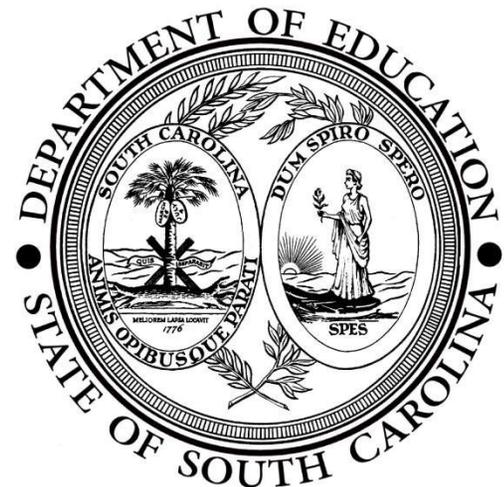


6th Grade

Percival Everett: The Appropriation of
Cultures: A Text Dependent Analysis

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education



Office of Standards and Learning
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6th Grade English/Language Arts: Percival Everett: The Appropriation of Cultures: A Text Dependent Analysis
This is an English Language Arts unit that focuses on analyzing <i>The Appropriation of Cultures</i> , a short story written by South Carolina African American History Calendar Honoree, Percival Everett. The skills addressed will include analyzing text, citing textual evidence, thinking critically, and making connections, aligned with the skills targeted in the Profile of a South Carolina Graduate. The purpose of this lesson is to teach students to analyze a piece of literature and produce a character analysis. This instructional plan is intended for two days of 60-minute 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 3.2 Examine historical, social, cultural, or political context to broaden inquiry Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. Embedded: 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). <ul style="list-style-type: none">• <i>Day 1: I can analyze texts and make connections with the characters and events found within the context.</i>• <i>Day 2: I can construct a text dependent analysis.</i>
Essential Question(s)
This is a suggested essential question that will help guide student inquiry.

- What does the confederate flag symbolize?
- How do I examine text to determine how characters and events are relevant to current events?

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.

- Culture
- Civil Rights Movement
- Confederate Flag
- Oppression
- Appropriations

Prior Knowledge

Students should know how to construct a text dependent analysis.

Subsequent Knowledge

Students will continue to practice writing text dependent analysis throughout their educational careers. The goal is to improve their writing skills.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can analyze text and make connections with the character and events found within the context.

Materials:

- Short Story The Appropriation of Cultures <https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett>
- Article A Dark Piece of History: Confederate Battle Flag http://www.collegiatetimes.com/opinion/a-dark-piece-of-history-confederate-battle-flag-symbolizes-racism/article_ba11033a-22d7-11e7-a9aa-b3959dda0c33.html
- Device used for research
- South Carolina African American History Calendar http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf

- *SC Ready TDA Rubric*
https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Simulation:

- As students enter the room there will be a question of the day posted on the board. It will read “Who is Percival Everett?” Students will use their devices to research Percival. (Allow no more than five minutes.)
- After students are given the opportunity to share their finding teacher will read aloud the Biography on Percival Everett located in the South Carolina African American History Calendar.
- Teacher will introduce the short story *The Appropriation of Cultures* written by Percival Everett by giving a brief synopsis. For example: This story is about a young black undergraduate from the University of South Carolina named Daniel Barkley who comes to the realization that the Confederate flag is part of his history and he can decide how it represents him as a Black Southerner.
- Teacher will provide students with the short story *The Appropriation of Cultures* and the article *A Dark Piece of History: Confederate Battle Flag Symbolizes Racism, Hatred*. Students will read and analyze each piece of text independently.
- Teacher will provide students with a copy of the SC Ready TDA Rubric.
- Students will write a text dependent analysis using the provided text. The Prompt: Daniel Berkley was the main character in the short story *The Appropriation of Cultures*. In the short story *The Appropriations of Cultures* the Confederate flag symbolizes oppression. Explain how Daniel’s actions changed the thoughts of people in the south and how they viewed the Confederate flag. Cite Textual evidence in your response.

Day 2 “I Can” Statement: I can construct a text dependent analysis.

Materials:

- Short Story The Appropriation of Cultures <https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett>
- Article A Dark Piece of History: Confederate Battle Flag http://www.collegiatetimes.com/opinion/a-dark-piece-of-history-confederate-battle-flag-symbolizes-racism/article_ba11033a-22d7-11e7-a9aa-b3959dda0c33.html
- Device used for research
- South Carolina African American History Calendar <http://scafricanamerican.com/wp->

[content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf](#)

- SC Ready TDA Rubric

https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Simulation:

- Students will continue to work on their text dependent analysis.

Potential Assessment Task

Day 1: *Students will read and analyze a short story and an article.*

Day 2: *Students will construct a Text Dependent analysis after reading the short story the Appropriations of Culture and the article A Dark Piece of History: Confederate Battle Flag Symbolizes Racism, Hatred. Assignment will be graded using the SC Ready TDA Rubric.*

Resources

Dominick, T. (2017, April 16). A dark piece of history: Confederate battle flag symbolizes racism, hatred. Retrieved October 13, 2017, from http://www.collegiatetimes.com/opinion/a-dark-piece-of-history-confederate-battle-flag-symbolizes-racism/article_ba11033a-22d7-11e7-a9aa-b3959dda0c33.html

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

South Carolina Department of Education. (2018). SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8). [PDF Document]. Retrieved from https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

The appropriations of culture by Percival Everett. (2015, June 18). Retrieved from <https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett>