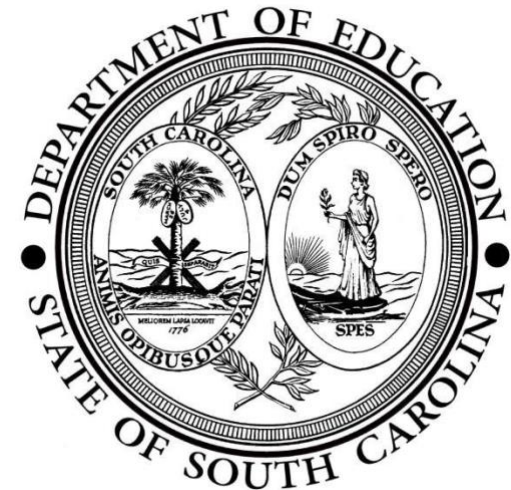


Instructional Unit Resource for the  
*South Carolina College- and Career-Ready  
for High School English Language Arts*  
Grade 9

Unit Title: *Buddy Pough: A Living Legacy*

South Carolina Department of Education  
Office of Standards and Learning



### **Instructional Unit Resource Overview**

The purpose of this instructional unit resource is to provide guidance regarding how the standards in English Language Arts Grade 9 can be utilized for the purpose of studying one of the African American Calendar Honorees, Buddy Pough. Since this document merely provides instructional suggestions, a teacher should incorporate the topic and implement the standards in a manner that supports their current curriculum and the specific needs of their students. Students will deepen their understanding in order to create a product which demonstrates the Life and Career Characteristics outlined in the Profile of the SC Graduate. This unit is designed for 3-4 90-minute blocks of instruction.

## Instructional Unit Resource Matrix for Buddy Pough: A Living Legacy

**Grade:** 9

**Unit Title:** Buddy Pough: A Living Legacy

| Standards/Indicators       |  |   |                 |   |
|----------------------------|--|---|-----------------|---|
| Inquiry-Based Literacy     | Reading- Literary Text   | Reading- Informational Text                             | Writing         | Communication   |
| Inquiry 1.1<br>Inquiry 3.2 | Reading Literary 5.1<br>Reading Literary 6.1<br>Reading Literary 9.1 | Reading Informational 5.1<br>Reading Informational 12.1 | Writing 2.1 a-c | Communication 1.1<br>Communication 1.2<br>Communication 1.6<br>Communication 3.1<br>Communication 5.2 |

### Assessment Tasks

Legacy Letter, Blog, Podcast, Editorial, Oral Presentation, Diary Entry, or Multi-media Presentation

Unit Closure/Reflection Activity

### Resources

The list below contains links to the resources and materials used in the unit.

[Social Media Consensogram](#)

[Scandal Powerpoint](#) and [Texts](#) (4)

[Problem Analysis Graphic Organizer](#)

[Legacy Warm-up & Brainstorming Suggestions](#)

[Inquiry Chart W/Sources \(Carr & Gibson\)](#)

[Buddy Pough Inquiry Chart](#) and Text [1](#), [2](#), [3](#), [4](#), [5](#)

[Unit Assessment Activity Rubric](#)

## Instructional Plan

### Introduction to the Unit

Classroom Consensogram: How much time do you spend per day on social media?

- Less Than 30 Minutes
- 30-60 Minutes
- 1-3 hours
- 3+ hours

Based on the results, discuss the importance of social media in students' daily lives and ask about the reasons they use social media (i.e. create and share content, learn about the world, connect with one another, boredom).

Teacher will use the Powerpoint presentation to ask students to consider examples of the social media "scandals" involving high school students. After viewing and discussing the first scandal, use the graphic organizer to model for students how they will complete a problem analysis for each scenario. Be sure to discuss as a class who is affected by the problem or issue now, and possible affects in the future.

Display the following Benjamin Franklin quote.

