

## Tangled Roots Lesson Four — Bill Saunders

**Timeframe:** 60 minutes

**Grades:** 5<sup>th</sup> – 12<sup>th</sup> grade

**Subjects:** History, Social Studies, Reading & ELA

**Standards:** 5.4.CE; 7.5.S.ER; 7.5.3.HS; 8.5.CC; 8.5.E; HG.1.2.PR; HG.1.5.HS

**Unit Essential Question:** *How could an understanding of Civic Virtue help individuals understand their responsibility to others?*

**Driving Question:** *Bill Saunders was considered a radical activist, following traditions different from established Civil Rights leaders. How did his idea of civic virtue change people’s concept about the Civil Rights Movement on Johns Island and in Charleston?*

LESSON SNAPSHOT	
<p>In this lesson, students will be introduced to the concept of Civic Virtue, historic and modern examples of Civic Virtue, and the culture and history of the Johns Island community by completing a series of activities including a research and writing prompt, the fourth Tangled Roots oral history of Bill Saunders, and a final summative task that has them answer the driving question through group writing assignment. Students will demonstrate their understanding through writing and presenting their conclusions using evidence from the video, their research, and a class discussion.</p>	
<p><b>PRE</b></p>	<ol style="list-style-type: none"> <li>1. <b>Research</b> in groups of three to answer the two supporting questions:               <ul style="list-style-type: none"> <li>○ What was the Civil Rights Movement?</li> <li>○ How can activism be a form of Civic Virtue?</li> </ul> </li> <li>2. <b>Present</b> answers to group using Google Keep or paper and pencil.</li> <li>3. <b>Discuss</b> as a class to check for understanding and <b>Define</b> Civic Virtue using provided definition or video</li> </ol>
<p><b>VIDEO</b> (about 5 minutes)</p>	<ol style="list-style-type: none"> <li>1. <b>Introduce</b> Video and driving question</li> <li>2. <b>Watch</b> video and complete provided Video Guide (or create questions for students)</li> </ol>
SUMMATIVE PERFORMANCE TASK	
<p><b>POST</b></p>	<ol style="list-style-type: none"> <li>1. <b>Discuss</b> as a class thoughts and answers to Video Guide</li> <li>2. <b>Respond</b> by working in groups to <b>write</b> a 50 words or less answer to the driving question using evidence from video, research, and discussion</li> <li>3. <b>Present</b> answer to the class through Google Slides or posterboard presentation.</li> </ol>
FAST TRACK OPTION	
<p>To save time, instructors may have students complete post assignment individually as a homework assignment or respond to driving question as a whole class.</p>	

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5<sup>th</sup> – 12<sup>th</sup> grade | Social Studies, History, Reading & ELA | 60 minutes

**Tangled Roots Unit** is divided into five individual videos with corresponding lesson plans and one PBL. Each lesson has a unique **driving question**, project, and rubric. Collaborative work on the five lessons will lead to conclusions that can be made about the overarching **essential question** through a culminating video project.

**Unit Essential Question:** *How could an understanding of [Civic Virtue](#) help individuals understand their responsibility to others?*

**Civic Virtue:** *the development of personal habits that are important for the overall success of the community. It is often conceived as the dedication of citizens to the common welfare of the community. Watch: [History Illustrated Video for Definition of Civic Virtue \(2 minutes\)](#)*

**Video Introduction:** In the Korean War Bill Saunders served with distinction. But in coming home, Bill Saunders learned that his rights as an American citizen, and his service to his country meant little. Knowing change was needed, Bill Saunders dedicated himself to work for change in his community, even when his views distanced him from his more moderate mentors. Bill Saunders showed how the courage of conviction can change a community.

**Lesson Overview:** Before watching the video of Bill Saunders, students will work in groups to research and answer two supporting questions which will inform their answer to the driving question. To summarize group discussions, educator will define Civic Virtue. Educator will then introduce the video using the “video Introduction” and pose the driving question to the class. While watching the video, students will complete the Video Guide worksheet. Following the video, students will return to their groups to discuss and answer the driving question, in 50 words or less, using their analysis of the video, their conclusions about Civic Virtue, and their answers to the Video Guide.

**Driving Question:** *Bill Saunders was considered a radical activist, following traditions different from established Civil Rights leaders. How did his idea of civic virtue change people’s concept about the Civil Rights movement on Johns Island and in Charleston?*

**Notes:**

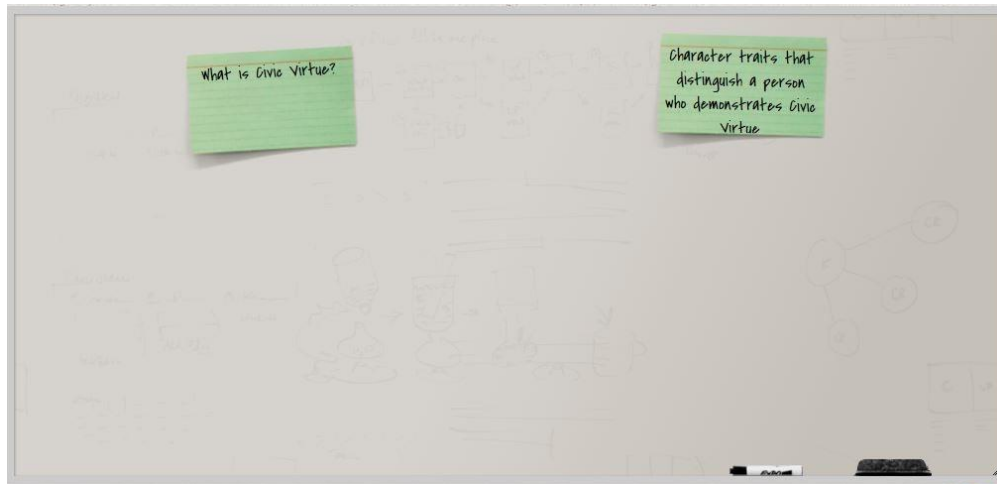
With the exception of the first module about Dr. Blake, which is an overview of the community of Johns Island and individuals who have contributed to the legacy of the island, modules do not necessarily need to be shown in any particular order.

