

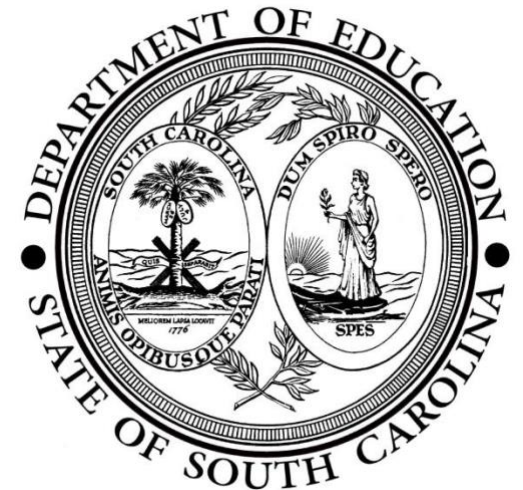
Instructional Unit Resource for the
*South Carolina College- and Career-Ready for
English Language Arts*

Grade K-12

Unit Title: Honoring Maxie and Ethel Gordon

South Carolina Department of Education Office of Standards and Learning

September 2018



Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the Inquiry standards from the *South Carolina College- and Career-Ready Standards for English Language Arts* and the *2017 South Carolina College- and Career-Ready Standards for Design Proficiency* can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

Instructional Unit Resource Matrix for Honoring Maxie and Ethel Gordon.

Grade: K-12

Unit Title: Honoring Maxie and Ethel Gordon

Standards/Indicators				
Inquiry-Based Literacy	Reading- Informational Text	Writing	Communication	Design Proficiency
I.1, I.2, I.3, I.4, I.5	RI.5, RI.6, RI.7	W.2	C.1	D.1, D.3, D. 4, D. 5, D6

Instructional Unit Links	Instructional Unit Links
Unit Overview	Standard(s)
Clarifying Note(s)	Learning Target(s)
Assessment Task(s)	Prior Knowledge
Subsequent Knowledge	Academic Vocabulary
Instructional Strategy(ies)	Resources

Unit Title

Honoring Maxie and Ethel Gordon

Unit Overview

Drs. Maxie and Ethel Gordon met in high school in the 1930s, graduated together, attended Benedict College together and built a life together. During this 52-year union, they gained knowledge by continuing their education beyond the undergraduate level, contributed to the local community by ministering at their church, and grew a family from two boys by exposing them to the “World Stage” as their classroom. Their life’s work is documented through their family philosophies, religious commitments and civic duties. Drs. Maxie and Ethel Gordon embodied the philosophy of “lifelong learners.”

Complete Biography: [Biography of Drs. Maxie S. and Ethel M. Gordon](#)

Objective: Students will research and design a monument to commemorate the achievements of Maxie and Ethel Gordon as a way of commemorating the achievements of African-American citizens of South Carolina.

Standards

All of the Anchor Standards for the unit are pulled from the [South Carolina College- and Career-Readiness Standards for English Language Arts](#). Grade level teachers should differentiate the standards-based indicators using the [State Department Vertical Articulation Document](#). In other words, the implementation of Inquiry Standard 1 will look different in an elementary classroom than it would in a secondary classroom because teachers will use the grade-appropriate indicators for their students. Design standards taken from the [2017 South Carolina College and Career Ready Standards for Design Proficiency](#) are also embedded into this work and can be found on page 92 of the complete document for the *2017 South Carolina College- and Career-Ready Standards for Visual arts, Media Arts, and Design*. Targeted implies that these standards are the focus of the unit. Embedded implies that these standards will be naturally integrated throughout the unit.

Targeted Standards:

Inquiry-Based Literacy Standards

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Standard 4: Synthesize information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

Embedded Standards:

Reading - Informational Text

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

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

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

Writing

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.

Communication

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon ideas of others to clearly express one's own views while respecting diverse perspectives.

Design Standards

Standard 1: I can use the elements and principles of art to create artwork.

Standard 3: I can improve and complete artistic work using elements and principles.

Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

Standard 5: I can interpret and evaluate the meaning of an artwork.

Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Clarifying Notes

The instructional timeline is flexible and should be adjusted based on your students' prior knowledge. For example, depending on students' prior familiarity with inquiry-based research, students may need more scaffolding into the research process and protocol. By looking at monuments and designing a monument for a notable South Carolina African American, students will understand that memorials help shape future generations' understanding of history. They will also understand that when creating memorials, artists and communities make choices about what parts of history to remember.

Additionally, this unit is designed to be implemented in any grade level. Therefore, you may need to modify and adjust aspects of the unit to meet the needs of your individual learners.

Learning Targets

“I Can” statements are learning targets of what students need to know and accomplish as related to the inquiry standards/indicators.

- I can analyze ideas by developing questions that direct inquiry for new learning. (I.1)
- I can analyze ideas from text and multimedia by proposing interpretations and explanations. (I.2)
- I can analyze ideas from text and multimedia by considering multiple perspectives. (I.2)
- I can examine historical, social, cultural, and political context to broaden inquiry. (I.3)
- I can gather information from a variety of primary and secondary sources. (I.3)
- I can organize important information, revise ideas, and report relevant findings. (I.3)
- I can reflect on findings to build deeper understanding and determine next steps. (I.4)
- I can employ past and present learning to monitor and guide inquiry. (I.5)

Assessment Tasks

Collaborative Monument Design for a Notable African American from South Carolina

In the Collaborative Monument Design Assessment, students will work together to design a monument for a prominent African American figure from South Carolina history to be placed somewhere in South Carolina.

