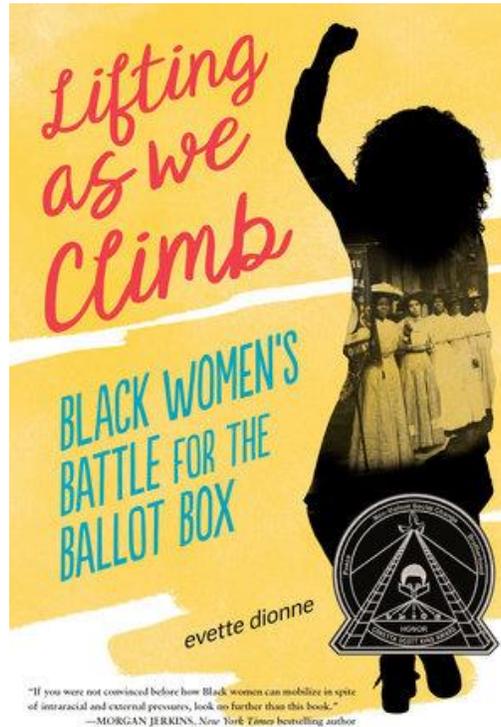


<b>UofSC TPS Project Lesson Plan Template</b>	
<b>School:</b> Gilbert High School	<b>Author(s):</b> Maggie Todd
<b>Course:</b> African American Studies	<b>Grade Level(s):</b> 11 <sup>th</sup> , 12 <sup>th</sup> Grade
<b>Length of Class:</b> 90 minutes	<b>Number of Students:</b> Varies



Dionne, E. (2022). *Lifting as We Climb: Black Women's Battle for the Ballot Box*. Viking.

<b>Lesson Title:</b>	Black Women's Clubs Across Time
<b>Overview:</b>	Students will be reading from <i>Lifting as We Climb: Black Women's Battle for the Ballot Box</i> on the growth of black women's suffrage clubs and women's clubs overall. From this, students will be taking oral histories of current members of their local women's clubs and analyzing the impact across time.
<b>Learning Objective:</b>	Given the tools and knowledge necessary, students will be able to analyze oral histories of current black women's clubs taken by their classmates for a week.
<b>SC Social Studies College and Career-Ready Standards:</b>	<b>USHC.3.CE</b> Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877–1924. <b>USHC.5.CC</b> Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

	<b>USHC.4.CX</b> Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.
<b>Essential Question:</b>	How have black women’s clubs impacted society across time?
<b>Supporting Question(s):</b>	How do black women’s clubs impact society today?
<b>Digital Primary and Secondary Sources:</b>	<p>Primary sources:</p> <ol style="list-style-type: none"> <li><a href="#">The progress of colored women</a></li> <li><a href="#">Mary Church Terrell Papers: Subject File, 1884-1962; National Association of Colored Women, 1897-1962; Holograph of program and constitution, 1897</a></li> <li><a href="#">Mary Church Terrell Papers: Miscellany, 1851-1954; Printed matter; National Notes; 1927-1928</a></li> <li><a href="#">Mary Church Terrell Papers: Subject File, 1884-1962; National Association of Colored Women, 1897-1962; Programs; 1962</a></li> </ol> <p>Secondary resources:</p> <ol style="list-style-type: none"> <li><a href="#">National Association of Colored Women’s Clubs</a></li> <li>Dionne, E. (2022). <i>Lifting as We Climb: Black Women's Battle for the Ballot Box</i>. Viking.</li> </ol>
<b>Required Classroom Materials:</b>	Students will need access to Chapter 4 of <i>Lifting as We Climb: Black Women’s Battle for the Ballot Box</i> , “The Rise of Black Women’s Suffrage Clubs.” Students will also need access to the internet, recording devices, spaces to conduct interviews, paper, pencils, and personal devices.
<b>Classroom Environment:</b>	Students will be working in groups and in whole class discussion, so the classroom should be set up to foster both workspaces. There will need to be movement of desks consistently to foster both of these environments. There will also need to be spaces to conduct interviews or a panel, which would best be done in multiple classrooms or a Theatre.

<b>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.</b>					
20%	Independent reading	40%	Interviews	20%	Engaging in whole group discussion
5%	Independent writing	13%	Group work	2%	Direct Instruction by teacher

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period)</b>	<b>Detailed Description of Teaching and Learning</b> (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)
90 min class period	<p>Students will read chapter 4, “The Rise of Black Women’s Suffrage Clubs.” Students will focus on the following questions as they read: What were some of the problems black women faced in suffrage clubs? What is the purpose of black women’s suffrage clubs? What did black women’s clubs do? To what degree were these clubs effective?</p> <p>After reading and grappling with the above questions, students will follow a think-pair-share protocol to gather the information the students deemed most important. The teacher will also write the names of the organizations on the board and debrief what the students learned about each in order to help them understand the differences between them all.</p>
90 min class period	<p>Students will then be separated into groups of three. As a class, students will be collecting an oral history of different black women clubs in their own area. Students will be interviewing with different women from these organizations. First, students will spend a class going over what it means to take an oral history and how to conduct an interview.</p> <p>The Smithsonian Institute Archives has created a <a href="#">site</a> and <a href="#">document</a> that details how to take an oral history. The teacher should walk through pages 4-5 with the students to look at what questions they should be asking in their interviews. Each group should submit a list of questions for their interview based on their discussion as a class and reading from the previous class.</p>
2 – 3 class periods	<p>Once students have prepared, they will conduct interviews of women currently in these organizations. The goal would be for each group to interview a different woman, but multiple groups may need to interview the same woman due to availability.</p> <p>A group panel would be an option, if individual interviews are not available or applicable. If this is done, students should be leading the panel and process the situation as more like a press conference, where each group is required to ask questions, making sure to asking continuing questions and not repeating.</p>
90 min class period	<p>Based on their interview, groups will create an annotated transcript of the interview. This transcript could be used to create a database for future classes to use, or students could partner with their local university and their History/African American Studies department. Students will share their findings from the interview in a gallery walk/jigsaw with the other students of the class. Teachers could use this <a href="#">organizer</a> from the Library of Congress on analyzing oral histories if needed.</p> <p>After hearing from their peers, students will craft a response to the following question:</p> <p>How have Black Women’s Clubs impacted the experience of the black woman</p>

	<p>throughout American History?</p> <p>Students will need to use their information from the chapter they read and discussed to look at the change these organizations have had across time.</p>
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**Homework for Tomorrow**

None

**Assessments**

Students will be assessed through their analysis and deep reading of the chapter, their ability to conduct an oral interview, and their synthesis of their peers' interviews. Their response to the question: How have Black Women's Clubs impacted the experience of the black woman throughout American History, would be a great summative assessment that would tie up the unit. Teachers could find a variety of means for students to respond, such as a written response, TedTalk, and more.

**Learning Extensions**

A great way to extend this lesson is to partner with a local university to add the oral histories collected to a collection, work with graduate students on the topic, or extend the project to work with and interview more women's clubs. Students who do really well with this project would be great to work with universities on extending their research, especially with historians and/or the African American Studies department.

**Adaptations**

This lesson could be adapted to fit any classroom, based on the number of groups, who are in groups, who they interview and more. If needed, a panel could take place instead on individual interviews for example. The most important adaption would be who are in groups and who they interview. It is important for the teacher to consider these factors in order to provide for the best possible outcome of the oral history and the analysis that stems from it.