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| **2022 African American History Calendar Lesson****Elise Jones Martin - Advocacy** |
| Students will inquire into the advocacy work of Elise Jones Martin. They will infer from this inquiry the causes that mattered to her. Students will continue to investigate her awards and recognitions and infer how her work changed her community. Finally, after studying the life and work of Elise Jones Martin, students will consider advocacy work of their own and how it could help shape their community.  |
| **Overarching Inquiry Question** |
| How can learning about the advocacy work of Elise Jones Martin inspire me to become an advocate myself?  |
| **Theme** |
| The overall social study theme that this lesson best supports is *Civic Engagement*. Active civil engagement reflects personal values and society’s prioritization of civil rights and responsibilities. This lesson gives students the opportunity to learn about a great civil leader and use her work to help them think about being civil advocates themselves.  |
| **Skills Emphasis at a Glance** |
| Students will engage in reading *E: Evidence* to discover the advocacy work of Elise Jones Martin through her life. They will specifically be quoting from primary and secondary sources to uncover what advocacy work Elise Jones Martin was involved in and how that work reflected her personal values and a society’s prioritization of civil rights and responsibilities. After learning about Elise Jones Martin, students will be encouraged to reflect on their own personal values and how they can exercise their civil rights and responsibilities based on those values.  |
| **Standard(s)** |
| Reading: 5.1 Quote accurately from a text to analyze meaning in and beyond the text.Social Studies: 5.4.E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and **Civil Rights Movement** using primary and secondary sources. |
| **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.*** |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources***Links to articles about most of Elise Jones Martin’s advocacy work:*[Columbia's Black Wall Street](https://www.carolinapanorama.com/business/remembering-columbia-s-black-wall-street/article_383bb334-88ab-11e7-8e88-7f137cf07825.html)[Information about the 1930's](https://www.history.com/topics/great-depression/1930s)[Martin's dedication to voting](https://www.wltx.com/article/news/politics/elections/105-year-old-woman-has-led-generations-to-the-polls/101-d9e23027-daa6-4c0f-835c-938cd6833726)[The Enduring Spirit Award](https://www.thefreelibrary.com/Awards%2Bto%2Bhonor%2Bblack%2Bwomen%2Bworking%2Bto%2Bimprove%2Bcommunities-a0554135187)[History of Drew Wellness (Drew Park)](https://colatoday.6amcity.com/drew-who-wellness/) (specifically the history section)[Renaissance Foundation Website](https://www.rfoundationsc.com/)[Clyburn Golf Center](https://discoversouthcarolina.com/articles/home-course-us-rep-james-clyburn-d-sc)[Neighborhood Crime Prevention- Columbia](https://www.columbiacountyso.org/divisions/community-services/neighborhood-watch)[*Evidence/Thinking T-Chart*](https://docs.google.com/document/d/1D5Vsd1BnGZe8wEF6nW_P_ruHuN1YEHxRI_UjEU0rsPE/edit)[Me as an Advocate Form](https://docs.google.com/document/d/15wKLfG8tpIyaF6NOiW3Qara6rYVTaoaoibPF7JdbX5Q/edit) |
| **I can statement 1:**I can read a source about one of Elise Jones Martin’s civic engagements and quote what was significant about that engagement (meaning in the text).  |
| 1. Divide your class into groups of two or three students.
2. Assign each student in the group the same article provided in the Links. Each group then would have a different article.
3. Each student should also have the *Evidence/Thinking T-Chart* available in Appendix A.
4. Demonstrate how to read the beginning of the article and write a quote from the article on the side of the graphic organizer that calls for evidence from the text.
5. Students would then work as groups to read the article and record evidence from the text.
 | Things to Consider:* The different articles are at different reading levels.
* A group might need you to read the article aloud to them.
* You could consider assigning a number of quotes for the students to record, such as 3.
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| ***Formative Performance***Students will be quoting accurately to gain meaning in the text on the *Evidence/Thinking T-Chart.*  | Look For:* Students' quotes are relevant to the topic of the article.
* Students’ quotes are not one word or very short statements. You want their meaning in the text to be fully developed.
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| **I can statement 2:**I can use the quotes from the article I read about Elise Jones Martin to form my own thinking about her beliefs and values (meaning beyond the text).  |
| 1. Students will use the quotes they recorded on the *Evidence/Thinking T-Chart*.
2. Students will discuss as a small group what the collection of evidence leads them to think was important to Elise Jones Martin.
3. Students will record on the What This Makes Me Think… side of the t-chart what the group infers the evidence suggest Elise Jones Martin cared enough about to be an advocate.
 | Things to Consider:* Inferring may still be difficult for some students. They will need your support.
* You could consider assigning a number of quotes for the students to record, such as 3.
* This kind of thinking is the same kind of thinking students will have to do to provide analysis on the SC Ready TDA assessment.
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| ***Formative Performance*** Students will analyze meaning beyond the text on the *Evidence/Thinking T-Chart.* | Look For:* Students' analyses are relevant to the topic of the article.
* Students’ analyses are not one word or very short statements. You want their meaning beyond the text to be fully developed.
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| **I can statement 3**I can use Elise Jones Martin’s advocacy work to inspire me to advocate for something economic, political, or social. |
| 1. Lead a whole class conversation around Elise Jones Martin’s advocacy work and what that means we know about her as a person.
2. Students will use her as an inspiration to think about what they personally care about economically, politically, or socially.
3. In their small group, students will share what they care about.
4. The small group will brainstorm how the student could turn that passion into advocacy.
5. Students will complete the *Me as an Advocate* form (Appendix B.)
 | Things to Consider:* Selecting an economic, political, or social justice issue may be difficult for some. You may need to brainstorm some of those issues as a class.
* Don’t skip the picture. It levels the field for students who struggle as writers.
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| ***Formative Performance***Students will complete the *Me as an Advocate* form. | Look For:* Students can name a political, economic, or social justice issue they care about
* You may want to set criteria for how many ways they can advocate. You may suggest the students writing 2 ways they can advocate.
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| **Summative Performance Sequence** Appendix C: Elise Jones Martin Rubric is an option to use to assess the formative tasks. | Things to Consider: * Your formative assessment will need to be checked along the way to make sure the student is on track to complete the summative assessment.
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**References:**

