

Lesson Plan Template

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Each instructor is expected to individualize these options as is appropriate for their students. This is only meant to be a guide. Select the SOL standard/objectives from which you will focus your SMART goals/objectives:

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

ENGAGEMENT	Estimated Time: 10-20 min
Teacher and Student Activity	Probing/Discussion Questions
<p>Introduce the idea of the importance of Black History Month. Provide historical facts about the evolution of Black History Week into Black History Month to include information about the Father of Black History, Carter G. Woodson.</p> <p>Introduce the Virginia Historical Marker program as part of the Natural Resources Secretariat and Department of Historic Resources. Show examples of Virginia Historical Markers.</p> <p>Discuss the adoption of Black History Month in the Commonwealth of Virginia.</p> <p>Show the video from the Office of the Governor</p>	<p>Can you identify (both present day or historically) famous African American (or Black Americans) from Virginia or from around the United States?</p> <p>How have you celebrated Black History Month in the past? What are other ways we could celebrate Black History Month?</p> <p>What barriers prevented the state of Virginia from adopting Black History Month? What other historical struggles did Virginia face in the recognition of other notable African American leaders?</p> <p>Why is it important to celebrate Black History Month? Should we celebrate the accomplishments of African Americans all year long in our schools and communities?</p>

EXPLORATION	Estimated Time: 10 min per day
Teacher and Student Activity	Probing Questions
<p>The instructor will highlight one African American Historical Marker per day for the month of February. The students will discuss why the contributions made by the person highlighted were important and determine why if applicable that person did or didn't get</p>	<p>Have you ever heard of this person before?</p> <p>What do you already know about him or her? Why is this person notable?</p>

EXPLORATION	Estimated Time: 10 min per day
Teacher and Student Activity	Probing Questions
<p>credit for their achievements during while still alive.</p> <p>In collaboration with the school librarian, students will be encouraged to use library resources to investigate the accomplishments of two to five notable African Americans who lived or once lived in Virginia.</p> <p>(Other possible activities – Show a clip of Hidden Figures and discuss the contributions of those featured in the book/film. Perhaps invite someone from the book to your school to speak for an assembly).</p>	<p>Are there other African American Virginians whose contributions have been hidden?</p> <p>Why do you think contributions by African American Americans have been historically hidden? What can we do about this?</p>

EXPLANATION	Estimated Time: 45-60 min
Teacher and Student Activity	Probing Questions
<p>Provide direct instruction on the tools for civil discourse and the decision making model for problem solving.</p> <p>The students will discuss the notable African Americans who lived in Virginia they unmasked. They will provide a reasoned argument for the person selected for consideration of a historical marker designation by the Department of Historic Resources.</p>	<p>What are the tools for having a discussion?</p> <p>What can be done when we disagree with each other?</p> <p>What are important ground rules for having a discussion?</p>

ELABORATION	Estimated Time: will vary
Teacher and Student Activity	Probing Questions
<p>The instructor can plan an experience outside of the classroom to one of the Black History Month programs around our state parks, museums, or libraries. A comprehensive list of locations, programs,</p>	<p>Where can we go to learn more about the contributions of African Americans to American history?</p>

ELABORATION	Estimated Time: will vary
Teacher and Student Activity	Probing Questions
and contacts are provided in this document.	

EVALUATION	Estimated Time: Time will vary
Teacher and Student Activity	Probing Questions
<p>The students will submit their summary of their chosen nomination to the instructor. Younger students can use the paper marker form to draw their nomination or add details to describe their nomination. Older learners can summarize in paragraph form and/or create a PowerPoint presentation slide for their discussion.</p> <p>Using the electronic submission form or a paper form, each student will submit at least one name to be considered by the Office of the Governor to have a Historical Marker.</p>	<p>Which marker will you select from your list?</p> <p>What aren't you selecting...</p> <p>Are there other people we are missing?</p> <p>Can we agree as a class to all select the same person? Why or Why not?</p> <p>Who are our local heroes that we have never heard of?</p>

Assessment: Each student will have the opportunity to submit electronically or by paper copy his or her personal recommendation for a historical marker. To allow for increased participation and equity in assessment, appropriate accommodations will be made for students of varying age and ability levels.

Link to the Virginia Department of Education Standards of Learning Documents:

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

Gibson, J. T. (2009). Discussion approach to instruction. In C. M. Reigeluth, & A. Carr-Chellman (Eds.). *Instructional design theories and models: Building a common knowledge base*. New York, NY: Taylor and Francis.