

<b>UofSC TPS Project Lesson Plan Template</b>	
<b>School:</b>	Fort Mill Middle / Springfield Middle
<b>Author(s):</b>	Michelle Bridges & Melissa Keefer
<b>Course:</b> Social Studies / Library	<b>Grade Level(s):</b> 8
<b>Length of Class:</b> 3 45 min sessions	<b>Number of Students:</b> 20
<p>Insert visual or image that accentuates the lesson plan to make it appealing to educators:</p>  <p style="text-align: center;">1</p>	
<b>Lesson Title:</b>	Changemakers: Methods of and Barriers to Activism
<b>Overview:</b>	Students will utilize primary and secondary sources to research three instrumental leaders in the Women's Suffrage and Civil Rights movements and investigate the effects of race and methodology on their success.
<b>Learning Objective:</b>	<p>I can analyze how figures from history were able to bring about change through a variety of methods.</p> <p>I can analyze how racial barriers impacted historical change makers.</p> <p>I can analyze primary and secondary sources.</p>
<b>SC Social Studies College and Career-Ready Standards:</b>	<p>Standard from 8th Grade</p> <p>8.4.CO - Compare perspectives toward reform that emerged during the Progressive Era</p>

	8.5.E - Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.
<b>Essential Question:</b>	How do individuals bring about societal change?
<b>Supporting Question(s):</b>	How did race impact the degree of success changemakers had?  What actions did they engage in to try to cause change?  What barriers did they encounter in their attempts?  In what ways did change result from their actions?
<b>Digital Primary and Secondary Sources:</b>	<p>Alice Paul Describes Force Feeding. London, England, Dec-09, 1909. Manuscript/Mixed Material. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/rbcmiller003904/">www.loc.gov/item/rbcmiller003904/</a>&gt;.</p> <p>Dionne, Evette. Lifting as We Climb: Black Women's Battle for the Ballot Box. Illustrated, Viking Books for Young Readers, 2020. [Pg 57-59, Pg 86-87, Pg 101, Pg 100-114]</p> <p>"Illinois Women Participants in Suffrage Parade: This State was Well Represented in Washington." Chicago Tribune, March 5, 1913.</p> <p>Library of Congress. Today in History - May 18 : Mary McLeod Bethune. <i>Library of Congress</i>, 2021, <a href="https://www.loc.gov/item/today-in-history/may-18/">https://www.loc.gov/item/today-in-history/may-18/</a>. Accessed 8 September 2021.</p> <p>Mary McLeod Bethune with a Line of Girls from the School. [Place of Publication Not Identified: Publisher Not Identified] Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/2021669923/">www.loc.gov/item/2021669923/</a>&gt;.</p> <p>National Photo Co., Washington, D.C. Republican Convention. L-R: Mrs. James Rector, Ohio, Mary Dubrow, N.J., Alice Paul, N.J. [June 8-12] Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/mnwp000264/">www.loc.gov/item/mnwp000264/</a>&gt;.</p> <p>New-York tribune. (New York, NY) 1 Mar. 1913, p. 9. Retrieved from the Library of Congress, <a href="http://www.loc.gov/item/sn83030214/1913-03-01/ed-1/">www.loc.gov/item/sn83030214/1913-03-01/ed-1/</a>.</p> <p>The first picket line - College day in the picket line. Feb. Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/97500299/">www.loc.gov/item/97500299/</a>&gt;.</p> <p>Wells-Barnett, Ida B, and Daniel Murray Pamphlet Collection. To the members of the Anti-Lynching Bureau. [Chicago: Office of Anti-Lynching Bureau, 1902] Pdf. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/91898226/">www.loc.gov/item/91898226/</a>&gt;.</p>
<b>Required Classroom Materials:</b>	Primary and secondary sources provided, laptops for extension research (optional), chart paper, markers, research graphic organizer (paper or digital)
<b>Classroom Environment:</b>	Students will be sitting at tables for whole group instruction and to facilitate small group research. Chart paper during the jigsaw activity will be placed on tables around the room for students to rotate around.

**Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.**

15%	Independent reading	%	Partner work	%	{Add your own}
10%	Independent writing	50%	Group work	%	{Add your own}
10%	Direct Instruction by teacher	%	{Add your own }	%	{Add your own}
15%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}

### Lesson Sequence/Procedures

Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
15 min	Bell Ringer (to activate prior knowledge and engage students in inquiry topic)- Show the NY Tribune political cartoon and engage students in discussion. What do you notice? What is happening in this political cartoon? How might the experiences of these two women differ?
30 min	Investigation: Present 3 individuals (Alice Paul, Ida B. Wells, and Mary McLeod Bethune) and research questions. (How did race impact the degree of success changemakers had? What actions did they engage in to try to cause change? What barriers did they encounter in their attempts? In what ways did change result from their actions?) Students partner into small research groups and utilize primary and secondary sources provided by the teacher(s) to research their assigned individual.
45 min	Students continue investigating and researching. Teachers will informally conference with students and engage with students to make sure all students are making progress on their research.
20	Jigsaw activity. There will be 4 tables with a piece of chart paper on each table. Each chart paper will be labeled with one of the Four research questions. The Groups will rotate around to all of the four chart papers to add facts about their historical figure. Each historical figure will have a different color (For example all groups writing about Ida B. Wells would write in green.)
25	Review and debrief with a class discussion of the four research questions and complete essential question writing assignment (“How do individuals

bring about change?") for homework. This writing assignment will be the closure activity for this lesson.

### **Homework for Tomorrow**

Students will synthesize the concepts covered in the lesson by crafting a written response to the prompt "How do individuals bring about change?" Students should reference at least one of the changemakers studied during this lesson in their written response.

### **Assessments**

**What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?**

Jigsaw serves as an informal assessment and the final paragraph will serve as a formal task.

### **Learning Extensions**

#### **Ideas for extending the lesson or connecting to other curricular topics or lessons**

Compare these three individuals with other Civil Rights figures throughout history, especially as it pertains to South Carolina.

How can you utilize the examples set by these changemakers to impact change in the present day?

### **Adaptations**

**In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.**

Differentiate by providing different levels of text complexity, or different resources or numbers of resources to meet the needs of a variety of learners.

## Research Graphic Organizer

Changemaker's Name: \_\_\_\_\_

What were they trying to change? \_\_\_\_\_

<p>What actions did they engage in to try to cause change?</p>	<p>What barriers did they encounter in their attempts?</p>
<p>In what ways did change result from their actions?</p>	<p>How did race impact the degree of success changemakers had?</p>

Sources Used (Write the title of the source if it was one provided or if you found it on your own please provide the full citation).