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

**Thomas Barnwell**

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| **Title** | Thomas Barnwell and the Power of Civic Engagement |
| **Lesson Author** | Jeff Donor |
| **Grade Level** | 6-12, although can be adapted to elementary grade levels |
| **Lesson Length/Time** | Full Class (60-90 minutes) |
| **Theme(s)** | The main theme of this lesson is economics, government, or geography. If done with more parameters, could also be implemented in a history class (due to the fact that Mr Barnwell lived during the Civil Rights era). |
| **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/) | Kindergarten: Standard 3: Utilize the college and career skills of an economist to understand how  economic decisions affect one’s personal community   * K.E.4 Identify an economic want or need at one’s school or community level and create a solution   Grade 1: Standard 3: Utilize the college and career skills of an economist to understand how  economic decisions affect South Carolinians.   * 1.E.4 Identify an economic want or need at the local or state level and create a solution in the form of a good or a service.   Grade 5: Standard 4: Demonstrate an understanding of the conflicts, innovations, and social  changes in the United States, including South Carolina, from 1950–1980.   * 5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education.   Grade 7: Standard 5: Analyze the cultural, economic, environmental, physical, political,  and population geographies of contemporary North America.   * 7.5.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents.   High School: Standard 4: Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.   * USG.4.IP Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | Students will be able to identify and describe needs and issues in their community and present solutions on how to address these needs. |
| **Success Criteria** | To demonstrate their mastery of this objective, students will submit their paper that they will work on throughout this lesson. To demonstrate a full understanding of the topic, they should be able to identify an issue in their community and have a clear plan about how to address this issue. |
| **Setting the Purpose and Activating Strategy** | This lesson gives students a lot of choices and thus a lot of freedom. Giving them time to think about how they can make their community better will capture their attention, as well as having them try to come up with solutions.  Also, the vote at the end will add a bit of competition to the lesson.  Besides some knowledge about their community, no prior knowledge is needed. |
| **Instructional Sequence** | 1. Bell Work- Students can reflect on this question “ What does civic engagement mean to you?” This question can then be used as your discussion point to introduce this topic to your students 2. Biography/Notes about Thomas Barnwell- Using the 2023 SC African American History Calendar, students will read about the life of Thomas Barnwell. They could also use the link provided below for more info about Thomas Barnwell.    1. After reading about Mr. Barnwell, students will complete a mini-biography/ or construct a timeline about Mr Barnwell. Information that the students would include his date and location of birth, his parents background, his education, the various jobs and roles he played throughout his life, awards, and any other additional info the teacher might want to include.    2. Students will select events from the timeline and make an evidence-based claim on the the level of impact of Mr. Barnwell’s civic engagement.    3. Resources- <https://scafricanamerican.com/> and [Thomas Barnwell](https://www.thehistorymakers.org/biography/thomas-barnwell-41) |
| **Differentiation and Extension** | Depending on the grade level or academic ability, all of these assignments can take the form of brief statements, a paragraph, or an essay.  Activity on Civic Engagement- A common theme about the life of Thomas Barnwell is the impact he has had on the various community tasks he took on. Students will reflect on this and reflect on what they can do for their own community.   1. First, students will identify the needs of the community they live in. Have students describe what their community is like and list different needs their community has. Or, they can reflect on how they can make their community a better place. 2. Students will then choose one of the needs of their community and write a plan about how they could address this need. Depending on their grade level, the teacher can make this into a paper or a paragraph.   Classroom Vote- Students will present the different issues that they identified with their fellow classmates. After hearing all the different proposals, students will imagine they serve as members of their community leadership and, due to budgetary issues, can only pick two proposals to implement.   * To make this more interactive, you can add the stipulation that they cannot vote for their own. * In their vote, they have to provide a reasoning why they picked the two proposals. This can be a paragraph or a few sentences, depending on the time and grade level. * At the end of class, the teacher can count the votes and present the winners to the classroom.   For an added extension, students can choose a country or state need rather than a community need. |
| **Assessment/Product** | *Teachers are to design an assessment rubric that matches the intent of the learning and thinking behind the biography or timeline to meet the needs of the students in the classroom.* |
| **Lesson Reflection/ Closure** | In order to check student understanding of local issues/civic engagement, the teacher could require the student to include one source that describes the issue they are addressing. This could help the teacher to determine whether the student understands the issue and is properly addressing the prompt.  To determine if the students completed and demonstrated mastery of the task, the teacher can collect the written or typed plan that the students worked on and use their own designed rubric to determine mastery.  The teacher can also do a note check of the biography about Thomas Barnwell that was required at the beginning. |