Title of Unit: The Role of African American Family, Religion and Education 1870-1930

Grade Level: 7

Theme of Unit: Studies have indicated that the urban environment in the US during the early 20th century led to poverty and a collapse of Afro-American families. However, a historical analysis of African American family life in Tampa, FL, 1900 to 1930 revealed that the family and the church were integral to ensure the survival of African American families and culture. Moreover, these institutions often assisted in the advancement of African Americans both socially and economically. Then, through the reading of a series of informational articles they will discuss the importance of educational improvements made possible by African American educational leaders and explain whether or not the values of the African American ancestors hold true in current times.

Goal: After reading a series of informational texts, write an analytical essay that evaluates the role of African Americans in the Tampa Bay area in relation to the role of the family, religion and education. Discuss the importance of educational advancements made possible by African American educational leaders during 1870-1930. Explain whether or not the values of the African American ancestors during that time hold true in current times.

Next Generation Sunshine State Standards:

Standards source: Language Arts Florida Standards

NUMBER CONTENT STANDARDS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

COMMON CORE STATE STANDARDS

NUMBER COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. Read and comprehend complex literary and informational texts independently and proficiently.

NUMBER COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.
Section 1: What Task?

After reading a series of informational texts, write an analytical essay that evaluates the role of African Americans in the Tampa Bay area in relation to the role of the family, religion and education. Discuss the importance of educational advancements made possible by African American educational leaders during 1870-1930. Explain whether or not the values of the African American ancestors during that time hold true in current times.

References and Materials: Articles:


URL:
go.galegroup.com/ps/i.do?id=GALE%7CA17311098&v=2.1&u=brewste&it=r&p=GPS&asid=4a0d53b80a32a35e1676e66c cbf470b4


URL
http://go.galegroup.com/ps/i.do?id=GALE%7CA264480586&v=2.1&u=admin_thcsd&it=r&p=PROF&sw=w&asid=49f25c1f 04451239836242a79bf9f3e

Teacher Resource Material:
Project CRISS: Creating Independence through Student Owned Strategies Manual
Kagan Cooperative Learning

Supplies and Technology:
Laptop
Projector
Post-It notes
Chart Paper

Background to share with students:
It is important to note that African American life in Florida began when African Americans helped found St. Augustine in 1565 with the movement from the Caribbean and Latin America with the Spanish and Native Indians. St. Augustine is also noted as the oldest city in the United States. The first African settlement in the United States was Ft. Mose, St. Augustine, Florida, which was founded in 1738. The town held 170 families whom were self-sufficient, but in order for them to achieve freedom from the King of Spain, they had to convert to the Catholic religion.

Studies have indicated that the urban environment in the US during the early 20th century led to poverty and a collapse of Afro-American families. However, a historical analysis of African American family life in Tampa, FL, 1900 to 1930 revealed that the family and the church were integral institutions which helped ensure the survival of African American families and
culture. Moreover, these institutions often assisted in the advancement of African Americans both socially and economically.

Extension (optional):

LBD Informational or Explanatory Rubric

ADVANCED

Focus Addresses all aspects of prompt with a highly focused and detailed response.

Reading/

Research Accurately presents and applies information relevant to prompt with effective selection of sources and details. L2 Addresses the credibility of sources and identifies uniquely salient sources.

Controlling Idea Establishes a controlling idea that clearly states the purpose and/or addresses the task’s question.

Development Presents detailed information in order to examine and convey complex topics or issues, answer questions, solve problems; identifies salient themes or features; concisely explains key information with salient details and connects relevant points among sources, where they agree and disagree. Identifies trend(s) in research to clarify topic and assesses any conclusions, implications, and consequences. *L2 Discusses in detail implication(s) relevant to the topic or issue. L3 Identifies and explains one or more significant gaps or unanswered questions about the topic.

Organization Applies an effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.

Conventions Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors and is in correct format.)

MEETS EXPECTATIONS

Focus Addresses prompt with a focused response.

Reading/
Research Presents and applies information relevant to prompt with general accuracy and sufficient detail. L2 Addresses the credibility of sources.

