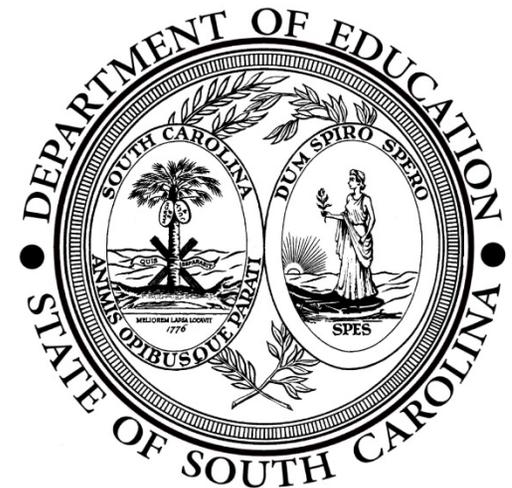


Grade 6

A True Heroine: Maude E. Callen

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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Grade 6 ELA: A True Heroine, Maude E. Callen

This lesson focuses on the integration of information presented in different media/formats to aide in the development of a coherent understanding of a topic or issue. Students will analyze a collection of non-fiction texts, various digital media, and published photographs to gain a deeper understanding of empathy through the life of Maude Callen, an honoree of the 2018 African American History Calendar. This lesson will involve critical thinking, collaboration, communication, information, media and technology as defined by the Profile of the South Carolina Graduate. This lesson is intended for three sixty-minute class periods.

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:**(RI) Meaning and Context**

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.

Embedded:**(RI) Meaning and Context**

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.

(C) Meaning and Context:

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.

1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.

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

3.2 Utilize multimedia to enrich presentations.

“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 cite textual evidence to support analysis of what the text says explicitly. (RI5.1)*
- *Day 1: I can conduct research through multiple media, formats, including visual and auditory modalities. (RI7.1)*
- *Day 2: I can integrate information presented in different media or formats to develop a coherent understanding of a topic. (7.1)*
- *Day 2: I can communicate information to enrich understanding when presenting ideas.*

Essential Question(s)

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

- What is empathy?
- How do you show empathy?
- How do I cite textual evidence?
- How do I integrate information presented in different formats to develop a coherent understanding of a topic or issue?
- How do I communicate information to enrich understanding when presenting ideas?

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.

- Empathy
- Logical Interpretation
- Multimedia
- Central Idea

- Objective Summary

Prior Knowledge

In grade five, students must quote accurately from a text to analyze meaning in and beyond the text, summarize a text with two or more central ideas; cite key supporting details, research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities, and create presentations that integrate visual displays and other multimedia to enrich the presentation.

Subsequent Knowledge

In grade seven, students will be expected to cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject, and utilize multimedia to clarify information and strengthen claims or evidence.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can cite textual evidence to support analysis of what the text says explicitly. (RI5.1) I can conduct research through multiple media formats. (RI7.1)

Hook: Virtual Discussion: Have a virtual discussion prepared that asks the two discussion questions: *What is empathy? How do you show empathy?* (Example: www.padlet.com) Allow time for students to post answers. After students have posted answers, hold a class discussion to evaluate the students' answers.

Research: Introduce the activity by telling students that they will be researching Maude E. Callen, an honoree of the 2018 African American History Calendar. In partner pairs, they will use preselected texts, digital media, and photographs to answer the following questions: *Who is Maude E. Callen? Why is she an honoree for the 2018 African American History Calendar? What has she done that is noteworthy? What did she contribute to the world? How has she shown empathy for others?* They will then take their new learning and present the information through a slide show or video. (Example: www.animoto.com)

Suggested resources for research:

Articles:

<http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/?scrllybrkr=e2aa5ef2>

<http://www.thecolumbiastar.com/news/2008-04-18/travel/034.html>

http://www.aaregistry.org/historic_events/view/maude-e-callen-nurse-midwife-born

Photos:

<http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/?scrlybrkr=e2aa5ef2>

Videos:

<https://youtu.be/jZnveOj57F0>

<https://youtu.be/m6gq8nMe1C8>

Provide students with a graphic organizer to organize research notes. Suggestion: <http://www.dailyteachingtools.com/free-graphic-organizers-s.html#7> Facilitate the research and support the students with research note taking.

