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| **2022 South Carolina African American History Calendar Lesson**  **Chadwick Boseman – Civic Dispositions** |
| **Lesson Overview** |
| This lesson progression explores the life of Chadwick Boseman and how he utilized his personal efforts and acting career to demonstrate the civic dispositions of *empathy, compassion, honesty, respect and cooperation.* The featured resource for this exploration is the 2022 African American History Calendar. |
| **Overarching Inquiry Question** |
| How did Chadwick Boseman demonstrate civic dispositions during his life?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* |
| **Theme(s)** |
| This lesson progression supports the exploration of the following themes:   * *History* * *Civics and Government* |
| **Skills Emphasis at a Glance** |
| The lesson progression supports the exploration of the following skills:   * *CO: Comparison* * *CC: Continuity and Change* * *E: Evidence* |
| **Standard(s)** |
| **History Standard 1:** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States. |

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| **Indicators:**   1. 2.H.1 ***Identify*** and ***compare*** significant ***historical events, moments***, and symbols **in U.S. history.** 2. 2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects.   **Civics and Government Standard 4:** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems  **Indicator:** 2.CG.2 *Use primary and secondary sources to research a national figure who demonstrated civic dispositions*. | |
| **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 identify events of Chadwick Boseman’s life that were interesting, unique, and/or important. 2. I can explain ways in which Chadwick Boseman demonstrated civic dispositions. | |
| **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.* |
| **I can identify events of Chadwick Boseman’s life that were interesting, unique, and/or important.** | |
| Guiding Question #1: Who was Chadwick Boseman and what were some of the events of his life?   * Display the photo of Chadwick Boseman from the 2022 African American History Calendar March page. * Ask the students to discuss who is pictured and what they know about him. | Throughout this lesson progression the students will examine the life of Chadwick Boseman using the 2022 African American History Calendar and other resources. It is important for the students to have access to the Chadwick Boseman page (March) so that they will be able to read and mark the page during the learning experiences.  During this unit of instruction students will need to be able to collect and have access to the various documents introduced and used throughout the unit. A folder or notebook would be helpful as they organize the documents and have them available for reference. |

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| * Introduce/review the purpose of the South Carolina African American History Calendar. * Display a map of the United States. Review with the students that South Carolina is one of the fifty states in the United States. Also, display a map of South Carolina and help the students identify Anderson, South Carolina, the birthplace of Chadwick Boseman. * Explain to the students this period of instruction will focus on the life of a South Carolinian who was known and had an impact around the United States and the rest of the world. Display and introduce the African American History Calendar biography of Chadwick Boseman. * Prepare to read the biography. Encourage students to identify events and dates noted in the biography. * Distribute a copy of the biography and a highlighter to each student. * Read the biography with the students. As the biography is read, guide the students as they highlight key events from Chadwick Boseman’s life. * Review the key events noted in the biography. * Bring closure by reviewing who Chadwick Boseman was and what they learned from their reading. | Even though developing map skills is not the focus of this period of instruction, this experience integrates opportunities at the beginning of the lesson progression to use the students’ developing map skills. The students will use the maps to identify the United States, South Carolina, and within South Carolina the city of Anderson.  Map Option:  [Google Earth](https://earth.google.com/web/%400%2C0%2C0a%2C22251752.77375655d%2C35y%2C0h%2C0t%2C0r) provides a 3 dimensional map experience for the students and can be projected on an interactive white board or accessed on student devices.  Present the biography as a shared reading experience to support all readers. |
| *Formative Performance:*  Using Chadwick Boseman’s biography, identify events of his life. *(See the lesson progression above for more details.)* | Look for students’ ability to:   * identify events of Chadwick Boseman’s life as described in the African American History Calendar biography. |

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| Guiding Question #2: What events of Chadwick Boseman’s life could be described as interesting, unique, and/or important?   * Review the previous day’s learning. * Discuss how historians document events that have significance and focus on events identified as important, unusual, and/or interesting. Explain the significance may be personal, local, regional, state, national, and/or global in nature. * Instruct the students to think of events of their lives that may be/have been important, unusual, and/or interesting. * Distribute and explain the Personal Historical Events document. Complete an example document using events from one’s life. * Have students complete the document and share their responses in small groups. * Introduce and discuss timelines and their use when sequencing historical events. * Distribute the blank Chadwick Boseman Timeline document to each student. * Guide the students through identifying the appropriate location of each of the following events on the timeline and record the event (Help students abbreviate longer sentences.) These events were derived from the African American History Calendar:   + Chadwick (Chad) Aaron Boseman was born on November 29, 1976, in Anderson, S.C.   + Series regular on *Persons Unknown* in | During this period of instruction students will begin to examine how historians identify and document events as important, unusual, and/or interesting. Students will develop an understanding of how events can be of personal, local, state, regional, national, and/or global significance. Emphasize how historians feature certain events in their work based on various factors including their knowledge, experiences, perspectives, and focuses of their research using primary and secondary sources.  When introducing the timeline and its use, inform the students that there are different types of timelines and that timelines can be used for different purposes. |

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| 2010   * His breakthrough performance came in 2013 as he portrayed baseball player Jackie Robinson. * His work earned him … a spot on the 2018 Time 100. * Boseman passed away in 2020. * Discuss the significance of each event and how the events may have been included because they were important, unusual, and/or interesting, * Have the students compare and contrast the events of their lives to the events on the timeline. * Bring closure by reviewing how historical events are identified and sequenced by historians. |  |
| ***Formative Performance***   * Students will identify important, unique, and/or interesting events in their own lives using the Personal Historical Events document. * Students will also use a timeline to organize important, unique, and/or interesting events of the life of Chadwick Boseman.   *(See the lesson progression above for more details.)* | Look for students’ ability to:   * identify important, unique, and/or interesting events in their own lives. * explain why events of Chadwick Boseman’s life were important, unique, and/or interesting. * correctly place events on the timeline. |
| **I can explain ways in which Chadwick Boseman demonstrated civic dispositions.** | |
| Guiding Question #3: In what ways did Chadwick Boseman demonstrate civic dispositions?   * Review the previous day’s learning. * Review or introduce civic dispositions *(i.e.: empathy, compassion, honesty,* | During this period of instruction the students will develop a deeper understanding of the civic dispositions of empathy, compassion, honesty, respect, and compassion. It is important for students to understand the need for citizens to demonstrate these civic dispositions.  Civic Dispositions with working definitions: |

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| * *respect and cooperation)* and why they are important. Create an anchor chart with the civic dispositions and their definitions. * Discuss how the students (and others they know or have learned about) demonstrate these civic dispositions in their lives. * Explain to the students that they will identify and record any of the five civic dispositions discussed in the African American History Calendar biography and video interviews of Chadwick Boseman. * Distribute and explain the Civic Dispositions Source Analysis document. Have the students record the name of the source on the document before each source is reread or viewed. *Students will need two copies.* * Reread and discuss the biography and record evidence of any of the five discussed civic dispositions. Do the same for each video interview.   + Video Interview #1 (Time- 4:55): [42](https://www.youtube.com/watch?v=7cyptPqLuDw) [Interview - Chadwick Boseman (2013) -](https://www.youtube.com/watch?v=7cyptPqLuDw) [Jackie Robinson Movie HD](https://www.youtube.com/watch?v=7cyptPqLuDw)   *Note: Explain to the students they will hear the word “Negro” when Chadwick Boseman discusses Jackie Robinson played in the Negro League.*   * + Video Interview #2 (5:29):[How Chadwick](https://www.youtube.com/watch?v=aqsX0dUML3E) [Boseman Became a Superhero On and Off](https://www.youtube.com/watch?v=aqsX0dUML3E) [the Screen for Child Cancer Patients](https://www.youtube.com/watch?v=aqsX0dUML3E) | * Respect- Honoring the humanity of others * Cooperation- Working peacefully with others * Compassion- Kindness of heart * Empathy- Understanding how someone feels * Honesty- Telling the truth   The students will examine the demonstration of civic dispositions in their own lives and the life of Chadwick Boseman.  After previewing each video clip in preparation for instruction, a different order of the video presentation may be preferred. The presentation and discussion of the videos can take place on more than one day.  Important notes have been included for [42 Interview - Chadwick](https://www.youtube.com/watch?v=7cyptPqLuDw) [Boseman (2013) - Jackie Robinson Movie HD](https://www.youtube.com/watch?v=7cyptPqLuDw) and [How Chadwick](https://www.youtube.com/watch?v=aqsX0dUML3E) [Boseman Became a Superhero On and Off the Screen for Child Cancer](https://www.youtube.com/watch?v=aqsX0dUML3E) [Patients](https://www.youtube.com/watch?v=aqsX0dUML3E) . |

