**African American History Calendar Lesson Plan Template**

| **Title** | Meet Booby Doctor |
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| **Lesson Author** | **Saudah N. T. Collins** |
| **Grade Level** | 2nd |
| **Lesson Length/Time** | 4 (30 minute) Lessons |
| **Theme(s)** | This lesson progression supports the exploration of the following themes:   * History * Civics and Government |
| **Standard(s)**  [*2019 South Carolina Social Studies College- and Career-Ready Standards*](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/) | **History Standard 1:** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.  **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*. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | **Purpose:** This lesson progression explores the life of Bobby Doctor and how he demonstrated the civic dispositions of  *empathy, compassion, honesty, respect and cooperation.* The featured resource for this exploration is the 2023 African American History Calendar.  **Guiding Question:** How did Bobby Doctor demonstrate civic dispositions during his life?  **I Can Statements:**   1. I can identify events of Bobby Doctor’s life that were interesting, unusual, and/or important. 2. I can explain ways in which Bobby Doctor demonstrated civic dispositions.   **SMART Learning Objectives:**  By the end of the unit, the students will be able to   1. use primary sources to identify at least two ways Bobby Doctor’s life has been interesting, unusual, and/or important. 2. explain at least two ways Bobby Doctor demonstrated civic dispositions. |
| **Success Criteria** | Students will demonstrate mastery of the objectives by:   * independently identifying at least two events of Bobby Doctor’s life that have been interesting, unusual, and/or important. * explaining at least two ways Bobby Doctor demonstrated the civic dispositions of respect, empathy, cooperation, compassion, and/or honesty. |
| **Setting the Purpose and Activating Strategy** | The teacher will grab students’s attention by using a photo excerpt from a letter related to the lunch counter sit-ins in Greensboro, North Carolina. A Greensboro sit-in of four college students was part of the inspiration for Bobby Doctor’s organization of a sit-in.  The teacher will be able to help students connect to prior knowledge about fairness and the treatment of others which will be at the foundation of the discussions of civic dispositions and civic action. |
| **Instructional Sequence**  Describe the steps of the lesson including all required academic and classroom materials. | Prior to the start of the lesson sequence:   * Review the definitions of the civic following dispositions.   *Civic dispositions:*  *empathy- understanding how someone else feels*  *compassion- kindness and understanding*  *honesty- telling the truth*  *respect- honoring the humanity of others*  *cooperation- working peacefully together*   * *Review different types of primary and secondary sources and why these sources are important when engaging in the work of social studies.* * Students will need a document management system for the documents used during the lessons (ex. folder, binder, etc.).   Lesson 1 (30 minutes)  Materials:   * Letter [Excerpt from the E.R. Zane Papers](https://drive.google.com/file/d/1fhOgPKaHgH_Na5SK4rkBdvZM6QExLfhy/view?usp=share_link) * paper for pre-assessment * maps of the United States and South Carolina (can be projected onto a board) * Bobby Doctor photo/page from the 2023 African American History Calendar   Lesson Sequence:   * Set the purpose for the period of instruction by explaining to the students they will learn about a South Carolinian who used civic dispositions throughout his life. * Display the photo of the Letter [Excerpt from the E.R. Zane Papers](https://drive.google.com/file/d/1fhOgPKaHgH_Na5SK4rkBdvZM6QExLfhy/view?usp=share_link). * Explain to the students that there was a time when black people were not allowed nor welcomed in businesses in the United States. Explain this was a period of segregation. * Explain to the students that the photo is of an excerpt that a citizen wrote concerning black people being able to sit and eat peacefully at lunch counters. * Guide the students through a discussion about the photo (date, the possible meaning of what is featured). * Distribute, explain, and administer the pre-assessment. Provide each student with a piece of paper to write about what they know about the life of Bobby Doctor. Allow students time to complete the pre-assessment. * Collect the pre-assessment documents. * Display the photo of Bobby Doctor from the [2023 African American History Calendar](https://scafricanamerican.com/) March page. * Ask the students to discuss who is pictured and what they know about him. * 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 Columbia, South Carolina, the birthplace of Bobby Doctor. * Explain to the students this period of instruction will focus on the life of a South Carolinian who was known and had an impact in South Carolina and around the United States. Display and introduce the African American History Calendar biography of Bobby Doctor. * Discuss the difference between an autobiography and a biography. * Bring closure by reviewing the map exercise and the purpose of the South Carolina African American Calendar. |
