

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): December/ Elizabeth “Lizzie” Evelyn Wright

Lesson Title: Prepared to Fight for Education

Grade Level/Course: 9-12 High School Level 1

Subject: Fine Arts/Theatre

SC Academic Standards and Skills Addressed:

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events. **Indicator** TH1-1.3 Write, revise, and perform short plays that include the basic elements of plot structure and the conventions of playwriting.

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world. **Indicator** TH1-6.2 Collaborate with other arts and non-arts disciplines in a variety of activities.

Introductory Statement/Lesson Overview:

Elizabeth Evelyn Wright founded Denmark Industrial Institute in Denmark, South Carolina, as a school for African-American youth. It is present-day Voorhees College, a historically black college (HBCU). She was a humanitarian and educator, founding several schools for black children.

In American and Canadian sports, a **fight song** is a song associated with a team. In both professional and amateur sports, fight songs are a popular way for fans to cheer for their team. Hundreds of colleges have fight songs, some of which are over a century old. The oldest collegiate fight song in the United States is Boston College's "For Boston", composed by T.J. Hurley in 1885.

Ms. Wright faced many obstacles trying to establish a school for African American children. Her attempts to start a school were thwarted six times by incidents of arson, hostility, and disinterested community members. However, Ms. Wright was determined; she had a vision she was willing to fight for.

Goals/Lesson Objectives:

- Students will research the life and work of Elizabeth “Lizzie” Evelyn Wright
- Students will summarize how a school’s Alma Mater differs from a school’s fight song.
- Students will create a fight song for the first school Ms. Wright established in 1892.

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

- Your school's Alma Mater
- Access to the internet

Lesson Progression and Time Frame:

Activity 1: Launch Activity

Do you know your school's Alma Mater? Sing the first verse as a class. Is the imagery used to create emotion? Are there other literary devices used in the song?

Activity 2: Researching the honoree

In collaborative pairs have students share their answers from the launch activity. These small pairs will now work together to research the work of the honoree Mrs. Elizabeth "Lizzie" Evelyn Wright-Menafee. Students should create a bulleted list of her accomplishments. Students should focus their research on the first school Ms. Wright established in Hampton County, South Carolina.

Activity 3: Creating a fight song.

Fight songs are usually upbeat in nature.

1. Using your research from the previous activities student pairs should share notes
2. Student pairs will create a fight song for the first school Ms. Wright established.

Students may fill in "gaps" in information with reasonable guesses. Think of your fight song as a "mini-play" that tells about the ambitions, goals, and hopes of these African American students who dream of an education.

3. Students perform their fight songs and sing them to the class. The class votes on best song(s).

Sample fight song:

University of Michigan

<http://www.mgoblue.com/genrel/062909aaa.html>

<https://youtu.be/EF--ldYIBnM>

ALMA MATER

When we come to thee, dear Voorhees,
The School we love so well,
We, will hail thee as a guiding light,
That ever shines afar.

Chorus:

Alma Mater, dear old school,
We'll raise aloud a song,
For we love our dear old Voorhees,
The White and the true Blue.

In These halls of knowledge true,
Each day we come to you,
Trying now to shape our future
With ideals good and true.

Chorus:

Alma Mater, dear old school,
We'll raise aloud a song,
For we love our dear old Voorhees,
The White and the true Blue.

When we've finished our work with you,
We'll leave these walls so true,
And we'll strive each day to follow
Your principles of true blue.

Chorus

Alma Mater, dear old school,
We'll raise aloud a song,
For we love our dear old Voorhees,
The White and the true Blue.

Extensions/Differentiation

- Middle Schoolers can read the Alma Mater of Voorhees College and discuss the imagery they find in the song lyrics.
- Students can discuss arson and create a crime scene investigation.

Assessment:

See attached rubric

***Additional Resources**

University of Michigan Fight Song:

<http://www.mgoblue.com/genrel/062909aaa.html>

<https://youtu.be/EF--ldYIBnM>

Developed by:

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	2787040 Exceeded Expectations 4 pts	2787041 Met most Expectations 3 pts	2787052 Did not meet Expectations 2 pts
lyrics	The song lyrics are outstanding. The words memorable and evoke a sense of striving for a better education.	The song lyrics are good. The words memorable but do not totally convey a sense of striving for a better education.	The song lyrics are not coherent. The words are not memorable and do not fit the thematic requirements
creativity	The student composed an original song with a clear theme.	2787044 The student composed an original song but there are some elements that lack creativity	2787057 The song composed is not very original. The message is not conveyed.
Imagery	2787046 The writer expressed vivid imagery and incorporated symbolic phrases in a creative manner, showing acceptable effort. The performance of the song was excellent.	2787047 The writer expressed factual information in a creative manner and incorporated 2 problems and a solution showing acceptable effort. The performance of the song meet expectations.	2787058 The song's imagery and symbolism is lackluster and trite. The writers showed very little effort.
Organization	2787049 The writer clearly organized information, used correct grammar and spelling.	2787050 The writer lacked one of the following: clearly organized information, correct grammar, or correct spelling	2787059 The song was unorganized and difficult to follow due to poor organization..
Audience Reception of Song	2787088 The writer demonstrates a clear sense of audience and the performance of the song was <u>very</u> well received.	2787089 The writer demonstrates a general sense of audience and the performance of the song was well received	2787091 The writer demonstrates no sense of audience the performance of the song was <u>not</u> well received.

FIGHT SONG RUBRIC

NAME of Song

