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| **South Carolina African American History Calendar Skills-Based Lessons** | |
| **Overview of Lessons** | |
| These lessons are designed with the intent of being used with any honoree from any [South Carolina African American History Calendar](https://scafricanamerican.com/), or any collection of honorees. Their intent is to allow students the opportunity to utilize a specific disciplinary skill or a set of skills, practice working with themes, or engage in with elements of inquiry that they can use in their regular course units of instruction. All lessons support the ***Profile of the South Carolina Graduate*** with students using skills to uncover content. | |
| **Inquiry** | |
| While inquiry is incorporated into the [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/), inquiry may not be the intent of all of these lessons. Questioning techniques have been incorporated into many of the suggested lessons. | |
| **Theme** | |
| Themes are incorporated into every course in the [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/). The primary grades (K-2) are built around the four themes of *Civics & Government, History, Economics, and Geography*. These foundational themes students build knowledge of in the primary grades allow for each course’s specific themes to be fully explored by them. | |
| **Skills** | |
| Students will undoubtedly use multiple skills in various combinations with rich social studies instruction. Evidence from the calendar should be throughout all student work. The intent of these lessons are that individual skills are targeted, allowing students to use the calendar to practice these skills that they later can use in future classwork. | |
| **Standard(s)** | |
| The [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/) allow for a variety of grade-level appropriate material to be used that relates to the content mentioned in the standards. The stories of the individual honorees featured in the [South Carolina African American History Calendars](https://scafricanamerican.com/) allow for connections with standards in multiple grade levels and courses. The intent of these lessons is to focus on one of the other cornerstones of the standards, *Themes, Skills*, or *Inquiry* using the honoree’s story to provide the content. For specific connections of honorees with standards, please see the [lesson associated with that individual](https://scafricanamerican.com/). ELA related standards are listed with the individual lessons below. | |
| **Background Information** | |
| The [South Carolina African American History Calendar](https://scafricanamerican.com/) and its online home are brought to you by the South Carolina Department of Education and its partners. The 2022 calendar marks the 33rd year of providing educators, parents, and visitors a method of identifying African American role models for all youth and honoring notable African American achievers with ties to South Carolina. | |
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| **I Can Statements**  *To maintain some similarity in structure to the other calendar lessons, “I can” statements are being used. However, they are serving as lesson titles followed by a brief sequence of suggested steps designed to help guide student practice and understanding of the targeted skill(s).* | |
| **Lesson Suggestions are foundations for Teacher Instructional Practices and Actions Students will Take to practice the target skill(s), theme, or inquiry while using a *South Carolina African American History Calendar*.** | **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 reread a text to find TEXT EVIDENCE to plot a person’s place in time on a timeline.**  ELA Standards: (indicators vary by grade level)  RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  RI Standard 6: Summarize key details and ideas to support analysis of central ideas.  RI Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. | |
| **Profile of the SC Graduate Competency Connections**  Read Critically Competency:  [1.1 Choose and apply strategies to make meaning](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_393)  [1.2 Evaluate main idea and themes](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_399)  Investigate through Inquiry Competency:  [3.1 Frame a research question](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_469)  [Use Sources](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_528)- this competency can be used to support the research process. Teachers can select the parts of this competency that they want to target with their students.  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
| **Lesson Suggestions are foundations for Teacher Instructional Practices and Actions Students will Take to practice the target skill(s), theme, or inquiry while using a *South Carolina African American History Calendar*.** | **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.* |
| Provide students with access to a [*South Carolina African American History Calendar*](https://scafricanamerican.com/)*.*  Model skimming a page and pulling out dates to determine an honoree’s place on a timeline. | This lesson could be used with any calendar. The sample timeline provided in Appendix A is for use with the 2022 South Carolina African American History Calendar on which students can add additional dates. This lesson could also be used as a foundation for each individual honoree-targeted lesson and/or the following generic lessons.  A suggestion would be to model the intent of finding dates to determine the honoree’s lifespan. For elementary students, it is suggested to start with the March honoree, Chadwick Boseman, as many students likely are familiar with his work in *Black Panther*. |
| *Formative Performance* Allow students an opportunity to make additions to the timeline based on information in the passage. | Depending on the needs of your students, the 2022 Calendar and Appendix A could be the practice before having students perform on their own with another calendar. |
