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| **Grade 7-9/Social Studies/ “Amplified Voices of Yesterday and Tomorrow”** |
| **Lesson Overview** |
| This lesson will allow students to understand how Calendar Honoree, Dr. Nick Aaron Ford, impacted the inclusion of African American literature and culture in education. The students will utilize prior knowledge of African American authors, continue research in order to expand knowledge, and create an original potential opportunity for African American literature to be incorporated into today’s schools and public libraries. This lesson will allow students space to analyze the importance of the presence of African American literature in yesterday’s, today’s, and tomorrow’s society. |
| **Overarching Inquiry Question** |
| What are the historical and current impacts of student exposure to African American voices through literature?  *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** |
| The unit best supports the social studies theme of *History* focusing on the skill of *Continuities and Changes* by allowing students to see patterns and make relationships between history, present practices, and future possibilities of African American literature and curriculum in education. This unit allows students to explore this theme through an in depth look at how continuity and change have shaped what literature has been visible in schools, what has been missing, and the effects of filling the gaps. |
| **Skills Emphasis at a Glance** |
| The skills the students will use are:   * *CC: Continuities and Changes -* define theme-based continuity and change in school curriculums * *P: Periodization -* determine the significance of turning points in theme -based patterns |
| **Standard(s)** |
| 8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different |

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| individuals and groups of South Carolinians. | |
| **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 use previous knowledge to understand South Carolina’s inclusion of African American voices through literature. 2. I can explore Calendar Honoree, Dr. Nick Aaron Ford’s contribution to education and literature across the nation. 3. I can create an innovative way to amplify marginalized voices and promote change. | |
| **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 activate prior knowledge and draw parallels from South Carolina’s educational past to its present.** | |
| 1. Instructional Strategy -  Class Discussion: Upon entry to the classroom, students will be handed a “library card” with the current day, but the year “1968” stamped on it.  Hook: We have been learning about what our state looked and felt like during the Civil Rights era, now today we will take a trip back in time and envision what our schools and libraries looked like and the impact on education and students.  Have a brief class discussion/review on the cultural, social, economic climate of the state during that time period. | Before this Lesson: Students should be made familiar with South Carolina’s climate in the 1960s during and following the Civil Rights Movement.  Discussion Questions:  If you went to public school in Charleston during the 1960s, what things would you see in a typical school day? |

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|  | What content would be taught in your classroom during that time? How has the Civil Rights Movement impacted schools in the area?  <https://www.youtube.com/watch?v=dIbwg7OC49I> |
| 2. Instructional Strategy-  Scavenger Hunt: The class will be escorted to the school library.  Using prior knowledge of the history of South Carolina in the 1960s, their job is to pretend they have been transported back to the year 1968.  Walk around the library and write down the titles and authors of works that probably would **not** be on a public school book shelf during that time |  |

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| period because of segregation and other obstacles. Write the titles and authors’ names on the back of the library card.  Students will have ten minutes to search the library and write down as many titles/authors as they can. Return to the classroom for debriefing and discussion.  3. Instruction Strategy: Debriefing Slideshow questions  Students will discuss the debriefing questions in groups of 4-5. | Debriefing Question 1: What is the title and author of one of the books you found that would probably not be on this book shelf in 1968?  Answers will vary: All American Boys by Jason Reynolds, The Hate U Give by Angie Thomas, I am not Your Perfect Mexican Daughter by Erika Sanchez, etc.  Question #2: Using what you know about South Carolina’s history, explain why you chose that book.  Potential answers: This book is written by an African American who was either missing or under-represented due to the time period.  Question #3: Imagine that you were a student in this school in 1968 and were not given the chance to read this book. What information/lesson/point of view would you miss out on?  Potential Answer: We would miss out on the viewpoint and voice of a Latinx writer who could bring this topic to the forefront.  Question #4: Why is representation of diverse names, cultures, and voices important in what we are presented with in school?  **Enriching Activity** |

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|  | Students can read this NY Times article [https://www.nytimes.com/2004/03/10/nyregion/on-education-at-poor-sc](https://www.nytimes.com/2004/03/10/nyregion/on-education-at-poor-schools-libraries-time-stops-on-the-shelves.html) [hools-libraries-time-stops-on-the-shelves.html](https://www.nytimes.com/2004/03/10/nyregion/on-education-at-poor-schools-libraries-time-stops-on-the-shelves.html) on the inadequacy of poor schools’ libraries.  Students can draw a parallel between under-representation in libraries in the 1960s and today.  What are some similarities? Are the effects less detrimental for students now or in the past? |
| *Formative Performance*  The students will participate in a scavenger hunt in the library using prior knowledge of South Carolina education in the 1960s to assist with identifying titles.  The students will participate in a debrief class discussion that focuses on questions that help analyze their perspective on education. | Questions to Consider:  What are educational gate- keepers doing to diversify the curriculum that students are exposed to on a daily basis?  What will be the impacts of incorporating more African American literary voices into classrooms and libraries? |
| I can explore Calendar Honoree, Dr. Nick Aaron Ford’s contribution to education and literature across the nation. | |
| 1. The teacher will introduce the Calendar Honoree, Dr. Nick Aaron Ford.  Students will complete a guided note sheet to | Guiding Question: Who was one person who believed in amplifying and representing African American voices in literature, the classroom, and research? |