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| *Note: In the video, Chadwick Boseman is holding a variety of weapons in some of his movie roles.*   * Video Interview #3 (Time- 1:24): [Chadwick Boseman interview on the cultural](https://www.youtube.com/watch?v=GqNqKzlduMc) [impact of Black Panther, hoping Wakanda](https://www.youtube.com/watch?v=GqNqKzlduMc) [inspires people](https://www.youtube.com/watch?v=GqNqKzlduMc) * Video Interview #4 (Time- 2:11): [Chadwick Boseman: ‘Black Panther’](https://www.youtube.com/watch?v=rOhbyuYBM9g) [should inspire kids of all races](https://www.youtube.com/watch?v=rOhbyuYBM9g) * After reviewing the sources and completing the document(s), have the students discuss in groups what civic dispositions were demonstrated by Chadwick Boseman. Encourage students to support their claims using evidence from the biography and video interviews. |  |
| ***Formative Performance:***  Students will use the Civic Dispositions Source Analysis document to record evidence of Chadwick Boseman’s demonstration of civic dispositions. This evidence will be used to develop and support claims. *(See the lesson progression above for more details.)* | Look for students’ ability to:   * independently identify examples of Chadwick Boseman’s demonstration of the five discussed dispositions. * develop and support claims. * cite the evidence from the biography and video interviews. |
| **Summative Performance Sequence**  The summative assessment should address the following:   * Guiding Question #1: Who was Chadwick Boseman and what were some of the events of his life? * Guiding Question #2: What events of Chadwick Boseman’s life could be described as interesting, unique, and/or important? |  |

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| * Guiding Question #3: In what ways did Chadwick Boseman demonstrate civic dispositions?   Using documents and experiences from the lesson progressions, students should represent what they have learned about Chadwick Boseman and how he demonstrated civic dispositions throughout his life.  Students may use a variety of means to represent this learning (visual or performing art creation, multimedia presentation, report, or other selected means). Students should have an opportunity to present or share their work and receive feedback from their peers. |  |

Civic Dispositions Source Analysis Name:

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| **Civic Dispositions** with working definitions:   * **Respect-** Honoring the humanity of others * **Cooperation-** Working peacefully with others * **Compassion-** Kindness of heart * **Empathy-** Understanding how someone feels * **Honesty-** Telling the truth | | |
| Source: | Source: | Source: |
| Primary Source Description: | Primary Source Description: | Primary Source Description: |
| **EVIDENCE OF…** | | |
| Respect | Respect | Respect |
| Cooperation | Cooperation | Cooperation |
| Compassion | Compassion | Compassion |
| Empathy | Empathy | Empathy |
| Honesty | Honesty | Honesty |

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**Historical Events of Personal Significance**

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| **Draw a Picture of yourself** | **Draw an important event in your life.** |
| **Draw an unusual event in your life.** | **Draw an interesting event in your life.** |

**Chadwick Boseman Timeline**