| Place students into 11 groups and assign each group an honoree/month. Students skim the biography together and identify key dates in the honoree’s life. | Teacher needs to determine the medium for the timeline and how it is going to be used in the future. Is a timeline already present in the room? Could this information be added to it? Could a timeline be made on chart paper and used as a reference tool for contextualizing with future lessons? |
| ***Formative Performance***Groups of students present their recommendations for timeline additions. After evidence is verified by the teacher, or by teacher and students, information is added to the timeline. | Teachers do need to have access to the calendar being used for this lesson in order to effectively determine students’ abilities to pull dates  How are you helping students determine dates from the calendar? What questions are you asking to help students contextualize where appropriate? |
| **Summative Performance** Teacher and students use the information from the timeline to create chronology-based questions.  Where appropriate, guide students in contextualizing the lives of the various honorees. | Upon completion of this lesson and with future classroom practice in working with timelines, teachers could have students complete this lesson on their own using different calendars.  Depending on the needs of your students, the information on the timeline could be used to link events by theme, contextualized events, or decades.  The use of timelines supports chronological reasoning which is the key to causation, periodization, contextualization, and continuities & changes. |
| **I can reread a text to find** **TEXT EVIDENCE to support an idea. *The portion of this lesson in italics is an option for any of these skills-based lessons containing terms students may need additional help with.***  ELA Standards: (indicators vary by grade level).  RI Standard 6: Summarize key details and ideas to support analysis of central ideas. | |
| **Profile of the SC Graduate Competency Connections**  Read Critically Competency:  [1.1 Choose and apply strategies to make meaning](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_393)  [1.2 Evaluate main idea and themes](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_399)  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
| **Lesson Suggestions are foundations for Teacher Instructional Practices and Actions Students will Take to practice the target skill(s), theme, or inquiry while using a *South Carolina African American History Calendar*.** | **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.* |
| *Discuss genres and have students determine the genre of the text. Introduce the honoree and have students skim the text to see if anything allows them to tap into their schema, or background knowledge.* |  |
| *Introduce students to unfamiliar vocabulary words from the selected passage.* | *Educators should consider the age and needs of their students when determining an appropriate strategy to work with unfamiliar words.* |
| *Study the meanings of the new words using a strategy that meets the needs of your students.* | *There are many ways to explore vocabulary terms with students. Students could use dictionaries to determine meaning; students look for roots or “stems” to infer meaning, “Guess the Covered Word” while doing a cold read - cover the words using sticky notes (or project the image with a document camera and cover the selected words) and have students determine a word that would make sense in the space and then try to determine and check the meaning of the revealed word.* |
| Discuss the purpose for reading the passage. Are we reading for pleasure? for information? | Discuss how we may get some pleasure in reading about the honoree as we make possible connections with them, this lesson will give us practice reading for information to craft a summary of the main idea. |
| Read the passage with the students using one of the suggested reading strategies or your own practice that meets the needs of your students.  Model your thinking as you mark the text or take notes as you read.  Have students record their notes, thoughts, or questions in a manner in which they are accustomed to. | *3-2-1:* Students read the passage and record 3 facts, 2 questions they have about the honoree stemming from the passage, and 1 opinion about the honoree.  *Say, Mean, Matter:* Have students read the passage or as much of it as they can in a time frame/adjusting as you deem appropriate. When time is called, have students write down as many facts as they remember in 4 minutes. Have students share facts (that haven’t been shared) and be ready to cite evidence in the text if the fact is questioned or needs clarification.  Have students consider the facts, reread, and write a reflection about what that information *means*.  Have students reflect on what the text *means* and consider why it *matters*. In what ways has this honoree impacted society at large?  *Guided Read:* Read the passage aloud to students and model reading strategies taught in their ELA class (or allow students to read and practice) or addressing a need as observed by you. Suggested guided reading activities are as follows: determining meaning of new (multi-syllable) words, clarifying text, summarizing, questioning, rereading, and discussing as you read. |
| *Formative Performance*  - Have students identify the main idea of the passage by marking with a sticky note (if using hard calendars) or the comment section if uploaded into an electronic platform.  Have students write a paragraph with the main idea with 3 pieces of evidence from the passage. | Appendix B is a sample rubric to assess students’ determination of the main idea. |
| **I can provide textual evidence to connect an honoree’s work to a Social Studies Theme and I can infer a connection to a theme based on my knowledge of it.**  ELA Standards: (indicators vary by grade level)  RI Standard 6: Summarize key details and ideas to support analysis of central ideas.  RI Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. | |
| **Profile of the SC Graduate Competency Connections**  Read Critically Competency:  [1.2 Evaluate main idea and themes](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_399)  Use Sources Competency:  [5.2 Use systems to organize information gathered](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_539)  [5.3 Synthesize multiple sources](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_545)  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