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| keep up with the information. |  |
| 1. Students can watch a brief video documenting the background of Dr. Ford and his accomplishments. 2. Group activity - Jigsaw   Students will break into five “expert” groups. Each group will cover a different topic concerning Dr. Ford’s life, legacy, professional accomplishments and honors, professional memberships.  Each “expert” member will move to a diverse group with “experts” from other categories to share knowledge and complete a handout with each category. | Video to accompany slideshow [https://www.youtube.com/watch?v=o97a3gr2PjI](http://www.youtube.com/watch?v=o97a3gr2PjI) |
| *Formative Performance*  The students will fill in a guided note sheet.  The students will participate in a Jigsaw activity. | Enrichment Activity:  Look up and read one of Dr. Ford’s educational journals by logging in through the school library. [https://www](http://www.jstor.org/stable/44322514).jstor[.org/stable/44322514](http://www.jstor.org/stable/44322514)  Annotate and analyze the article for evidence connected to Dr. Ford’s vision of inclusion of African American voices in education and literature. |
| I can create an innovative way to amplify marginalized voices and promote change. | |
| 1. Introduce “Our Library, Our Voices” mini-project to students. | The goal of this project is to allow students to investigate, analyze, and create a product that meets or exceeds the standards that Dr. Nick Aaron Ford established in order to create a more diverse classroom in the |

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| Student’s Goal: Compile a list of book titles by diverse authors that can be put into a public library and help students see themselves and appreciate different voices.  Student’s Role: Students will play the role of a school district librarian who is in charge choosing books to go into elementary, middle, and high school libraries.  Student’s Audience: Library patrons, teachers, school administration, students, and school board members  Student’s Purpose: Allow students the space to choose books that they feel fulfill the legacy and vision of Dr. Nick Aaron Ford. | future. |
| 1. Students must individually research novels, authors, novel synopsis, and purpose in order to compile a list of 4 books that they would add to their library. 2. The student will apply knowledge of Dr. Nick Aaron Ford through their novel choices and explanation of how the novel will uplift and project marginalized voices. | Questions to consider:  What would Dr. Ford consider progress in South Carolina schools, curriculum, and libraries?  How far do you think South Carolina has come in terms of allowing space for under-represented authors and educators?  How much further do you believe we can do and what needs to be done to get there? |
| *Formative Performance*  Brainstorm novel titles and think about questions to |  |

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| consider.  Compile novel information and explanation on the “Our Library, Our Voices” assignment handout |  |
| **Summative Performance Sequence**   1. Students will complete the “Our Library, Our Voices” mini project assignment   As stated above:   1. Students must individually research novels, authors, novel synopsis, and purpose in order to compile a list of 4 books that they would add to their library. 2. The student will apply knowledge of Dr. Nick Aaron Ford through their novel choices and explanation of how the novel will uplift and project marginalized voices. |  |
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**References N/A**

**Additional Resources**

Additional resources listed within the lesson plan template

Our Library, Our Voices

Assessment

**Purpose:** Now that we have more information about Dr. Nick Ford and his vision for education and literacy, let’s use that knowledge to create a library that would make Dr. Ford proud!

**Standard**: 8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.

**Role**: You and your group members are newly hired school librarians. Your job is to choose books to go on the shelves of local elementary, middle, and high school libraries. Using your knowledge of Dr. Aaron Ford’s vision, choose book titles that you believe would fulfill that vision.

**Audience:** Students, teachers, school administration, and school board members

**Purpose**: Allow students the space to choose books that they feel fulfill the legacy and vision of Dr. Nick Aaron Ford.

Directions: In your groups of four, each member will individually research novels, authors, novel synopsis, and purpose in order to choose one book to add to the school’s library. The group will compile a list of four (one book per group member) books that they would add to the library.

Each group member must complete the “Book Choice” information sheet, staple the sheets together, and submit them to the teacher.

Book Choice Information Sheet

Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genre of literature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year published: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synopsis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would this book help fulfill Dr. Ford’s vision of education and literacy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_