

WMonth/Honoree(s): July/James P. Neal

Lesson Title: *“The Educated Citizen: A Desire and Right”*

Grade Level/Course: 6-8

Subject: English Language Arts/ Social Studies

SC Academic Standards and Skills Addressed:

### English

6<sup>th</sup> -8<sup>th</sup> grade:

- Reading Informational Text Standard 4: Read with sufficient accuracy and fluency to support comprehension.
- Reading Informational Text Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
- Communication Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

### Social Studies

8<sup>th</sup> grade:

- 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

Introductory Statement/Lesson Overview: James P. Neal is a public administrator, educator, broadcaster, and minister. He is an alumnus of Howard University, where he received a bachelor’s degree and a Master of Arts in teaching. Neal has used his talents to further education by serving as a teacher, assistant principal, and led the United Negro College Fund campaign in South Carolina. This lesson will focus on Historically Black Colleges and Universities (HBCUs).

Goals/Lesson Objectives:

- The student will be able to explain the creation, development, and importance of HBCUs.
- The Student will be able to provide examples of HBCUs.
- The student will be able to analyze the impact of HBCUs on our society and world.

Instructional Materials: (These should be included in the body of the lesson or as attachments)

- Separate is Not Equal- Smithsonian Online Exhibit (can be found at: <http://americanhistory.si.edu/brown/history/index.html>)
- Trading Card Assignment Page and Rubric [included at end of document]
- US Department of Education, Office of Civil Rights “Historically Black Colleges and Universities and Higher Education Desegregation” pamphlet (can be found at:

<http://www2.ed.gov/about/offices/list/ocr/docs/hq9511.html>) [Graphic organizer included at end of document.]

- Index Cards, Markers, Colored Pencils
- Internet Access or books for research

Lesson Progression and Time Frame: 3-5 class periods

#### Activity 1: Background (1-2 class periods)

1. Present the online exhibit *Separate is Not Equal* sections “Segregated America” and “The Battlefield” or virtual field trip.

*Teachers may present this information to students in a multitude of ways. Teachers may show selected information from the exhibit (of particular importance are the sections Segregated America and The Battlefield.). This can be shown to the whole class or students may view it individually. Additionally teachers may choose to show the virtual field trip.*

2. Have student’s make a list of differences between education for white citizens and educations for African-American citizens during the time of segregation. Discuss why education was an important “battlefield” for African-Americans.

3. Read “Historically Black Colleges and Universities and Higher Education Desegregation”

4. Create a graphic organizer about the history and importance of HBCUs.

#### Activity 2: Trading Cards (1-2 class periods)

1. Assign each student one HBCU or allow students to choose their own HBCU, and discuss trading card requirements.

2. Have students fill out research guide as they research their assigned HBCU.

3. Have students create trading cards.

*You may need to have students bring in supplies (index cards are great for making cards). If students want to type their cards, this may need to be completed as an out-of-class activity.*

#### Activity 3: Presentations and Trading Day (1 class period)

1. Each student should present their trading card.

2. Allow students to trade cards with each other so they will have a full deck.

3. Assign reflection paragraph.

Extensions/Differentiation: Students could create virtual trading cards using the Trading Card Creator from ReadWriteThink (can be found at: <http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html> ).

Assessment: Trading Card and presentation.

Anna Walden – Williams Middle School – Florence School District One



**Historically Black Colleges and University Trading Cards**

You will be responsible for researching one prominent HBCU. Using information from at least 3 sources, you will create a set of 3 x 5 identical trading cards. You should create enough cards for each member of your class to receive a card. Be creative when designing your card and use color, but also make sure your cards are neat and legible. The front of your card should contain an image and the following information:

Name of College or University: \_\_\_\_\_

Location (City, State): \_\_\_\_\_

Date Founded: \_\_\_\_\_ Mascot: \_\_\_\_\_

School Motto: \_\_\_\_\_

The back of your card should contain the following information:

3 Interesting Facts:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

At least one notable alumnus and why they are important: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Keep track of your sources as you are completing your research because you will also have to turn in Works Cited Page. You will present your cards to the class before trading with your classmates.

Source #1:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source #2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source #3:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Use the rubric on the back to help guide the creation of your cards, works cited, and presentation.**

<b>Card</b>		<b>Comments</b>
Correct # of cards	2 1 0	
Correct size (3x5)	2 1 0	
Colorful and Neat	2 1 0	
Correct Information on Front	5 4 3 2 1 0	
Correct Information on Back	4 3 2 1 0	
		<b>Total: _____/15</b>
<b>Research &amp; Works Cited</b>		<b>Comments</b>
At least 3 sources used	3 2 1 0	
Reliable Sources used	1 0	
Titled Works Cited	1 0	
Proper MLA format <ul style="list-style-type: none"> <li>• Correct order of information</li> <li>• Alphabetized</li> <li>• Hanging indentions</li> <li>• Correct punctuation</li> <li>• Correct capitalization</li> </ul>	5 4 3 2 1 0	
		<b>Total: _____/10</b>
<b>Presentation</b>		<b>Comments</b>
Clear & Articulate	2 1 0	
Covers all information	3 2 1 0	
		<b>Total: _____/10</b>
<b>Final Grade: _____</b>		