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| Identify the themes for the course you teach, OR  Have students determine the meaning of the terms *history*, *economics, geography,* and *civics and government*. Ask students to provide examples for each of these social studies themes. | The [2019 South Carolina Social Studies College-and Career-Ready Standards](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/) have identified themes for each course K-12.  The Primary Grades (K-2) have courses built around these four foundational social studies themes that all subsequent social studies course themes stem from:  **History** in the primary grades encourages the use of evidence to study comparison and continuity & changes while scaffolding content from community to nation. Important, unusual, or interesting events that help to shape the culture and issues in a society create a history.  **Economics** in the primary grades encourages the study of wants and needs, scarcity, and supply and demand as a basis for understanding how economic decisions affect students’ lives.  **Geography** in the primary grades encourages the study of Earth as a home for humans and how they interact with it.  **Civics and Government** in the primary grades encourages the study of a citizen’s role and responsibility, including the study of rules, authority, and consequences within their communities.  These may be used for any course, but teachers would need to work with students to ensure their understanding of them (or the course-specfic theme if being used) before proceeding with the lesson. |
| Select the [SC African American History Calendar](https://scafricanamerican.com/) you plan to use for this lesson. | Teachers will need to ensure students have access to electronic versions of the calendars. |
| Teacher models reading an honoree’s bio and citing text evidence to support an argument for connecting the honoree to various themes.  *Formative Performance* If students are able to read the text independently, allow them opportunities to suggest other examples from the text |  |
| **Summative Performance** Assign paired students an honoree to examine. Have students create a graphic organizer that depicts the honoree’s connection to the various themes. Students must cite their facts or inferences with textual evidence. | Allow responses based on the needs and abilities of the students. For example, are they discussing, writing a sentence, writing a short paragraph, coming to a class consensus?  There are countless ways to connect honorees with the themes and connections can range from simple to more complex. The following is a example is using Chadwick Bozeman from the 2022 calendar:  History - Identifying *turning points* is a skill that works in tandem with periodization. A turning point in his career was being cast on *Persons Unknown* in 2010. Students could argue this *turning point* started a new *period* for Bozeman and/or for black actors. He also was the first black actor to have the leading role in a Marvel film.  Civics & Government - Chadwick Boseman displayed compassion in the creation of his first play, *Crossroads*, written after a friend was shot and killed.  Economics - I *infer* *Black Panther* made money because he earned three awards from starring in this movie.  Geography - (Globalization) Boseman became known all around the world after he played Black Panther/international market for films. |
| **I can COMPARE an honoree with another or myself and identify traits to emulate.**  ELA Standards: (indicators vary by grade level)  RI Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  CO: Comparison- Explanation of similarities and differences and the reasons for those differences between groups, time periods, and geographic regions. | |
| **Profile of the SC Graduate Competency Connections**  Use Sources Competency:  [5.2 Use systems to organize information gathered](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_539)  [5.3 Synthesize multiple sources](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_545)  Sustaining Wellness Competency:  [11.1 Understand my identity](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_665)  Express Ideas Competency:  [2.3 Choose and develop my message](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_434)  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
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| Select the [SC African American History Calendar](https://scafricanamerican.com/) you plan to use for this lesson. | Teachers will need to ensure students have access to electronic versions of the calendars. |
| Ask students to examine the honoree and ask for any to share any information they know about the person or questions they may have. |  |
| Ask students to infer if they have anything in common with the honoree. |  |
| Ask students to identify graphic organizers used to make comparisons.  Determine the appropriate graphic organizer and medium to use. | Students may suggest others, but a T chart or Venn Diagram are common. Search engines provide many examples. |
| Using an appropriate reading strategy, read the passage about the honoree.  As students read, have them complete one side of the graphic organizer with profound information about the individual. | Several vocabulary and reading strategies are suggested in *the* [*Reading for TEXT EVIDENCE*](#bookmark=id.t4lh7zpawuk2) *lesson,* or use one that you know meets the needs of your students.  If using a Venn diagram, students may be quick to point out the middle section. Reinforce how at this point the graphic organizer is being used as a tool to record information as it is obtained from various sources. |
| Determine the individual being compared with the honoree. | Teacher needs to decide or let students decide. Class needs will dictate if everyone uses the same additional honoree or if free choice. |
| *Formative Performance* Allow students an opportunity to glean information to complete the other side of the graphic organizer. | Adjust depending on the needs of students, (whole group, small group, individual). Look for pertinent, non trivial information about the honoree included on the students’ graphic organizers. |
