

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Dr. Stuart A. Hamilton

Month/Honoree(s): Dr. Stuart A. Hamilton

Lesson Title: Doctor Hamilton: Living Healthier Lives

This lesson is adapted from a grade 4 lesson for African American History by Sharon Jacobs, Handmade Books for History. Each book was about a group based on their roles in such as athletes, entertainers, and musicians. Another suggestion is to use the honorees from the African American History Calendar as the subjects for each page.

Grade Level/Course: Intermediate Grades 4-6

Subject: Health, Visual Arts, Media Arts

SC Academic Standards and Skills Addressed:

SC Health Standard

GRADE FOUR

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

Indicators The student will

D-4.8.1 Demonstrate ways to influence and support others in refusing to use Alcohol Tobacco and Other Drugs (ATOD).

P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.

P-4.8.2 Encourage others to keep the air, land, and water clean and safe.

N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.

GRADE FIVE Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

Indicators The student will

P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.

N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.

GRADE SIX Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Indicators The student will:

M-6.4.1 Discuss healthy ways to express feelings and relieve stress.

I-6.4.1 Demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety.

D-6.4.1 Utilize refusal skills to avoid Alcohol Tobacco and Other Drugs (ATOD) use and to reduce risk-taking behaviors.

G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.

Media Arts

Media Literacy Media Literacy Standard 3: The student will access, analyze, interpret, and create media texts.

Indicators Students will:

MA5-3.1 Identify and describe the purpose and the intended audience for a variety of media texts.

MA5-3.2 Interpret media texts, using overt and implied messages as evidence for his or her interpretations.

Visual Arts

Exploring Content Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators VA4-3.1 Identify and describe the content in a work of visual art.

VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.

Introductory Statement/Lesson Overview: In this lesson students will read a brief biography of Dr. Hamilton and identify what it means to live a healthy life; conduct research on specific health-enhancing behaviors to practice and behaviors to avoid reducing health risks; and, collaborate with classmates to **publish** a handmade book using technology and media arts.

Goals/Lesson Objectives:

1. Students will research to find out about specific actions that they can take to achieve a healthier life.
2. Working in groups of 4 to 8 students will collaborate on choosing a topic and assign specific healthy behaviors to emphasize.
3. Each student will design a book page to communicate the concept that they have chosen.
4. The individual book pages will be collected into a volume and copied for each student.

Instructional Materials: Paper, pencil, markers, magazines, computers, cover stock paper, paint, glue stick, scissors. Biography of Dr. Hamilton

Resources: computers, Smart Board, copier, reproductions

Lesson Progression and Time Frame:

Activity 1: Come up with an idea for a book page based on exploration of Dr. Stuart A. Hamilton's advocacy for living a healthy life.

Teacher will:

Introduce the students to Dr. Stuart A. Hamilton through his biography and discussion of his work delivering healthcare to underserved populations.

Show samples of handmade books.

Provide time in the media center, computer lab or with laptop carts for students to complete their research on healthy life styles.

Conduct an in-progress review with each group and mediate as needed.

Students will: Read the biography, discuss reasons medical care is important, and list ways to maintain and improve their health.

Break into groups and select a main topic or theme for each of the groups' books.

Research a specific action, skill, or behavior as the idea to communicate on their book page.

Activity 2: Create a book page that communicates their idea.

Teacher will:

Provide the template for the cover and book pages.

Demonstrate the techniques for creating a book page. The book can be assembled as a tunnel book where the cover is a frame and each successive page has a smaller opening. The back page is solid.

Monitor and assist students as needed.

Students will:

Collect at least three facts and two images that support the idea that they are communicating. Images can be original artwork, cut from magazines, or downloaded from the internet.

Cut-out and arrange images and facts on the template with the bottom, left, and right outside borders remaining unbroken. The top and inside borders to the page can overlap and "break" the frame. Each group should coordinate the placement of their images to expose the page beneath.

Activity 3: Assembling the book.

Teacher will: Help proof the pages and conduct an in-progress review to ensure students reach their goals.

Demonstrate how to fold the accordion and attach the pages to the folds. See attached files and links to internet sites.

Students will: Finalize their page and fold the accordion sides for their book.

Scan their page and make enough copies for each member in their group.

Assemble the pages in order. Attach the back page to the accordion sides first and then work back to front to glue the pages in, ending with the cover.

Extensions/Differentiation

- Students will be assigned seats based on their specific needs for personal space and ability to work in a group.
- Students that require extra help will be assigned peer tutors and will also receive additional instruction and support from teacher.
- Students that have missed class will be assigned a partner to help them make-up the work.
- If there is less time available then students can do a collage with the facts and images. The book can be bound together by three-hole punching the pages and binding it with ribbon or yarn.

Additional Web Resources:

Step-by-step instructions for tunnel book.

<http://www.bisd303.org/cms/lib3/WA01001636/Centricity/Domain/388/Tunnel%20book%20instructions%20rtp.pdf>

Videos showing ways of assembling the book pages.

<https://www.youtube.com/watch?v=SBX72fzX2ck>

<https://www.youtube.com/watch?v=GuimGCOjW-c>

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