Students will create the following:

1. a design of the monument
2. an artist statement which details a/an
 - a. justification for the dimensions and materials of the monument
 - b. explanation of the symbolism behind the design
 - c. rationale for the person(s) being memorialized
 - d. rationale for the selected location within South Carolina.

This culminating activity will help students to synthesize their research and collaboratively work together to showcase their understanding.

Prior Knowledge

Prior to this unit, students will need experience with the following skills:

- Citing evidence that supports an analysis of what a text says explicitly as well as inferences drawn from a text;
- Summarizing, interpreting, and analyzing informational texts;
- Writing informative/explanatory text to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and
- Writing independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Subsequent Knowledge

In subsequent grades, students will be asked to expand upon concepts and skills learned in their current grade. They will:

- Develop a plan of action [for research] by using appropriate discipline-specific strategies.
- Examine historical context to broaden inquiry and create questions for further inquiry
- Gather information from a variety of sources
- Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.
- Acknowledge and consider individual and collective thinking; use feedback to guide inquiry process.
- Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.

Academic Vocabulary

Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.

- claim
- support
- evidence
- context
- perspective
- research
- interpret
- synthesize

Instructional Plan

Day 1:

Essential Questions: What is a memorial? Why do we memorialize people?

- Teacher will lead a class discussion on memorials.
 - What is a memorial? Why do we memorialize someone?
- Students will view examples of [United States Memorials and Monuments](#) and complete the [Memorials and Monuments Graphic Organizer](#)
- After completing the graphic organizer, the teacher will bring the students back together to facilitate a conversation about what they noticed.
- Students will construct a written response to the questions: “What is a memorial, and why do we memorialize someone?”

Day 2:

Essential Questions: How have others memorialized people? What was their approach?

- Students will view a variety of memorials at this site [Memorial Design Blendspace](#) and [MLK Monument](#) by completing another copy of [Memorials and Monuments Graphic Organizer](#)
- Additionally the teacher might decide to use the [Sources Collector](#) which allows students to determine the reliability of the sites that students are using.
- After completing this, the teacher should lead a discussion about how these memorials have shown new information and how this compares with what they learned during previous search.
- Students might be directed to revise their written responses to the questions: “What is a memorial, and why do we memorialize someone?”

Day 3: Honoring the Gordons

Essential Question: How can we design a monument that will represent the accomplishments of Ethel and Maxie Gordon?

- The teacher will have students read over the obituaries for Maxie and Ethel Gordon.
 - [Dr. Ethel Gordon's Obituary](#)
 - [Dr. Maxie S. Gordon, Sr. Obituary](#)
 - [Dr. Maxie S. Gordon, Jr.](#)
- Students could read this in pairs, or in small groups. The teacher could also read aloud one of the obituaries as a model. Then, task small groups with reading the other obituary.
- Students should take notes on the following graphic organizer: [Accomplishments Note Catcher](#)
 - accomplishments of Maxie and Ethel Gordon
 - values and priorities of Maxie and Ethel Gordon
- The teacher will lead a discussion with students about the information they found.

Day 4

Essential Question: What notable African American from South Carolina should we memorialize? Why?

- Students will work in small groups to conduct research on one notable [African American from South Carolina](#)
 - Groups should decide on what notable African American from South Carolina they should research using the site above.
 - Once groups have decided, they will collect information about the following topics:
 - accomplishments
 - contributions to society
 - other important information
 - A graphic organizer is provided, so that teacher can provide students a guide on how to organize the information they glean. [Organizing My Sources](#)

Day 5

Essential Question: How can we best memorialize our self-selected person?

- Students will use graph paper to draw possible design of the monument. (Encourage students to draw more than one example in their groups. Then have them select which design they like best.)
 - Students should consider these concepts:
 - What shape will it be?
 - What dimensions will it be?
 - Should it include text? If so, what will it say?
 - Will it be a building, statue, or something completely different?
 - What type of materials should be used? (Consider longevity, weather, etc.)
- Designs will be viewed and [peer feedback](#) will be given through a [gallery walk](#).
- Students should review feedback and refine their plans.

Day 6/7

Essential Question: How can we best memorialize our self-selected person?

Encourage students to break up the following tasks based on their strengths/interests. Students will work collaboratively to create the following:

1. a design of the monument
 - a. Final designs can be created in a variety of ways: Digitally, using recycled materials, a clean sketch, etc.
 - b. Students should review the rubric to ensure that their design meets requirements.
2. an artist statement [Artist Statement Flow Chart](#), which details a
 - a. justification for the dimensions and materials of the monument
 - b. an explanation of the symbolism behind the design
 - c. a rationale for the person(s) being memorialized
 - d. a rationale for the selected location within South Carolina.

The rubric at this [link](#) pairs the inquiry and communication standards from the *South Carolina College and Career Ready Standards for English Language Arts* with the *2017 South Carolina College- and Career-Ready Standards for Design Proficiency*. A teacher should carefully consider what elements of this rubric are applicable to the teaching that has taken place and assess students only on what has been taught.

Resources (Materials used to teach the lessons within the unit. Resources may be embedded within the unit and not listed in isolation)

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