| After teacher modeling of an example for the class, ask students to compare and contrast the initial honoree with the other(s) explored by sharing their gleanings. | Teacher will need to determine the appropriate manner of response based on whether choice was allowed for comparison as well as the physical nature of the classroom. If choice, it may be best to make comparisons from students examining one honoree at a time before adding new ones. |
| Ask students to identify character traits that appear on the graphic organizer. | Allow students an opportunity to defend why they claim the individual possesses a particular trait with evidence from the passage. |
| Ask students to select a trait they would like to emulate or enhance. |  |
| **Summative Performance** Students will prepare a statement that describes the character trait they wish to emulate or enhance, a reasonable step in doing so, and how this action compares or contrasts with the calendar honoree. | Adjust according to the needs of your students. Possibilities include:  Images with dictated descriptors  Completion of sentence starters - (Honoree) showed X by Y. I am going to show X by doing Z.  Campaign style posters/bumper stickers/slogans that serve as a motivational tool to pursue working on that trait |
| **I can determine by fact or inference what CAUSED an honoree’s action and determine EFFECTS of them.**  ELA Standards: (indicators vary by grade level)  RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  CE: Causation: Explanation of causes and effects on geography, people, conflict and consensus, centered around the impact of significant events. While historical sequencing is beneficial, students must be able to separate causation from correlation. | |
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| Ask students to examine the honoree and ask for any to share any information they know about the person or questions they may have. |  |
| Using an appropriate reading strategy, read the passage about the honoree. | Several vocabulary and reading strategies are suggested in *the* [*Reading for TEXT EVIDENCE*](#bookmark=id.t4lh7zpawuk2) *lesson,* or use one that you know meets the needs of your students. |
| *Formative Performance* Construct a timeline of events in the honorees life. | This is an opportunity for teachers to formatively assess their students’ ability to read the passage and glean significant events either as a whole class, groups, or individuals. |
| *Formative Performance* Examine the timeline as a class and use the calendar passage to examine cause and effects of the events listed. | Look for logical inferences or factual references from the passage to support the claims students make. |
| **Summative Performance** Students will identify the event they determine to be the most significant for the honoree.  Students can also argue for the event they feel had the most positive effect on others. |  |
| **I can examine events and determine turning points that marked new PERIODS in society or an honoree’s life.**  ***This lesson can build off the previous lesson that focussed on Causation by excluding the steps in italics.***  ELA Standards: (indicators vary by grade level)  RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  RI Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  P: Periodization is the process of structuring historical periods. Periods are artificial historical constructs created in order to group information and better understand similar phenomena. Further, the comparison and connection of different periods and the process of establishing key events as turning points in order to construct one’s own unique time periods. | |
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| *Formative Performance Construct a timeline of events in the honorees life.* | *This is an opportunity for teachers to formatively assess their students’ ability to read the passage and glean significant events either as a whole class, groups, or individuals.* |
| *Formative Performance Examine the timeline as a class and use the calendar passage to examine cause and effects of the events listed.* | *Look for logical inferences or factual references from the passage to support the claims students make.* |
| Ask students to describe what a *turning point* is.  Select an event and describe to students how it can be considered a turning point. | This is an opportunity to formatively assess your students' understanding of turning points as major shifts in one’s life. Students may be able to relate to such personal events as starting school, learning to walk, or obtaining a drivers’ license. Humans construct time *periods* around various turning points; significant change occurs after one. |
| *Formative Performance* Ask students to identify other *turning points* in the honoree’s life. | Students should be able to verbalize *why* the event is a turning point for the honoree based on subsequent events as described in the biography. |
| **Summative Performance** Have students identify turning points using a passage for a different honoree. | Teachers will need to examine the various passages assigned to determine the accuracy of the students’ claims. |
| **I can use other forms of EVIDENCE to corroborate and refute information.**  ELA Standards: (indicators vary by grade level)  RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  RI Standard 6: Summarize key details and ideas to support analysis of central ideas.  E: Utilizing historical evidence, especially, primary sources to effectively support arguments. | |
| **Profile of the SC Graduate Competency Connections:**  Read Critically Competency:  [1.1 Choose and apply strategies to make meaning](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_393)  [1.2 Evaluate main idea and themes](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_399)  [1.3 Evaluate context, point of view, and purpose](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_405)  Use Sources Competency:  [5.2 Use systems to organize information gathered](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_539)  [5.3 Synthesize multiple sources](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_545)  Express Ideas Competency:  [2.3 Choose and develop my message](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_434)  Investigate through Inquiry Competency:  [3.1 Frame a research question](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_469)  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
