

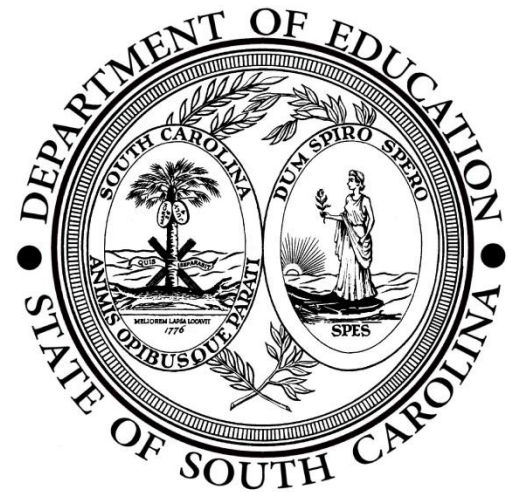
8th Grade Social Studies

The Life of Dr. Burnett W. Gallman, Jr.

Instructional Resource for the

South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



Grade 8/South Carolina/US History
This lesson focuses on collecting artifacts representing significant information about persons of historical significance. These are critical thinking and information literacy skills as defined by the Profile of the South Carolina Graduate. The instructional plan is intended for 2 days of 60 minutes per day instruction.
Standard(s) and/or Indicator(s)
<p>Targeted:</p> <p>Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</p> <p>Indicator 8-7.4: Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state’s continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.</p> <p>Embedded:</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and example.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>3.4 Organize and categorize important information, revise ideas, and report relevant findings.</p>
“I Can” Statements
<p>“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).</p> <ul style="list-style-type: none"> • <i>Day 1: I can organize and categorize important information, revise ideas, and report relevant findings. (3.3)</i> <i>I can gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. (3.4)</i> • <i>Day 2: I can organize and categorize important information, revise ideas, and report relevant findings. (3.3)</i> <i>I can gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. (3.4)</i>
Essential Question(s)

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

- What artifacts should I include in the biography brown bag of Dr. Burnett W. Gallman?

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.

- Biography

Prior Knowledge

In the seventh grade, students learned how write informative/explanatory texts that develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and example. Furthermore, they learned how to organize and categorize important information, revise ideas, and report relevant findings (3.3, 3.4)

Subsequent Knowledge

Using their knowledge of applying disciplinary concepts and tools, students will write informative texts that develop the topic with relevant, well-chosen facts, concrete details, or other information and examples. Furthermore, they will organize and categorize important information and report relevant findings.

Day 1 and 2: *I can organize and categorize important information, revise ideas, and report relevant findings. I can gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.*

Assessment: Biography in a Bag Project

Materials:

- White bags
- Color markers or Color Pencils (or both)
- Glue
- Scissors
- Inquiry questions worksheet
- Biography in a Bag Rubric
- 2018 SC African-American History Calendar

You are a member of a team of historians studying SC African-American History Calendar Honorees. You have been given the task to study Dr. Burnett W. Gallman, Jr. You are to collect artifacts representing significant information about your leader to place in a Biography Bag. All data will be documented in your inquiry questions worksheet.

You are to conduct a basic study that should yield at least several important facts about Dr. Gallman. Use readily available sources, such as the 2018 SC African-American History Calendar or the internet. After you identify the important facts, document them on your worksheet, and then locate five artifacts that describe or relate to five facts that you have identified. The artifacts may include the following: paintings, drawings, jewelry, images, etc. Place the artifacts in your Biography Bag.

The following steps constitute the completion of the project. You must:

1. Place five artifacts of relevance to Dr. Gallman's life and accomplishments in the bag.
2. On front of the bag, write Dr. Gallman's name, current occupation(s), and birthplace.
3. On right side of bag, write Dr. Gallman's main accomplishment(s).
4. On left side of the bag, write Dr. Gallman's interests as a child.
5. On the back of bag, choose one significant aspect of Dr. Gallman's (college, occupation, etc.) Then explain why that aspect is significant to you.

Note: The Biography in a Bag project should be use as an **assessment option (i.e., Think-Tac-Toe) when studying African-Americans who have made significant contributions in the 20th and 21st century.** Please have students complete the inquiry questions worksheet and use the 2018 African-American History Calendar as a reference to locate Dr. Gallman's biography and answer the questions.

Potential Assessment Task

N/A

Resources

2018 South Carolina African American History Calendar. October-Barbara V. Jenkins. Retrieved on November 5, 2017, from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf

Inquiry Worksheet

Directions: Using the 2018 African-American History Calendar locate the biography of Dr. Burnett W. Gallman, Jr. and answer the following questions.

1. Describe Dr. Gallman's teenage years in Hartsville, SC?
2. As a student of Morehouse College, what activities did he participate in?
3. What age did he learn to play the piano, and who taught him?
4. To which school did Dr. Gallman earn a band scholarship?
5. Where did Dr. Gallman attend medical school? Where did he complete his internship and residency training?
6. Where did Dr. Gallman serve as chief of internal medicine? Where does he work now?
7. Dr. Gallman is part-time gastroenterologist. What do gastroenterologists specialize in?
8. Name the organizations in which Dr. Gallman is a member.

Biography in a Bag Rubric

	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Approaching Expectations 1 Point
Bag Items	All five items in the bag are relevant to the person and their accomplishments.	Four of the items in the bag are relevant to the person and their accomplishments.	Three or less of the items in the bag are relevant to the person and their accomplishments.
Required Information (The person's name and current occupations and birthplace, the person's main accomplishments, the person's interests as a child, choose one significant aspects of the person's life, explanation of why each item is significant.)	All required information is written according to directions on the front, right, left, and back of the bag.	Some of the required information written according to the directions on the front, right, left, and back of the bag is missing.	None of the required information written according to the directions on the front, right, left, and back of the bag.
Creativity	Student showed great individual effort in designing their bag.	Student showed some individual effort in designing their bag.	Student showed little individual effort in designing their bag.