are to choose a Civil Rights activist or event that made a significant impact on the movement and then create at least a three –page research paper identifying the *who, what, when, where, why, and how* of the main character or event. The paper should have at least 2 resources, be written in MLA format, Times New Roman and point 12 fonts. Some examples could be Martin Luther King, Rosa Parks, Autherine Lucy, NAACP, Fred Shuttleworth, Jim Crow, the Brown decision, etc.

Order of Activities

This history lesson is designed to take place in 2- 45 minute sessions. Up to discretion of teacher, it may take longer as necessary to cover the objectives. Teacher first introduces Mary M. Bethea and highlights her life and then reviews the events that were happening around her during her time as an entrepreneur. Students discuss definitions of perseverance and watch a video on Civil Rights events taking place during this time period. Students identify people who are placed in high-conflict situations today and need great endurance and perseverance.

Students are assigned a research paper and present to class while class takes notes on the times so that they may later prepare a timeline of Civil Rights events during Mary M. Bethea's Proprietorship. Students discuss entrepreneurship.

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Grading Rubric for Writing Assignment

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, and statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style...	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have	Little use of specific examples and details; mostly generalized	No use of examples

		extended examples that go on for too long.	examples and little description.	
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

References

Davis, Stephen, A., (1995) “Historic Preservation and Social History of the New South,” M.A. Thesis (University of South Carolina, 72.

<http://dictionary.reference.com/browse/perseverance> retrieved November 24, 2014

Moore, V. D. (2001) Black American Series: Columbia, South Carolina, Charleston: Arcadia Publishing, 53-54.

South Carolina African American History Calendar, 2015

You Tube video, <http://Stories of usa.com/American-civi...American Black Civil Rights Movement 1950s 1960s>

Veterans of the Civil Rights Movement – History & Timeline, 1956 Retrieved. November 19, 2014 from www.crmvet.org

www.aur.edu/.../University-Writing-Rubric... retrieved November 20, 2014

<http://www.merriam-webster.com/dictionary/perseverance> retrieved November 24, 2014

