| **Grade 5 - A Voice for the Voiceless** | |
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| **Lesson Overview** | |
| As a result of this inquiry, students will be able to identify the ways in which Gilda Cobb-Hunter is an upstander and identify ways they can become an upstander too. Students will create a gallery of upstanders throughout US and SC History. | |
| **Overarching Inquiry Question** | |
| **What does it mean to be an upstander?**  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| Students creating an argument based on multiple sources. | |
| **Skills Emphasis at a Glance** | |
| CC: Continuities and Changes- Recognize patterns of historical continuities and changes and identify turning points in history.  E: Evidence- Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. | |
| **Standard(s)** | |
| English Language Arts   * I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. * RI.1 Quote accurately from a text to analyze meaning in and beyond the text. * RI.9 Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. * RI.11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points. * W.1.1 (a-g) Write arguments to support claims with clear reasons and relevant evidence. | |
| **Background Information** | |
| Representative Gilda Cobb-Hunter has spent her career advocating to improve the lives of those she serves. Not only is she the longest serving member of the South Carolina House of Representatives, she is also a licensed master social worker and serves as the Chief Executive Officer of [CASA Family Systems](https://www.casafamilysystems.com/). | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can differentiate between *upstander* and *bystander*. 2. I can explain how Gilda Cobb-Hunter is an upstander. 3. I can make a claim or thesis on a topic, support it with reasons, and provide a variety of evidence for each reason. 4. I can identify other upstanders in US and/or SC history. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **Learning Target 1: I differentiate between *upstander* and *bystander*.** | |
| 1. Introduce the Overarching Inquiry Question to students: *What does it mean to be an upstander?* Allow students to state what they think an upstander is. 2. Distribute the Frayer Model to each student. If you have never used a Frayer Model with students, explain what will go in each section of the graphic organizer. (see link in Instructional Guidance) Explain to students that you will watch a video together to see if you can determine what the word *upstander* means.    1. Write the word *upstander* in the center of the Frayer Model anchor chart.    2. Share the video, [The Bystander Effect-The Science of Empathy](https://youtu.be/Wy6eUTLzcU4), with students. 3. Complete the Frayer Model as a class. | * Prepare an anchor chart of a [Frayer Model](http://www.readingeducator.com/strategies/frayer.htm) and provide a paper copy for each student. * The video used in this portion of the lesson actually teaches us about what a *bystander* is. In the class discussion, explain that sometimes we can use antonyms to help us |
| **Learning Target 2: I can explain how Gilda Cobb-Hunter is an upstander.** | |
| 1. Read the honoree information about [Gilda Cobb-Hunter](https://scafricanamerican.com/gilda-cobb-hunter/) from the SCDE African-American Calendar webpage to introduce Rep. Cobb-Hunter to the students. 2. Share [this video](https://www.knowitall.org/video/gilda-cobb-hunter-representative-orangeburg-county-project-lead-sc) from Project Lead with students. Add any new information that Rep. Cobb-Hunter shares from the video to the Frayer Model. 3. Share this entry about [Rep. Gilda Cobb-Hunter from SC Discus](http://eds.b.ebscohost.com.scsl.idm.oclc.org/eds/detail/detail?vid=8&sid=bf859ab8-c7af-4288-9acd-e9b121c30b62%40pdc-v-sessmgr05&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=2W61752560829&db=n5h) and have students annotate the text that describes how she has been an upstander. | * As students are viewing the video, some questions for them to consider are:   + What leadership traits does Rep. Cobb-Hunter share that we could add to our Frayer Model for *upstander*?   + What does it look like, sound like, feel like to be an upstander? |
| **Learning Target 3: I can make a claim or thesis on a topic, support it with reasons, and provide a variety of evidence for each reason.** | |
| Share this article [“SC lawmaker who works to be a ‘voice for the voiceless’ makes history”](https://www.postandcourier.com/politics/sc-lawmaker-who-works-to-be-a-voice-for-the-voiceless-makes-history/article_e02b9cfa-fa45-11e8-9411-efabc52d1575.html) with the students and have students help you complete the evidence-based argument graphic organizer anchor chart.   * Point out to students that the author of this article is making a claim by calling Rep. Gilda Cobb-Hunter a ‘voice for the voiceless’. Ask students to identify the reasons (evidence) for this claim. \*Students should use evidence from this article, the entry from SC Discus and the video. | * Create a evidence-based argument graphic organizer (see Fig. 1 from [Visualizing the Argument with Graphic Organizers](http://literacyworldwide.org/docs/default-source/member-benefits/e-ssentials/ila-e-ssentials-8036.pdf))   + Create anchor chart * Questions to guide the conversation:   + Why do you think the author chose to use the phrase “a voice for the voiceless” when writing about Rep. Gilda Cobb-Hunter?     - What evidence supports this claim?   + Is Rep. Gilda Cobb-Hunter an “upstander”? Why or why not? |
| **Learning Target 4: I can identify other upstanders in US and/or SC history.** | |
| Students will choose an upstander from the teacher-provided list OR they may request to research an upstander (past or present) from the US, SC, or around the world. They will create a product (Magazine Article, Newspaper Article, Digital Slide Show, etc.) that will become part of the class “gallery” highlighting different upstanders. Students should be able to:   * State their claim * Provide at least three pieces of evidence and from at least 2 separate sources | * Copies of the graphic organizer you used in LT 3 * Create a list of Upstanders and curate resources for students to conduct their research - some examples may include:   + [I.DeQuincey Newman](https://digital.library.sc.edu/collections/isaiah-dequincey-newman-1911-1985-papers-1929-2003/)   + [Modjeska Simkins](https://digital.library.sc.edu/collections/modjeska-monteith-simkins-papers-1909-1992/)   + [Joseph A. De Laine](https://digital.library.sc.edu/collections/joseph-a-de-laine-papers-ca-1918-2000/) * [Evidence-Based Argument checklist](http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.130543055.1382299494.1611001940-266879199.1611001940) from ReadWriteThink |

**References**

**Additional Resources**

[Teaching Advocacy in Your Classroom](https://www.edutopia.org/discussion/teaching-advocacy-your-classroom)

[Developing Evidence-Based Arguments from Texts](http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html)

[Visualizing the Argument With Graphic Organizers](http://literacyworldwide.org/docs/default-source/member-benefits/e-ssentials/ila-e-ssentials-8036.pdf)