

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): February / Schylver Foster

Lesson Title: Recognizing Local Leaders

Grade Level/Course: 4-12 ELA, Character Ed *Teachers are to modify the suggested activities to meet the skill level of their students.*

SC Academic Standards and Skills Addressed:

Standard 1: Demonstrate understanding of the organization and basic features of print.

2Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine the development of a theme within a text; summarize using key details.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.

10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Summarize multi-paragraph texts using key details to support the central idea

Standard 3:

Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Reading informational Text

Principles of Reading (P)

Standard 1:

Demonstrate understanding of the organization and basic features of print (concepts of print)

Reading –Informational Text

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness).

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words (phonics)

Standard 4:

Read with sufficient accuracy and fluency to support comprehension

Standard 6:

Summarize key details and ideas to support analysis of central ideas.

Introductory Statement/Lesson Overview: Schylver V. Foster has managed numerous programs at BMW representing a wide variety of skills. She has been involved in several organizations in the upstate of South Carolina. For her outstanding skills she has earned numerous awards. After reading the passage, students will infer the qualifications for these awards Foster has received through discussion and research of similar awards, adapt them to fit their school, and conduct a nomination process where they award a local school member for their newly created award.

Goals/Lesson Objective: Students will practice reading for information as they determine what Foster does for work by citing evidence from the text and analyzing words for meaning. Groups will research requirements for various honors Foster received, select a local individual to receive the same award, and participate in a debate process to honor the individual with an award of comparable requirements.

Instructional Materials: Access to [South Carolina African American History Calendar 2016](#); Internet access and devices to conduct research
Biography Analysis Worksheet
Nomination Application Sheet
Writing paper or electronic means to write

Lesson Progression and Time Frame: *depending on ability /grade level of your students, these activities are expected to be approximately 30 minutes in length per activity.*

Activity 1: Meet Schylver V. Foster

1. Have students preview the passage by looking at the picture, name, and subheading.
2. Class will discuss their preview as teacher focusses discussion to the subheading “Corporate leader and Community Educator” to infer what the calendar is honoring her for.
3. Depending on the reading needs/abilities, teacher will either direct the students through a shared reading, guided reading, or independent reading of the passage. *(Suggestions of different reading lessons to be used for any honoree are supplied in a separate document.)*
4. Students will complete a graphic organizer worksheet (a sample, the *Biography Analysis Worksheet*, is included with this lesson) that lists her job responsibilities and skills need for each department she manages.
5. Teacher will lead class in a discussion reviewing and completing the worksheet to determine the different skills needed to work in the various departments as well as an analysis of what defines *optimism* and *enthusiasm*. *(Anchor charts could be made to display this information as a constant reminder of marketable skills.)*

Activity 2: Award Qualifications

This lesson beings the activity of honoring a local community member or school official for a similar award. Students could complete individually or in groups. Students could select the award they want to give or the teacher could divide the class into three groups and assign each an award.

1. Students review what they have learned about Ms. Foster by completing some form of a review activity such as answering “Who, what, when, where, why, and how”, participating in a “Silent Graffiti” activity, or by answering rapid recall questions by teacher.
2. Students will review the distinctions Foster has earned during her time at BMW.
3. Students will determine the qualifications for nominations or being selected. Students are to determine what achievements would be noteworthy enough to earn an award. Students may research generic achievement awards for women (lesson author’s searches for information on specific awards Foster received were unsuccessful.) (http://www.tiaw.org/?page=lifetime_achievement has a page about awards they give. Students can read about these requirements and infer qualifications for the awards Foster has received.) Students are to record inferences they make about these awards.
4. To aid in these inferences, it could be helpful to have students to research the mission of the organizations that Foster is involved with as listed in the third paragraph. For example, The Urban League and COMPASS of Carolina sites have mission statements that can be used to infer Foster’s character traits.
5. Teacher will lead students in an analysis of the qualifications for these awards.
6. Students will work in groups or as a whole class to come up with an achievement award they could present a local community member or a school member (staff or student) with that is based on one of the awards Foster received. Qualifications for the award will have to be determined.
7. Either in groups or as a whole class, students will construct posters for the awards created.
8. Students present the posters to the class. *Posters are advertisements for the awards the class has come up with.*

Activity 3: The nomination process.

This lesson assumes the protocol of individuals nominating a person for an award and the nomination being reviewed before a panel from the organization then selects the recipient. The class becomes the organization presenting the awards.