Controlling Idea Establishes a controlling idea that states the purpose and/or addresses the task’s question.

Development Presents sufficient information in order to examine topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. Identifies a trend in the research and discusses implications. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.

Organization Applies a generally effective structure to explain, examine, define, analyze, synthesize, compare, or explain cause/effect, or problem/solution.

Conventions Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors; is in correct format.)

EMERGING

Focus Attempts to address prompt but lacks focus or is off-task.

Reading/

Research Attempts to present information relevant to task but may lack sufficient or relevant details. L2 Attempts to address the credibility of sources.

Controlling Idea Controlling idea is weak and does not establish a purpose or address task’s question.

Development Tends to retell rather than synthesize information with sufficient detail in order to examine topics or issues, answer questions, solve problems attempts or fails to explain key elements. *L2 Fails to discuss implications. L3 Fails to identify a relevant gap or unanswered question.

Organization Applies an ineffective structure; text rambles or line of thought is disconnected.

Conventions Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. (Bibliography has several errors or is not in correct format.)
Section 2: What Skills?

SKILL DEFINITION

SKILLS CLUSTER 1: PREPARING FOR THE TASK
1. Bridging Conversation  Ability to connect the task and new content to existing knowledge, skills experiences, interests, and concerns.
2. Task Analysis  Ability to understand and explain the task’s prompt and rubric.
3. Project Planning  Ability to plan so that the task is accomplished on time

SKILLS CLUSTER 2: READING PROCESS
1. Strategic Reading  Ability to read and understand varied text and understand necessary reading strategies needed for completing the task.
2. Essential Vocabulary  Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note Taking  Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing Notes Ability to prioritize and narrow supporting information.

SKILLS CLUSTER 3: TRANSITION TO WRITING
1. Bridging  Ability to transition from reading or researching phase to the writing phase.

SKILLS CLUSTER 4: WRITING PROCESS
1. Initiation of Task  Ability to establish a controlling idea and consolidate information relevant to the task.
2. Planning  Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.
3. Development   Ability to construct an initial draft with an emerging line of thought and structure.

4. Revision   Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.

5. Editing   Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

Pacing   Skill and Definition   Product and Prompt Scoring (Product “meets expectations” if it…)

Instructional Strategies

SKILLS CLUSTER 1: PREPARING FOR THE TASK

1 Day Pretest   What does education mean to me and my family?

After reading, “First lady stresses education, education, education”, write a paragraph that explains what education should mean to African Americans. Be sure your response addresses the question. Product meets expectations if students are able to respond to quote while referencing text. This should imitate the look of an actual standardized assessment. It should be a cold read with students responding to the prompt.

½ Day Bridging Conversation

Ability to connect the task and new content to existing knowledge, skills experiences, interests, and concerns. Quick-Write Who do you have in your life that encourages you to do well in school? Explain how they encourage you and why you think they do it. Product meets expectations is students reference the article and prior knowledge, identify one or more ways young people make a difference in their community. Quick Write

Write-Pair-Share

½ Day Task Analysis
Ability to understand and explain the task’s prompt and rubric. Unpack the task graphic organizer. Analyze the meaning of the task and the skills and content needed to complete it during a teacher facilitated discussion. Product meets expectations if students identify the skills and knowledge needed to complete the task. Unpacking the task graphic organizer.

SKILLS CLUSTER 2: READING PROCESS

1 Day Essential Vocabulary

Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.

Pre and Post Reading Concept Map

Create a map of the concept of “The role of African Americans in Tampa – post Civil War” before reading.

Frayer Model

Use the Frayer model to define the following terms: integration, urbanization, institution, viable and inferior.

Product meets expectations if students understands the concept of community.

Pre and Post Reading Concept Map

Frayer Models

2 Days Strategic Reading & Note Taking

Ability to read and understand varied text and understand necessary reading strategies needed to complete the task.

Ability to read purposefully and select relevant information; to summarize and/or paraphrase. Shared Reading of the article “Family, religion, and education: a profile of African-American life in Tampa, Florida, 1900-1930.” Journal meets expectations if there are appropriate connections between family, religion and education in the Tampa Bay area.

