

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

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

Lesson Title: Perseverance Prevails!

Grade Level/Course: 10-12

Subject: U.S. History; African American History

SC Academic Standards and Skills Addressed:

USHC 2.4 Compare the social and cultural characteristics of the North, South, and West during Antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.

USHC 3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the 13th, 14th, 15th amendments on opportunities for African Americans

USHC 3.4 Summarize the effects of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

USHC 3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including leadership and strategies of Booker T. Washington, W. E. B. Dubois, and Ida B. Wells-Barnett.

Introductory Statement/Lesson Overview: Elizabeth “Lizzie” Evelyn Wright showed uncanny perseverance in her attempts to establish a school of higher learning for African Americans at a time when most states were exercising their rights to disenfranchise African Americans after the Reconstruction Era. This lesson takes a look at the evolution of African American rights and the expansion of educational rights for and establishment of institutions of learning for African Americans.

Goals/Lesson Objectives:

Students will be able to summarize how African American educational rights and opportunities changed and expanded since the early 1800’s.

Students will be able to make connections regarding the attitudes of the North and South regarding equality for African Americans including, Black Codes, Jim Crow Laws, De Jure Segregation.

Students will analyze how inequality played a major role in the level and quality of African American education.

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

Lesson Progression and Time Frame: This lesson is designed for two or three 90 minute blocks.

Activity 1:

1. Activate prior knowledge. Pose the following question: “There have been free African Americans since the 1700’s. How did free African Americans and their children receive an education in the early 1800’s? What challenges might they have faced?” Students can respond on sticky notes or using a discussion board in Padlet, an educational tool. Go to www.padlet.com to learn more about how to create and use Padlet.
2. Use their responses to launch a discussion about African American rights and expansion of education for African Americans.
3. Divide students into 4-5 groups: Groups 1 and 2 can be combined to make four groups.
 - Group 1: 1795-1829
 - Group 2: 1830-1859
 - Group 3: 1860- 1889
 - Group 4: 1890-1929
 - Group 5: 1920-present

Students should research the establishment of schools for African Americans in the US. They are not limited to elementary and grade schools. They can look into higher education as well. In their research, they should look for the following:

- Name of school
- What city and state
- Year
- How the school began
- Who supported financially
- Inequities
- Any milestones or firsts

Some good sites are listed below if students get stuck...

- <http://www.nps.gov/boaf/learn/historyculture/abiel-smith-school.htm>
- <http://www.tolerance.org/magazine/number-25-spring-2004/feature/brown-v-board-timeline-school-integration-us>
- <https://www.raceforward.org/research/reports/historical-timeline-public-education-us>
- <https://www.jbhe.com/chronology/>

4. Have students share their learning with the class.

Activity 2:

1. Now that students have taken a look at the expansion of education for African Americans. Pose the following question, “What are Black Codes and/or Jim Crow laws? What is De Jure and De Facto Segregation?” Allow students an opportunity to discuss the definitions of the terms and to find out more about them by giving them a few minutes to do some quick research using their electronic devices if needed. Now have students think about these questions: “How did these measures disenfranchise African Americans regarding their right to equal educational opportunities? What was a result of this?”
2. Complete a circle map with the abbreviation HBCU. All students should do is write what they think it stands for and anything that comes to mind when they hear “HBCU”. Explanation for Circle Maps can be found at www.thinkingmaps.com. Printable template can be found at <http://cedar-wmu.edenpr.org/rrice/files/2012/03/Thinking-Map-Templates.pdf>
3. Allow students time to share some items from their circle map and the teacher creates a class circle map of student responses.
4. Share the following website: <http://drexelgradkw.tripod.com/id1.html> and have a discussion about the need for HBCU’s.
5. Have students begin to narrow their thinking to the states of NC and SC and begin thinking about Historically Black Colleges and Universities in NC and SC. AT this point, you can have students name or list any schools in NC and SC that are HBCUs.
6. Introduce the honoree “Elizabeth “Lizzie” Evelyn Wright by distributing copies or have students go to the website <http://scafricanamerican.com/honorees/elizabeth-lizzie-evelyn-wright-deceased/> . Give students time to silently read her bio and make a note of any questions, comment, or concerns.

7. Discuss characteristics of perseverance, courage, and commitment. How are these traits exemplified in the life of Mrs. Wright? How are they exemplified in students' lives?
8. Discuss how communication and networking relationships help Mrs. Wright realize her dream? Make a connection to current events. What role does communication and networking play in getting ahead in students' lives?

Activity 3:

1. Using what students have learned, they can work in groups of 3 or 4 to create a group timeline of the expansion of educational opportunities and rights for African Americans from 1800-1920. They must have at least eight points with description on their timeline. They must include Mrs. Elizabeth Wright and founding of Voorhees College on the timeline. Students also have the option of choosing to focus only on Mrs. Wright and the founding of Voorhees College, but they still must meet the minimum requirement of 8 points with descriptions.
2. In addition to the timeline, students must submit a written piece addressing the character traits of perseverance, courage, and/ or commitment. They must also address the benefits of good, clear communication and networking relationships. The written piece can be an essay, poem, or other form of written expression.
3. The final presentation of the timeline can be presented as a foldable timeline with an accordion fold <http://imaginationssoup.net/wp-content/uploads/2012/01/familytimeline.jpg> or using the educational tool, Prezi. Students and teachers can sign up for free at www.prezi.com

Extensions/Differentiation

Struggling Learners- Sensory Figures: Students can create a sensory figure of Mrs. Elizabeth "Lizzie" Evelyn Wright. Here is a blank template, or they can draw their own.

http://campuses.fortbendisd.com/campuses/documents/homework/homework_20120917_1304.pdf

Advanced learners- Create an interview with Mrs. Lizzie Wright. Pretend to interview Mrs. Wright and create what they think her responses may have been.

Extension- Create a virtual museum dedicated to the expansion of African American institutes of learning. Helpful sites below.

- <http://christykeeler.com/EducationalVirtualMuseums.html>
- <https://youtu.be/ed5e-HHikGk>

Other Resources

More sites for Mrs. Elizabeth “Lizzie” Evelyn Wright

http://thetandd.com/news/history-has-missed-the-legacy-of-voorhees-college-founder/article_d4c41bd1-12d9-5971-adea-bb8fd64c7d83.html

Excellent timelines for African American rights and education expansion

<http://www.blackpast.org/timelines/african-american-history-timeline-1800-1900>

<https://www.jbhe.com/chronology/>

Assessment:

Timeline of the expansion of African American Education is the assessment. Here is a rubric for grading. http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-timeline2.pdf

The written piece is also an assessment. The rubric is attached.

Katrina Rouse

District Coordinator of Social Studies

Florence School District One