

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): June /Brooklyn Mack, Ballet Dancer

Lesson Title: Breaking Stereotypes: One Country at a Time

Grade Level/Course: 6-8 / English Language Arts and Social Studies

Subject: Geography, Research, and Writing

SC Academic Standards and Skills Addressed:

English Language Arts

CCSS- Research to Build and Present Knowledge

- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS-Text Type and Purposes

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Social Studies Literacy Skills for the Twenty-First Century

- Identify the locations of places, the conditions at places, and the connections between places.
- Select or design appropriate forms of social studies resources to organize and evaluate social studies information.

Introductory Statement/Lesson Overview: Students will examine the life, particularly world travels, of a world-renowned African American ballet star, Brooklyn Mack, to learn how he is breaking racial stereotypes and allowing his talents to take him to countries all over the world. Using information gathered from various media sources, students will be able to locate various places on a map and create a timeline which details his travels. Students will also be able to write creatively as they imagine what a person would experience in each place visited.

Goals/Lesson Objectives:

- Students will be able to conduct research to gain more information.
- Students will be able to identify specific locations using a map.
- Students will be able to create a detailed timeline.

- Students will be able to write effectively for a specific purpose.

Instructional Materials: Computer/Internet access to show YouTube video and listen to NPR podcast, printed copies of biography of Brooklyn Mack, Outline World Map, art supplies (construction paper, markers, colored pencils, etc.) to create travel brochure

Lesson Progression and Time Frame:

Activity 1 [5minutes]: (Beginning Work/Attention Grabber) Students write a written response to the following writing prompt: *“If you were given a free roundtrip airplane ticket and \$5,000 to travel anywhere in the world, where would you go? Who would you take with you? What would you do?”*

Activity 2[30 minutes]: (Research) Teacher tells class that today they are going to use multiple media sources to learn about a young African American man from South Carolina, Brooklyn Mack, whose extraordinary talents allowed him to break racial boundaries and travel the world doing what he loves: BALLET!

1. Students are asked to watch a YouTube video of Brooklyn Mack, take notes, and write a reflection.
2. Students are asked to listen to an NPR radio broadcast of an interview of Brooklyn Mack, take notes, and write a reflection.
3. Students are asked to read the biographical sketches of Brooklyn Mack, take notes, and write a reflection.

Activity 3[30 minutes]: Students use resources listed above to create a timeline of the travels of Brooklyn Mack, beginning with his childhood here in South Carolina.

Activity 4 [10minutes]: Students use an outline World Map to locate the places that Brooklyn Mack has traveled as part of his dance career.

Activity 5[45minutes]: Students must imagine that they are Brooklyn Mack and create a traveling brochure that describes their favorite place to visit of the states/countries that Brooklyn Mack has visited. Students will probably have to do a little bit of research to learn more details about the culture, daily life, etc. of the place selected. Students can share brochures when completed.

Encourage students to be creative and make sure that their traveling journal is colorful, neat, informative and accurate.

Extensions/Differentiation:

- Students can write a persuasive essay responding to following: *“Should dancing be regarded as a SPORT instead of merely an ART?” Explain and defend your position.*

- Students can create a dance that replicates Mack's style of dance. (See Dance teacher for assistance)
- Students can complete a Venn Diagram that compares an athlete to a dancer

Assessment: Students are informally assessed throughout the lesson based on their participation/response during class discussion. Also, a rubric will be used to grade travel brochure.

Resources Needed to Complete Lesson:

Biography of Brooklyn Mack

- Video (YouTube) <http://youtu.be/JTccLuRsD9c>
- NPR podcast interview <http://www.npr.org/2012/08/29/160248282/brooklyn-mack-from-ball-player-to-ballet-star>
- PRINT (articles) <http://www.washingtonballet.org/sitewide-bios/mack-brooklyn>
<http://indianapoliscityballet.org/artist-biographies/brooklyn-mack/>

Travel Brochure (Things to Include)

http://www.readwritethink.org/files/resources/lesson_images/lesson961/Things2Include.pdf

Travel Brochure Rubric

http://www.readwritethink.org/files/resources/lesson_images/lesson961/Rubric.pdf

Outline Map

http://www.eduplace.com/ss/maps/pdf/world_country.pdf

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