Exit Ticket: At the conclusion of class, have the students complete an Exit Ticket answering the following question: *Give an example of something you've learned about Maude E. Callen.*

Days 2 “I Can Statement”: I can integrate information presented in different media or formats to develop a coherent understanding of a topic.

Hook: Have a web based, minimalistic feedback tool prepared with the following instruction: *Write a Six-Word Summary for your research on Maude E. Callen.* (Example: <https://answergarden.ch/>) After students have posted answers, hold a class discussion to evaluate the students' answers.

Research & Creation: Direct students to continue and complete their research. Conference with students as they complete their research to check for understanding of the following questions: *Who is Maude E. Callen? Why is she an honoree for the 2018 African American History Calendar? What has she done that is noteworthy? What did she contribute to the world? How has she shown empathy for others?* Post-conference, students will begin to create a presentation to share their new learning to be assessed by the suggested rubric found at http://webapps.acs.carleton.edu/campus/lrc/teach_tips/presentations/.

Think-Pair-Share: Instruct students to answer the following question with their partner: *What does this quote from Maude E. Callen say about her character? She is quoted as having said, on turning down an invitation from President Reagan to visit the White House, “You can't just call me up and ask me to be somewhere. I've got to do my job.”* Hold a class discussion to evaluate students' answers.

Day 3 “I Can Statement”: I can communicate information to enrich understanding when presenting ideas.

Creation: Allow time for students to complete the video presentation. (Example: www.animoto.com) Facilitate the activity and support the students as they create their videos. Have partner pairs present their final videos to the class. Students not presenting will evaluate the presentation videos with an evaluation slip.

Suggestion: http://webapps.acs.carleton.edu/campus/ltc/teach_tips/presentations/

Wrap-it-Up: Have students use their new understanding and learning of Maude E. Callen to write a Six-Word Summary of her life. (Example: <http://www.sixwordstories.net/>) Hold a class discussion to evaluate students’ summaries.

Potential Assessment Task

Day 1: *Research Graphic Organizer / Exit Ticket (RI5.1, RI7.1)*

Day 2: *Research Graphic Organizer / Think-Pair-Share (RI5.1, RI7.1)*

Day 3: *Video Presentation / Evaluations / Six Word Summary (C3.2, RI7.1)*

Resources

"Angel in Twilight" Maude Callen -Nurse-Midwife. (2013, July 15). Retrieved October 19, 2017, from <https://youtu.be/jZnveOj57F0>

Cosgrove, B. (2013, July 21). W. Eugene Smith's landmark photo essay, 'nurse midwife'. *Time*. Retrieved October 19, 2017, from <http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/?scrllybrkr=e2aa5ef2>

Exit Ticket. (n.d.). Retrieved October 19, 2017, from <http://www.theteachertoolkit.com/index.php/tool/exit-ticket>

Free Graphic Organizers for Studying and Analyzing. (n.d.). Retrieved October 19, 2017, from <http://www.dailyteachingtools.com/free-graphic-organizers-s.html#7>

Maude Callen. (2015, March 04). Retrieved October 19, 2017, from <https://youtu.be/m6gq8nMe1C8>

Maude E. Callen Nurse & Midwife born. (n.d.). Retrieved October 19, 2017, from http://www.aaregistry.org/historic_events/view/maude-e-callen-nurse-midwife-born

Montgomery, W. M. (2008, April 18). Pineville, a historic refuge. Retrieved October 19, 2017,

from <http://www.thecolumbiastar.com/news/2008-04-18/travel/034.html>

Planning Student Presentations. (2017, October 12) Retrieved

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Six Word Stories. (n.d.). Retrieved October 19, 2017, from <http://www.sixwordstories.net/>

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

Think-Pair-Share | Classroom Strategy. (2015, March 16). Retrieved October 19, 2017,

from <http://www.readingrockets.org/strategies/think-pair-share>