1. Students will review qualifications for jobs Foster does using the graphic organizer used in Activity 1.
2. Teacher will help students see connections between the work Foster has done at BMW with achievement awards she has earned. (The skills she has mastered at her work help the company to grow. These awards recognize her skills as being a part of her as a leader.)
3. Qualifications for nominations for the new award created in Activity 2 are reviewed and clarified as a class.
4. Common nomination processes will be discussed and either teacher describes the nomination process the class will use, or the students devise a process.
5. Students will review the qualifications and generate a list of nominations who they feel display the characteristics the award recognizes.
6. Students will review their candidates list and cull based on review and consideration of award requirements until one candidate remains. *A sample nomination application sheet is included that would need to be edited per classroom to list qualifications pertinent to the award. Students could be required to complete the form and physically submit it for the next step.*
7. Teacher will break the students into groups and assign each to one of the three awards.
8. Groups will review the nominations they receive:
 - compare nomination with requirements and debate whether or not each candidate qualifies and remove from pool if need be
 - examine remaining candidates and cite specific evidence from the nomination application to determine which application yields a candidate with the strongest qualifications for the award
 - present recipient’s name to class

Students could devise a class awards ceremony and invite the person into the room and present them with their award. This could be an annual tradition for the school. Perhaps a community award could be presented at an annual awards banquet or ceremony or if geared towards a student recipient and presented at the end of the

Extensions/Differentiation:

Nominate a woman for one of the actual awards Foster has received.

Assess the intercultural language needs at your school. Students research computer language programs and the costs of implementing them at their school. This could be a service learning or club project that could design and implement a fundraising to purchase a computer language program that meets the needs or interests of the school. In the process, a student could become the manager of the program in honor of Ms. Foster and log hours and award certificates to students who utilize the language program.

Design a calendar specific to your Social Studies curriculum or your local community of women who represent Foster's ideals of optimism and dedication.

Visit <http://www.bmwusfactory.com/> and click on "Community." Read the summary of the USC Report on BMW's economic contribution to the state. Write a persuasive piece where you argue Foster's part in making BMW successful. (How does her various management responsibilities attribute to the company's success?)

Visit <https://www.bmwusfactory.com/student-programs/> and read about opportunities at BMW for students.

Assessment: Completion of a graphic organizer for reading comprehension,

Suggested Resources:

http://www.gaffneyledger.com/news/2015-03-27/Local_News/Hopewell_Presbyterian_Church_plans_Women_Empowerme.html This is an article about Foster receiving an award during Women's History Month

<http://www.bmwusfactory.com/> BMW's factory site

<http://now.org/> National Organization for Women

<http://www.womanofachievement.com/> is a link to a website for an annual competition for women trying to become leaders in education and their community.

<http://urbanleagueupstate.org/who-we-are/> The Urban League of the Upstate

<https://www.bmwusfactory.com/manufacturing/bmw-worldwide/> This is a link to the different locations around the world where BMW has manufacturing plants. *This could be used to help instruct the need for Foster's implementation of the intercultural language programs at BMW.*

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Biography Analysis Worksheet

Use this chart as you read the passage about Schylver V. Foster to record specific information about her job and the skill needed to perform it. The first one has been done for you.

Recruiting	Finding employees that match BMW's need She needs to know the departments of BMW and the skills needed for that department She needs to know what colleges have good programs to learn skills needed at BMW
Payroll	
Training and development	
Leadership assessment	
Intercultural language program	

Biography Analysis Worksheet – *sample answers*

Use this chart as you read the passage about Schylver V. Foster to record specific information about her job and infer the skill needed to perform it. The first one has been done for you.

Recruiting	Finding employees that match BMW's need Knowledge of the departments of BMW and the skills needed for that department Knowledge of college programs that teach skills needed at BMW
Payroll	Knowledge of taxes Payroll laws Math calculation skills
Training and development	Needs to know what training is needed for specific jobs – she has to know all about BMW Research skills to research training programs or knowledge of developing them for BMW employees
Leadership assessment	Evaluating staff She has to have people skills to assess employees and offer ways to improve
Intercultural language program	Global companies need global employees with language skills to work around the world.

Sample Nomination Application Sheet

Please complete the chart for the person you are nominating for the Your School Name Achievement Award. This award is given to a community member of the town of YOUR TOWN for their work in _____.

Student submitting nomination	
Name of nominee	
Name of award nominated for	
Three specific details that make this person a prime candidate for this award.	1. _____ _____ _____
	2. _____ _____ _____
	3. _____ _____ _____