3-Column Note Response Journal

1 Day Strategic Reading & Note Taking
Ability to read purposefully and select relevant information; to summarize and/or paraphrase. Partner reading of the article, “Excerpts from: “After 50 years, ethnic studies still controversial: recent events in school districts and some states show how divisive this 1960s phenomenon may prove to be in the 21st century” Product meets expectations if students are able to accurately draw an appropriate conclusion supported by textual evidence. Read and Say Something

Conclusion-Support Frame

Drawing Conclusions Skills Practice

2 Days Strategic Reading & Note Taking

Ability to read and understand varied text and understand necessary reading strategies needed to complete the task.

Ability to read purposefully and select relevant information; to summarize and/or paraphrase. Shared Reading of the article “African Americans in South Florida: A Home and a Haven for Reconstruction-era Leaders”

Use Magnet Summary to organize information and write a summary of the text. Determine essential message by identifying relevant details and by drawing inferences to summarize text. Text Marking

Magnet Summaries

1/2 Day Organizing Notes

Ability to prioritize and narrow supporting information. Pre and Post Reading Concept Map

Update Concept Map by correcting misconceptions and adding based on the textual evidence. Product meets expectations if students complete map with evidence provided by the text and cross out misconceptions. Pre and Post Reading Concept Map

SKILLS CLUSTER 3: TRANSITION TO WRITING

1 Day Bridging

Ability to transition from reading or researching phase to the writing phase. After gathering and recording information and text evidence from all articles and the novel on index cards, you will participate in a Seed Discussion to discuss the
teaching task and text support gathered to address the prompt. Collaborative conversations remain on task and develop engagement with the writing task

Seed Discussions

Reflection/Exit Slip

SKILLS CLUSTER 4: WRITING PROCESS

1 Day Initiation of Task

Ability to establish a controlling idea and consolidate information relevant to the task. Students will practice selective highlighting of relevant details and transform an essential question into a thesis statement.

   Product meets expectations if students are able to identify relevant details to support a thesis statement

Thesis/Relevant Details Graphic Organizer

Paragraph

1 Day Planning & Initiation of Task

Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.

   Product meets expectations if students can accurately identify a thesis statement and examples, evidence, details, and quotes as support from text. Model Writing Process

½ Day Development

Ability to construct an initial draft with an emerging line of thought and structure. Independently write a body paragraph that supports your thesis statement with textual evidence. Be sure to include appropriate transitions. Product meets expectations if students can construct an appropriate body paragraph that supports the thesis with textual evidence and includes transitions. Discuss Transition Words

Body Paragraph

Rubric
1 Day Development

Ability to construct an initial draft with an emerging line of thought and structure. Independently write second and third body paragraph that supports your thesis statement with textual evidence. Be sure to include transitions. Product meets expectations if students can construct appropriate body paragraphs that support the thesis with textual evidence and includes transitions. Review “Good Writing” (topic sentence, transitions, supporting information, evidence and their functions).

Writing Conference

Body Paragraphs

½ Day Development

Ability to construct an initial draft with an emerging line of thought and structure. Independently write a focused concluding paragraph that aligns with your introduction. Product meets expectations if students construct an appropriate concluding paragraph that aligns with the introduction. Model Conclusion Paragraph

½ Day Editing

Ability to apply editing strategies and presentation applications. After initial draft is completed, exchange your essay during a peer editing session. Use the rubric as a guideline for editing remarks and suggestions. Participate in read and say something to review peer edits. No Scoring Rubric

1 Day Revision

Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose. After peer editing session, review your essay and revise according to peer suggestions, teacher comments and review of the rubric. Create a finalized copy. Product meets expectations if students follow the rubric (focus, reading/research, controlling idea, development, organization, and conventions) Rubric

Writing Conference
Section 4: What Results?

STUDENT WORK SAMPLES
Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.

INFORMATION/EXPLANATION CLASSROOM ASSESSMENT RUBRIC