| Lesson 2 (30 minutes)  Materials:   * Bobby Doctor 2023 African American History Calendar Honoree [Video](https://www.youtube.com/watch?v=6_e2ZIcfld4) * Civic Disposition Source Analysis Document * Bobby Doctor biography from the 2023 African American History Calendar (can be printed)/1 per student * highlighter/1 per student * folder or document management system (1/per student) * Remind students of the African American History Calendar and Bobby Doctor as the March honoree. * Review the civic dispositions of *cooperation, compassion, empathy, respect, and honesty.* * Distribute and explain the [Civic Dispositions Source Analysis](https://drive.google.com/file/d/1gAmXHpcRRh93Iy4SEcBQPe1Jx3-IpQNK/view?usp=share_link) document. * Explain to the students they will hear from Bobby Doctor in his own words. Have students write the name of the source in the appropriate area of the paper. * Explain the three minute video will be viewed twice, the first time uninterrupted. Have the class view the video a second time to note any civic dispositions evident. * View #1: Have the class view and briefly discuss the [video](https://www.youtube.com/watch?v=6_e2ZIcfld4). * View #2: Guide the students through making notes concerning the civic dispositions evidenced, pausing the video to discuss how his featured words or experiences. *Note: Focus on the portions of the video which feature doctor speaking. The narrated portions of the video will be discussed more closely in later lessons during this period of instruction.* * 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. * Have students number each paragraph for reference. * Read the biography [paragraphs 1-2 only] with the students. As the biography is read, guide the students as they highlight key events from Bobby Doctor’s life. * Review the key events noted in the biography. * Bring closure by reviewing who Bobby Doctor was and what they learned from their reading. * Have each student place the copy of the biography and the Civic Dispositions Source Analysis document in the folder for future use. |
| Lesson 3 (30 minutes)  Materials:   * Civic Disposition Source Analysis Document (same from Lesson 2) * Bobby Doctor biography from the 2023 African American History Calendar (can be printed)/1 per student * highlighter/1 per student * folder or document management system   Lesson Sequence:   * Have students access their folders and retrieve the documents. * Review what was learned from the reading in Lesson 2. * Continue reading the biography with the students. As the biography is read, guide the students as they highlight key events from Bobby Doctor’s life. *Note: When the biography briefly references his work surrounding the syphilis study, be sure to address the study in an age-appropriate manner.* * Review the key events noted in the biography. * Discuss how hearing Bobby Doctor in his own words impacted (if at all) their understanding of his life. * Bring closure by reviewing who Bobby Doctor was and what they learned from their reading. * Have each student place the copy of the biography and the Civic Dispositions Source Analysis document in the folder for future use. |
| Lesson 4 (30 minutes)  Materials:   * folder (or document management system) and previously utilized documents * [Historical Events Document](https://drive.google.com/file/d/1gAmXHpcRRh93Iy4SEcBQPe1Jx3-IpQNK/view?usp=share_link) (1/per student)   Lesson Sequence:   * Have students access their folders and retrieve the documents. * Distribute and explain the Historical Events document. Note: The students should return to the documents and notes from previous lessons to select events from Bobby Doctor’s life that were interesting, unusual, and/or important. * Guide the students through completing the sections (two facts & Important) on the documents. *Be sure students identify any civic dispositions demonstrated.* * Divide the students into pairs or groups. Allow them 10-12 minutes to identify and document 2 additional events to complete the sections (Unusual & Interesting). *Be sure students identify any civic dispositions demonstrated.* * Have each group share at least one event and explain why that event was selected. * Bring closure by reviewing the events of Bobby Doctor’s life and why civic dispositions are important to the ways in which people interact with others in society. |
| **Differentiation and Extension** | Possible Differentiation and Extension Learning Experiences:   * Create a timeline ( as individual or group) of Bobby Doctor’s life. * Analyze the Bobby Doctor Oral HIstory [transcript](https://ed.sc.gov/instruction/standards-learning/social-studies/instructional-resources/bobby-doctor-oral-history-transcript/). * Analyze James E. Clyburn and Bobby Doctor: Inspired Students/Interview Transcript   <https://digital.library.sc.edu/exhibits/champions/volume-2-contents/volume-1-part-3/james-e-clyburn-and-bobby-doctor-inspired-students/>   * Research the 1960 Greensboro sit-ins.   *The following resources are just a sampling of available resources.*   * Video Read Aloud: Sit-in How Four Friends Stood Up by Sitting Down (Sankofa Read Aloud) <https://www.youtube.com/watch?v=SO5mkbqY0AQ> * Reflections on the Greensboro Lunch Counter   <https://www.youtube.com/watch?v=uFQ3ZCAgAA0>   * Smithsonian Magazine   <https://www.smithsonianmag.com/smithsonian-institution/lessons-worth-learning-moment-greensboro-four-sat-down-lunch-counter-180974087/>   * Read and discuss the letter/letter excerpts from the [E.R. Zane Papers](https://blogs.library.duke.edu/rubenstein/2016/02/11/greensboro-sit-ins/) |
| **Assessment/Product** | The following will be used as assessment tools:   * pre-assessment * Civic Disposition Source Analysis Document * Historical Events Document * post-assessment |
| **Lesson Reflection/Closure** | Each lesson has closure strategies included above. |