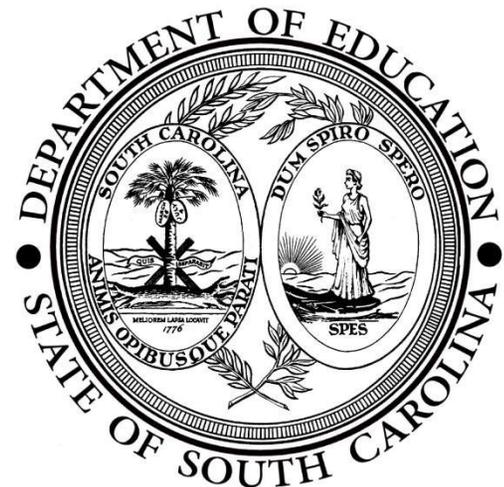


# Grade 8 South Carolina Archives & History Research Presentation

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
January 2018



### **8th Grade Language Arts: South Carolina Archives and History**

This lesson focuses on South Carolina history, researching, literacy skills, and critical thinking. The skills addressed in this lesson are aligned with the skills outlined on the Profile of the South Carolina Graduate. Students will watch a brief video on black slave owner William Ellison, identify artifacts and landmarks, listen to a read aloud on Barbara W. Jenkins and discuss her contributions to the South Carolina Archives & History Commission, research various **h**Historic places in South Carolina, create a presentation that informs an audience of the chosen land marker, and explain why it is important to preserve historic property. This instructional plan is intended for 3 days of 60 minutes **s** per day instruction.

#### **Standard(s) and/or Indicator(s)**

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

#### **Targeted:**

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Analyze the impact of selected media and formats on meaning.

#### **Embedded:**

**Language, Craft, and Structure**

**Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.**

4.3 Evaluate the presentation to determine how the speaker:

a. articulates a clear message;

- b. monitors audience awareness;
- c. addresses possible misconceptions or objections;
- d. chooses appropriate media; and
- e. uses an appropriate style for the audience

**Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**

**“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can research Historical places in South Carolina and analyze the data found. (2.1)*
- *Day 2: I can use data collected to create a presentation and clearly present my findings to a group of my peers. (3.2)*
- *Day 3: I can engage and impact an audience while presenting information. (4.3)*

**Essential Question(s)**

This is a **suggested** essential question that will help guide student inquiry.

- What are some historic locations in your neighborhood or state?
- Why is it important to preserve historic property?
- What makes a location historic?

**Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Historic Districts
- preservation
- artifacts
- National Registry

**Prior Knowledge**

Students should know how to create presentations using technology. Students should be able to demonstrate an understanding of the

correct conventions of English grammar when speaking and writing as indicated by the ELA communication standards.

### **Subsequent Knowledge**

Students will continue to practice these skills throughout the school year with the intentions of improving their presentations as expressed in ELA communication standards.

### **Potential Instructional Strategies**

**Day 1 “I Can” Statement: I can conduct research on South Carolina Archives & History.**

**Hook: SC History Video "Black Slave Owner and Breeder In SC"** <https://m.youtube.com/watch?v=Ab93DYcqrP8>

#### *Materials:*

- Screen used for viewing you-tube
- sticky notes
- Device with presentations software for example: Google slides or PowerPoint

#### **Simulation:**

- As students enter the classroom they will be provided with a sticky note.
- Students will watch a 4-minute video own slave owner William Ellison. As they view the video they will take notes on any important locations or documents they noticed.
- **Teacher will:** Point out the misconception that whites were the only slave owners.
- **Teacher will:** Ask students to identify some of the artifacts that were discovered at this location.
- **Teacher will:** Ask students what information can be learned from these artifacts.
- Students will share their finding during a group discussion led by the teacher whom will then ask: Why do you think it's important to preserve artifacts?
- **Read Aloud:** Teacher will read aloud the Biography on Barbara Jenkins Historian and Preservationist located in South Carolina African American History Calendar. Teacher will highlight her contributions to the South Carolina Archives & History Commission.
- Students will be assigned the task of researching a historic land marker in South Carolina. Resource for list of National Registry of Historic Places in South Carolina can be found at <http://www.nationalregister.sc.gov/>

**Day 2: I Can Statement: I can use data collected to create a presentation and clearly present my findings to a group of my peers.**

- Students will create a presentation identifying a land-marker, location, and explain why this land marker is significant to South Carolina History. Rubric will be provided.
- Students will share with a partner who will provide feedback.

**Day 3: I Can Statement: I can engage and impact an audience while presenting information.**

- Students will present presentation to the class. Time is limited to 3 minutes per presentation.  
Assessment: Teacher will use attached rubric to grade presentation and provide student feedback.  
Reflection: Why is it important to preserve historic property?  
Extension Activity: Write an argumentative essay explaining why the land marker should be included on the registry.

**Potential Assessment Task**

Day 3: *Student presentations (4.3)*

**Resources**

National Register Sites in South Carolina. (n.d.). Retrieved October 11, 2017, from <http://www.nationalregister.sc.gov/>

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from [http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR\\_2018\\_web.pdf](http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf)

Wanderer, W. (2016, October 04). Retrieved October 11, 2017, from <https://m.youtube.com/watch?v=Ab93DYcqrP8>



Visual & Oral Presentation for SC History & Archives Project

	<b>Excellent 4</b>	<b>Acceptable 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>Teacher Comments</b>
<b>Critical thinking</b>	Thoughtfully and accurately interprets information and shows understanding of major ideas related to SC History land markers.	Identifies relevant information and, offers some understanding of major ideas related to SC History land markers	Usually offers understanding of major ideas related to SC History land markers.	Misinterprets data, gives unjustified arguments.	
<b>Information</b>	Covers topic thoroughly, includes details that support the topic	Includes essential information, includes some supporting details	Includes most essential information, details are somewhat sketchy	Lacks essential information	
<b>Organization</b>	Well organized and coherent, topics are clear and includes an introduction and conclusions.	Organized, some topics are out of logical order, but information is generally clear.	Appears unorganized and some topics are unclear.	Not organized, topics make no sense	

<b>Grammar &amp; Spelling</b>	All grammar and spelling are correct	One or two errors that do not take away from overall understanding of information.	Few errors present that take away from the presentation.	Very frequent grammar and/or spelling errors.	
<b>Presentation Design</b>	Visually excellent, text is easy to read, and graphics enhance understanding of ideas	Visually attractive, text is easy to read, and graphics do not distract from understanding ideas	Text is hard to read, sometimes graphics distract audience from understanding the topic.	Text is very difficult to read, layout is confusing.	
<b>Oral Presentation</b>	Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions	Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions	Clear and understandable, uses limited delivery techniques.	Not clear, not understandable	
<b>Time Management</b>	Assignment was completed on time.	Assignment was turned in one day late.	Assignment was turned in two days late.	Assignment was turned in incomplete.	

Total points: \_\_\_\_\_