| Discuss the terms corroborating and refuting with students. | Corroborating involves finding similar claims in multiple sources.  Refuting involves finding other sources of evidence to counter a claim or argument. |
| Select the [SC African American History Calendar](https://scafricanamerican.com/) you plan to use for this lesson. | Teachers will need to ensure students have access to electronic versions of the calendars. |
| After selecting an honoree to further examine, have students read the passage.  Ask students to create a list of questions they have that either stem from what they read or from what they didn’t read.  Have students identify questions as *closed* or *open*.  Have students group questions that are similar.  Have students determine which questions they feel are reasonable to try to answer. | The [Right Question Institute](https://rightquestion.org/) is a resource to assist with question development. The sequence is adapted from their Question Formulation Technique. |
| *Formative Performance* Depending on the skill level of your students, allow them to read other sources of information about the honorees, either by conducting research or by viewing teacher-pulled materials. | This is an opportunity to discuss the importance of sourcing when doing research. All consumers of information need to be aware of the author’s purpose, tone, and targeted audience. |
| **Summative Performance** Students will take the information they obtained, find evidence from the calendar bio to corroborate with new research. Students also will refute information based on evidence they have found. | See the 2022 [South Carolina African American History Calendar](https://scafricanamerican.com/) lesson for a version of this lesson working with Thomas Gordan.  Students can present the information to peers or the class. If research reveals a lot of omitted information, students may rewrite the biography. |
| **I can read text to find text EVIDENCE to create a MAP showing the location of calendar honorees.**  ELA Standards: (indicators vary by grade level)  RI Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. | |
| **Profile of the SC Graduate Competency Connections:**  Use Sources Competency:  [5.3 Synthesize multiple sources](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_545)  Express Ideas Competency:  [2.3 Choose and develop my message](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_434)  [2.5 Prepare the medium](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_446)  [2.6 Finalize, practice, or prepare](https://docs.google.com/presentation/d/17bTvodxwodNhpLiIZqjY7su_jU9PHssSCtbMndahnRM/present#slide=id.ged35865c9e_0_452)  Important notes:   * The levels (1-6) in the competency skill are not grade specific * Teachers can choose which levels to focus on based on student need (ex. Levels 1-4 may represent elementary students) * Within a level, a teacher can choose to focus on all or some of the “I can” statements to support students where they are in their learning.   If you would like to know more about the Profile of the SC Graduate Competencies, please visit this site: <https://personalizesc.ed.sc.gov/pscg-competencies/> or [contact your regional coach](https://personalizesc.ed.sc.gov/contact-us/) from the Office of Personalized Learning. | |
| Ask students to discuss the purpose of maps.  Discuss geographic regions with students.  Provide students with a [tourism map of South Carolina](https://images.squarespace-cdn.com/content/v1/5cf69c53785f4300015e6cb0/1561989127201-0UB5H7TL6CSELM30YI0U/ke17ZwdGBToddI8pDm48kEE_MEYeee1eukejGVfTZDN7gQa3H78H3Y0txjaiv_0fDoOvxcdMmMKkDsyUqMSsMWxHk725yiiHCCLfrh8O1z4YTzHvnKhyp6Da-NYroOW3ZGjoBKy3azqku80C789l0q3w51-9ysdOG75c0LFO5yRl9Wmsu34b93F42mvD-hZW9VEr-M2x_5YiZaEATb0X6A/SCMapRegions1-01.png?format=1000w) that shows tourism “regions.”  Compare the tourism map with this [SCDE School District Map](https://ed.sc.gov/districts-schools/schools/school-directory/) or SciWay’s [county map](https://www.sciway.net/maps/cnty/) and have students determine which tourism region they live in. | Regions describe places that are characterized by similar physical and human conditions. |
| Select the [SC African American History Calendar](https://scafricanamerican.com/) you plan to use for this lesson. | Teachers will need to ensure students have access to electronic versions of the calendars. |
| Using an appropriate reading strategy, read the passage about the honoree and determine the legacy being recognized. | Several vocabulary and reading strategies are suggested in *the* [*Reading for TEXT EVIDENCE*](#bookmark=id.t4lh7zpawuk2) *lesson,* or use one that you know meets the needs of your students. |
| *Formative Performance* Use the biographies of the honorees to plot the location references from the passage on a tourism map  Determine if patterns emerge where events are occurring either by various honorees or one in particular. | Look for correct connections of locations (between maps) and correct plotting on the tourism map. |
| After plotting all of the geographic reference points for an honoree, visit [Discover South Carolina](https://discoversouthcarolina.com/cities-regions), read information for the counties with honoree reference points. | This is allowing the students the opportunity to research in a controlled setting what tourist information (if any) is included about the honoree. |
| Students brainstorm reasons why tourism in that area should include reference to the honoree (or not.) | This reference could be in the form of a [historical marker](https://scdah.sc.gov/historic-preservation/programs/historical-markers) of a site or a short biography of the honoree in local tourism publications. |
| *Summative Performance* Students draft letters to Discover South Carolina that encourage them to include information about the honoree. | If students are writing to request the area include a reference, students should prepare a short blurb for Discover South Carolina |

**References**

*Presented by South Carolina Department of Education.* South Carolina African American History Calendar. (n.d.). Retrieved December 30, 2021, from https://scafricanamerican.com/

*South Carolina's Cities and Regions*. South Carolina Tourism Official Site | South Carolina Vacations. (n.d.). Retrieved December 30, 2021, from https://discoversouthcarolina.com/

Appendix A *Students will need to understand what* circa *means.*

*This calendar was made from the 2022 South Carolina African American History Calendar.*

1880 Thomas Ezekiel Miller was elected to the SC state Senate.

1918 Thomas Gordon was born.

c. 1930 Elisa Jones Martin moved to Columbia to open a beauty salon.

1938 Thomas Ezekiel Miller died in Charleston, SC.

1943 Arthur Stanley was drafted into the Army.

1945 Nick Aaron Ford earned his Doctorate from the State University of Iowa.

1946 Isaac Woodard was blinded after being beat by police officers.

c.1954 Fannie Mae Gaither was fired following *Brown v. Board of Education.*

c. 1960 Nick Aaron Ford advocated for African American culture and literature to be taught.

1968 Willie Harriford helped create the Martin Luther King Center for Nonviolent Social Change.

1969 Edmund Gaither became the Director of the National Center of Afro-American Artists.

1971 Harry Walker is elected the first African American Student Body President at UofSC.

1976 Chadwick Boseman was born in Anderson, SC about the time Thomas Gordon was starting *Interface Associates*.

c. 1980 Elise Jones Martin taught cosmetology at Booker T. Washington High School

c. 1990 Saundra Glover begins her career in public health practice.

1992 Isaac Woodard died in Bronx, NY.

1994 Dr. Linda Bell joined the South Carolina Department of Health and Environmental Control.

2001 Karen Alexander started *The Auntie Karen Foundation.*

2011 Darlington County dedicated the Arthur W. Stanley Gymnasium to Stanley.

2016 Dr. Linda Bell became the Director of the Bureau of Communicable Disease Prevention and Control.

2018 Chadwick Boseman starred in *Black Panther.*

2021 Sergio Hudson designed the outfit worn at the 2020 inauguration by Madam Vice President.

2021 Saundra Glover was appointed the South Carolina State Director at the U.S. Department of Agriculture.

APPENDIX B

Possible Rubric for Student Summaries

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 Mastery Understanding** | **3 Partial Understanding** | **2 Attempts Understanding** | **1 No Evidence of Understanding** |
| **Determines Main Idea** | Student correctly determines the main idea of the text and shows complete understanding of the main point of the text. | Student identifies part of the main idea and shows a general understanding of the main point of the text. | Student attempts to determine the main idea of the text but is unsuccessful in correctly identifying it. Student does not completely understand the main point of the text. | The main idea is not identified by the student. Student shows little to no understanding of the concept of main idea or the main point of the text. |
| **Identifies details** | Student recalls at least three details to support the main idea without referring to the text. | Student is able to locate two supporting details but needs to refer to the text often. | Student is able to locate one of the details when looking at the text. | Student cannot locate details with accuracy. |
| **Supporting Evidence** | Student provides at least three pieces of supporting evidence for chosen details. | Student provides two pieces of supporting evidence for chosen details. | Student provides one piece of supporting evidence for a chosen detail. | Student cannot provide supporting evidence for the chosen details/ |