**2023 African American History Calendar December Lesson Plan**

**Freddie Stowers**

| **Title** | **Freddie Stowers** |
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| **Lesson Author** | Riley Winningham  |
| **Grade Level** | Grade 5  |
| **Lesson Length/Time** | 1 60-minute lesson  |
| **Theme(s)** | Social and Cultural Development |
| **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/) *(SCSSCCR)*  | **Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910–1940) affected the United States and South Carolina.5.2.E.: Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | Students will explain how international events (WWI) affected the United States and South Carolina. 1. Explain how race played a contributing factor to how soldiers were treated during WWI.
	1. Including in the United States and abroad.
2. Explain the contributions of the life of Freddie Stowers on United States and South Carolina history.
3. Illustrate important symbols in the life of Freddie Stowers

Students will be able to create a mural with at least five symbolic elements of Freddie Stowers life and create a plaque that explains the impact of his life on American culture.  |
| **Success Criteria**  | To demonstrate mastery of this standard students will have to create five symbolic representations of Freddie Stowers life and explain verbally and in writing the impact that Freddie Stowers made on American history. Students will need to successfully answer and reflect on the discussion questions provided throughout the lesson.  |
| **Setting the Purpose and Activating Strategy** | The purpose of this lesson will be set by viewing inspirational murals on previously taught 5th grade social studies topics. The collection of murals will be used as a springboard for identifying symbolism in murals.This strategy allows students to create a new product and work collaboratively. The strategy allows students to synthesize previously learned information with new knowledge and connect a historical event to a modern figure. The strategy allows students to contextualize modern views to access continuities as well as changes. |
| **Instructional Sequence** | Materials: Each student will need Freddie Stowers graphic [organizer](https://docs.google.com/document/d/1SiCcZOUUaWiLPxgQ8RDuwgfk3Mi_7_7p/edit), paper, pencil, decorating materials (crayons, colored pencils, markers)Teacher Materials: [Slide Deck](https://docs.google.com/presentation/d/1qGkKFEV1JuXdROOobLd7OuTcF_EKxffb/edit#slide=id.p4), Computer, SmartBoard1: Depending on the academic reading ability of students within the classroom the teacher can read the slides relating to Freddie Stowers life and lead a discussion using the sample questions below, or students can work independently/with a partner to extract the key details from the excerpts. (Slide 6)Discussion Questions: (Slide: 7)1. What challenges did Freddie Stowers’ face?
2. What character traits would you use to describe him? Why?
3. What was Freddie’s life like because of his race?
4. How was the response of the French to the Black soldiers different from that of America?
5. What do you think Motivated Freddie to continue towards the enemy even though he was injured?
6. How do you think Freddie’s medal application was lost? Do you think there was a darker motivation behind this?
7. Why does Freddie deserve to be memorialized?
8. What impact did Freddie have on US and SC history?

2. After students have a deeper understanding of the life and contributions of Freddie lead them in a short lesson on what symbolism is and how symbols can stand for something more than what they are. (Slide 8)3. Explain to students their task for today. They will pretend that they have been contracted by a local city council to create, design and propose a plan for a mural for Freddie Stowers’ life. Using the slides show a few examples of what a mural is. Explain that these artistic expressions can be as creative as they would life. (Slide 9-12)4. Students will complete the graphic [organizer](https://docs.google.com/document/d/1SiCcZOUUaWiLPxgQ8RDuwgfk3Mi_7_7p/edit) alone or in groups. Each student will create five symbols that represent Freddie Stowers’ life and give a brief explanation for their selection. (Slide 13)5. Students will sketch out their mural on the graphic organizer and label the five symbols chosen to represent Stowers’ life. (Slide13 )6. Students will then create a paragraph that explains their mural that would be displayed near their mural. (Slide 14) |
| **Differentiation and Extension** | **Differentiation:**Students who struggle to read can be paired with a higher level student, or the entire text read aloud as a class. Students with accommodations can complete less symbols dependent on their ability level. Students can also use the altered [graphic organizer](https://docs.google.com/document/d/1SiCcZOUUaWiLPxgQ8RDuwgfk3Mi_7_7p/edit) (page 3) that has less symbols and sentence starters. **Extension:** Students who have finished early and have mastered the task will create a video Flipgrid response pitching their mural to a local city council to paint in their town square. (Slide 16) |
| **Assessment/Product** | Students will create a mural with at least five symbols that represent the life of Freddie Stowers and create a plaque that explains the impact he made on American history.  |
| **Lesson Reflection/Closure** | Students will self-assess their project first, then teachers can use this rubric to assess the work of their students. (Slide 17) |