

Honoree: CSM Gail M. Williams

Subject: Social Studies and ELA

Grades: 7-10

SC Standard Addressed:

Social Studies

USHC – 7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

CCSS (ELA)

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.**

Social Studies Literacy Skills for the Twenty-First Century

Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Items/ Materials Needed:

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

Goal/Objectives

Students will be able to explain how CSM Gail M Williams became such an outstanding leader and took so many steps into barren lands for females.

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 CSM Williams' biography from several sources that are listed below.
2. They will write gather and notes to create a play that would express the views of CSM Gail M. Williams and Sojourner Truth. They will use an index cards or the computer which has design for taking notes.
3. The students will gather information on both of the ladies background and compare the similarities and the differences.

4. They will research both points of views to show how each struggled to overcome their challenges and predict what obstacles ladies today must continue to work through.

Part Two

1. The students will create a miniature play reenacting CSM Gail M. Williams a speech she made in honor of March as Women's History Month and the speech Sojourner Truth made at a Women's Convention in Akron, Ohio in 1851.

Sources

1. You may use the 2013 AT&T calendar(document A)
2. This is another brief biography:
http://chronicle.augusta.com/stories/2003/10/22/met_398038.shtml (document B)
3. This is a brief summary of a speech she made in honor March as the Women History Month:
<http://www.scguard.army.mil/press-detail.php?article=39> (document C)
4. A tribute to CSM Gail M. Williams:
<http://www.globalfundforwomen.org/component/content/article/98-20th-annivers>
(document D)
5. An announcement of her accomplishment in Jet magazine:
http://books.google.com/books?id=g7UDAAAAMBAJ&pg=PA34&lpg=PA34&dq=csm+gail+m+wiliams+first++african+american+sergeant&source=bl&ots=WYewsG_DWk&sig=s1iLTmTXClqm9XQ6kzjMGQ2uB8w&hl=en&sa=X&ei=BzF2UJWbKYbK9gTHtYH4DA&sqi=2&ved=0CE4Q6AEwCQ#v=onepage&q&f=false (document E)
6. This is a speech made by Sojourner Truth: <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp> (document F)
7. This is story of Sojourner Truth:
<http://digital.library.upenn.edu/women/truth/1850/1850.html> (document G)

RUBRIC ATTACHED

Historical Role Play: CSM Gail M. Williams and Sojourner Truth

Name: _____ Class: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|--|---|--|---|
| Historical Accuracy | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| Role | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| Knowledge Gained | Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character \"saw\" things differently than other characters. | Can clearly explain one way in which his character \"saw\" things differently than other characters. | Cannot explain one way in which his character \"saw\" things differently than other characters. |
| Required Elements | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |
| Props/Costume | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |