



Lesson Plan Template

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School: Blythewood High School

Title of Activity	<i>Fences</i> by August Wilson: Using LOC primary sources to help students understand the meaning of the play.
Overview	Students will use primary sources to learn about the color barrier in baseball. Students will also examine primary documents from the Great Migration to gain historical perspective and a better understanding of the issues presented in <i>Fences</i> by August Wilson.
Essential Question	What are the issues of racial segregation in American baseball and the Great Migration that affect events in the play <i>Fences</i> by August Wilson?
Audience	English 3, AP Language and Composition and/or U.S. History
Time Required	Four 45 minute classes or two 90 minute block classes
Goal	Students will have increased comprehension and understanding of the issues author Augusta Wilson presents in the play, <i>Fences</i> , through the analysis of primary sources.
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● analyze how events in history such as the color barrier in baseball and the Great Migration stifled the ability of African Americans to realize their dreams. ● compare and contrast the strides made toward integration that occurred during and immediately after the Great Migration with those made during the Civil Rights movement of the 1960s. ● articulate the internal conflicts of the characters in <i>Fences</i> by August Wilson.
SC Standards	<p>English 3</p> <ul style="list-style-type: none"> ● I.1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● I.2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. ● I.3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. ● I.4: Synthesize information to share learning and/or take action. ● I.5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. ● RL.7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

	<ul style="list-style-type: none"> ● RL.11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. ● RL.12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. <p>U.S. History</p> <ul style="list-style-type: none"> ● USHC.3.CX Contextualize demographic changes resulting from economic development and growth during the Gilded Age. ● USHC.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity. ● USHC.4.CX Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles. ● USHC.5.CC Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.
Digital and Other Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> ● <i>The Great Migration in Library of Congress Primary Sources</i>, February 12, 2013 by Stephen Wesson <ul style="list-style-type: none"> ○ https://blogs.loc.gov/teachers/2013/02/the-great-migration-in-library-of-congress-primary-sources/ ● <i>Baseball across a Changing Nation</i>, LOC primary source set <ul style="list-style-type: none"> ○ http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/ ● <i>The Civil Right Act of 1964: Making our Nation Whole</i>, January 16, 2014 by Stephen Wesson <ul style="list-style-type: none"> ○ https://blogs.loc.gov/teachers/2014/01/the-civil-rights-act-of-1964-making-our-nation-whole/ <p>Other resources:</p> <ul style="list-style-type: none"> ● LOC Analysis Tools and Guides <ul style="list-style-type: none"> ○ http://www.loc.gov/teachers/usingprimarysources/guides.html ● <i>Fences</i> by August Wilson ● Trailer for Fences movie starring Denzel Washington and Viola Davis
Classroom Materials	<ul style="list-style-type: none"> ● Student chromebooks ● Projector/smartboard or other display
Preparation	<ul style="list-style-type: none"> ● Printed copies of primary sources if not using digital. ● Printed copies of LOC analysis tool if not using digital.
Procedure	<ul style="list-style-type: none"> ● Students will work in pairs to analyze the primary sources they are given. Groups will have a variety of different sources. ● Students will complete the prompts from LOC analysis tool based on the type of material they are analyzing. ● Students will discuss findings from primary sources. This can be done online using tools such as padlet or flipgrid to record group responses.

	<ul style="list-style-type: none">● Read <i>Fences</i> aloud in class. Students discuss Troy's conflict by referring to what they have learned in their review of the primary sources. Some reading may be done independently at home with class review/discussion to follow.
Assessment/ Reflection	<ul style="list-style-type: none">● LOC Primary Source Analyses● Reading responses to prompts; teacher specific depending on subject● Students will write an essay that demonstrates an understanding of the play's themes and how point of view and the author's perspective and purpose conveys cultural experience. Teachers may use the rubric for AP writing or another rubric of their choosing to evaluate the essay.● The classroom teacher and the school library media specialist will reflect on the strengths and weaknesses of the lesson plan, primary sources chosen, activities, and assessments to determine changes needed to improve the lesson for future classes.