

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): August/James H. Salley

Lesson Title: James Salley: An Economic Visionary

Grade Level/Course: Grades 7-12

Subject: Social Studies

SC Academic Standards and Skills Addressed:

7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.

Introductory Statement/Lesson Overview:

Mr. James H. Salley, native of Orangeburg, South Carolina, is a Civil Rights Activist and Educator. Salley is a graduate of South Carolina State University (Orangeburg, SC). Salley holds certificates for graduate seminars in higher education and fundraising. Before his work with the United Methodist Church, he worked as the Director of Institutional Advancement for South Carolina State. Salley is a member of the United Methodist Church and serves in various professional and service roles. He has also provided successful fundraising leadership to a number of United Methodist churches, historically black colleges and universities (HBCUs) and other religious organizations.

Goals/Lesson Objectives:

The student will be able to (TSWBAT)

- Create a news segment regarding an organization that James Salley helped/assisted throughout his life.

Instructional Materials:

[../Documents/James Salley News Assignment Rubric.doc](#)

Mr. James Salley's Informational Text- <http://scafricanamerican.com/honorees/james-h-salley/>

Index Cards/Que Cards

Poster Cards for Teleprompter

Internet

Computer Access

Microphone

Green Screen

Digital Camcorder (Maybe Tripod)

Lesson Progression and Time Frame:

1. In groups of 2-4, give students the informational text. When students finish reading text, have students to answer the following questions:
 - a. Who is James Salley?
 - b. Why is he significant?
 - c. What were the organizations that he helped/assisted with?

After about 5-10 minutes (depending on the level of the students), go over the answers with the students.

2. Students will need to work in their same groups in order to organize their news segment. Either you can assign students an organization or have students to randomly select an organization. Have the rubric copied and go over with the entire class before the students start their research. You may have to modify the rubric to fit the needs of your students.

3. Give students 1 day (may extend into a portion of the 2nd day) to complete the research on their assigned organization. Students will need to divide the assignment equally and work together to complete their news segment.

4. You may want students to do a practice segment with you watching to give them feedback/suggestions on things that they need to include/remove (if any modifications need to be made).

5. Students will present their news segment in front of their peers recorded. Depending on your school/school district's procedures, you may need to obtain parental permission prior to the students filming the assignment.

6. After each group has performed, students will complete an exit slip on the following topic: What did you like about the assignment? What did you find most challenging about the assignment?

Extensions/Differentiation:

You could have students to interview other students and act out responses that someone in an organization that Mr. Salley impacted.

Additionally, you could have students incorporate geography by using a map to show the location that Mr. Salley worked with different organizations.

Completed by

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