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[*https://www.wltx.com/article/news/politics/elections/105-year-old-woman-has-led-generations-to-the-polls/101-d9e23027-daa6-4c0f-835c-938cd6833726*](https://www.wltx.com/article/news/politics/elections/105-year-old-woman-has-led-generations-to-the-polls/101-d9e23027-daa6-4c0f-835c-938cd6833726)

Appendix A - Evidence Thinking Chart

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| **Evidence from the text** | **That makes me think…** |
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Appendix B Me as an Advocate

Because I care deeply about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

I could be an advocate by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is a picture of me being an advocate for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Appendix C Elise Jones Martin rubric

**Elise Jones Martin Rubric**

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|  | 20 | 15 | 10 |
| I can quote from my article. | The student quoted from the text to make meaning in the text. | The student quoted from the text but the meaning in the text may have been confusing. | The student quoted from the text but the meaning in the text was not relevant.  |
| I can use my quotes from the text to make meaning beyond the text.  | The meaning made beyond the text was supported by all the quotes. | The meaning made beyond the text was supported by some of the quotes. | The meaning made beyond the text was not supported by the quotes.  |
| I can name something economic, political, or social I’d like to advocate for. | The student named an economic, political or social issue to advocate for. | The student named an issue to advocate for, but it may not have been economic, political, or social. . | The student did not name an economic, political, or social issue. |
| I can name a way(s) I could be an advocate.  | The student recorded the required number of ways to be an advocate and it was clear. | The student recorded ways to be an advocate, but it may have been incomplete or confusing. | The student did not record any way to advocate.  |