*If you would not be forgotten as soon as you are dead, either write something worth reading or do things worth writing.*

Ask students to engage in a quickwrite to apply this quote to the "scandals" and to their own interactions on social media. Ask students to explain why they would they be among the forgotten or those remembered.

Allow a few students to share their quickwrite responses with the entire class before having shoulder partners discuss the idea of digital reputation. Ask partners to brainstorm at least two ideas for why digital reputation is an important concept. (i.e. internet posts can be cached or imaged for eternity, pictures and words could embarrass your parents, school or team mates, offensive pictures or thoughts you have posted can surface later in life and embarrass your spouse or children, etc.).

This should lead to consideration of the essential question for the unit: *How can a person's legacy affect future generations?*

In this unit, we are going to study, among others, one of the honorees in the South Carolina African American Calendar, SC State football Coach Buddy Pough, to consider his living legacy as you begin to think about your own legacy and the impact on future generations.

## **Introduction to the theme, and topic**

What is legacy? What are the connotations of the word?

Legacy Warm-up & Brainstorming Suggestions

Discuss the idea that there are various types of legacies that people can leave. Before we learn about Coach Pough, we are going to analyze the impact of the legacy of others. Some who have direct connections to our state.

Students will explore the lives and legacies of Julian Carr and Althea Gibson by using an Inquiry Chart (I-chart) which enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students will read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate an answer to the essential question in the final row.

As a variation, teachers can assign groups various perspectives in order to respond to the essential question about Julian Carr and Althea Gibson (i.e. a 1910 or 2015 UNC-Chapel Hill student, a female tennis competitor of another nationality, or male Sports Hall of Fame board members in 1945 or 2018).

Discuss student responses to the essential question for Julian Carr and Althea Gibson. Ask clarifying questions when necessary to extend students' ideas and depth of their responses.

Create a chart on the board and write some examples of American legacies that shaped our country's history and changed people's expectations:

Consider the following:

- Amelia Earhart, first woman pilot to cross the Atlantic
- Ronald McNair, an African American physicist and NASA astronaut

Legacies that laid innovative groundwork in entertainment and helped define our experiences with popular culture:

- Michael Jackson, contributed to prominent shifts in fashion, pop music, and dance for decades as a musician
- Aretha Franklin's well known song, Respect
- Walt Disney, animation pioneer, creator of Mickey Mouse and founder of Walt Disney World/Disneyland theme parks

Legacies that left a message or a change in thinking:

- Elizabeth Cady Stanton and women's rights

- Martin Luther King, Jr., and the civil rights movement
- Albert Einstein and our understanding of how the world works

Legacies that solved problems:

- Jonas Salk, the doctor who invented the polio vaccine
- Gertrude Elion, who helped develop the drug AZT for AIDS

Student will read and respond to various texts on Buddy Pough build background knowledge and analyze the author's ideas (professional Resume, African American Calendar Bio, Interview, etc.)

Students will use the Buddy Pough I-Chart to consider his impact on the state of South Carolina, his local community, and on the world's future generations.

To debrief or bring the unit together, have student groups read "Legacy" a poem by Anya Thakur and discuss the impact of the author's words on their ideas about legacy.

Guided questions for the unit activity:

Think about the legacy you want to leave on your family school or community. What can you do today to ensure that you leave that legacy? What can be considered evidence of your legacy being realized while you are still living?

Discuss topics with students to help guide their thinking and research. Encourage students to be creative. When researching, students may want to search the following words for guidance: hero, leader, impact, innovator, pioneer, etc.

Legacy Letter, Blog, Podcast, Editorial, Oral Presentation, Diary Entry, or Multi-media Presentation

Share your experiences building your legacy up to this point. Do you want to make changes? Why or why not? What advice would you offer about the process of building a legacy? Allow students to share their products with their peers / class.

Unit Closure/Reflection Activity: How did the studying the legacy of others and considering your own, help you to better understand your impact on the world?

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