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**Instructor Guide:**  
**Pre-Video Activity:**

*Materials Needed: Online and/or Library resources for student research, and Whiteboard or Google Slides*

1. Explain to students that they will research the concept of Civic Virtue by answering the two **supporting questions**:
  - a. What was the Civil Rights Movement?
  - b. How can activism be a form of Civic Virtue?
2. Divide students into groups of three or more.
3. Within their groups, have students research both questions and share their answers with their group using **Google Keep**. This is a Google application that is part of the Google suite of programs in **Google Drive** and allows students to work collaboratively.
  - a. NOTE: If students do not have devices, educators can have each group select one person to be the note taker and write down the information and sources from the other group members
4. Share group answers with the class by having each group create a slide for a class “Google Slide Presentation” or by having groups write their answers on the board. A board has been created as an example. If using Google Slides or Scrumblr, be sure to create a separate file for each class. [Scrumblr](#) is a site that provides an online space to create and share sticky notes with a group.



5. Lead a class discussion about motivations behind and actions of Civic virtue, and end discussion reminding students of the definitions of Civic Virtue.

**Video Presentation:**

*Materials needed: Printed handout or Google Keep for notetaking, computer and projector for viewing*

- Pass out Video Guide worksheet to each student.
- Introduce the video to the class by using the “Video Introduction” and the driving question.
- Instruct students to complete the Video guide as they watch the video. The video guide contains the following:

**Guiding Questions:**

- Who was the focus of this video?
- What was the individual’s connection to Johns Island?

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- What influences outside Johns Island shaped his views about his relationship with the community?
  - How was civic Virtue demonstrated in this video?
  - What were the person costs to the individual who demonstrated Civic Virtue?
  - Did the individual's idea of Civic Virtue change over time? If so, how?
- Ask students to share their reflections on the video and their answers to the Video guide as a whole class or in their groups.

### Post-Video Activity:

*Materials needed: Poster board or Google Slides*

1. Instruct students to return to their groups to answer the driving question. Have students use **Google Keep** or pen and paper to take/share notes within their group concerning their answers to the **driving question**.
2. As their assessment, ask groups to answer the **driving question** using their research, the video, and their answers to the video guide. Each group will share their answer on a Google slide or on paper.
3. If time, have groups present their answers to the class.

**Lesson Extension:** One way to visually represent group answers to the **driving question** is to create a “word art tree”. This can easily be done using the same application that was used to create the “word art tree” in lesson 1 about Dr. Blake. Students can create their “word art” using [AnswerGarden](#). It is up to the teacher's discretion to determine the process by which the tree is created. Each group can create a tree based on their answer to the driving question, or a student evaluation can be used to choose a “best answer” from which to create one tree to represent the class. A student evaluation has been included in the resources.

### ASSESSMENT:

**Evaluate group answers to the driving question to see how students were able to draw conclusions based on evidence from their research, the video, and the Video Guide.**

It is important to remember that with both the **driving** and **essential questions**, students must analyze and interpret data, which can lead to many conclusions. Students are graded on the process and the validity of their conclusions. Each group may infer data differently and therefore reach different conclusions.

**Grading Rubric for Lessons 2-5**

<https://drive.google.com/open?id=1jCCqHX0-NSgciiG97trSADnEGg7bjobVBiV7yz7xZ4>

Each of the **driving questions** is intended to help students answer the **essential question**.

## **Tangled Roots Video Guide**

*While watching the oral history video, note how individuals, their thoughts, and their actions demonstrate Civic Virtue. Answering the following questions:*

1. Who was the focus of this video?
2. What was the individual's connection to Johns Island?
3. What influences outside Johns Island shaped his views about his relationship with the community?
4. How was Civic Virtue demonstrated in this video?
5. What were the person costs to the individual who demonstrated Civic Virtue?
6. Did the individual's idea of Civic Virtue change over time? If so, how?

Adapted from: iRubric History Project

Driving Question Rubric: Lessons 2-5				
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
<b>Facts</b>	<p><b>Excellent</b>            Responses showed a strong understanding of Civic Virtue when answering the driving question. All facts about the individual in the video, and their connection to Civic Virtue were correct. The facts were based on information from the video. The facts were excellently and succinctly tied in with the analysis of the driving question.</p>	<p><b>Good</b>            Responses reflected most of the complexities of Civic Virtue when answering the driving question. Most facts about the individual were correct. Most facts were based on information from the video. The facts were tied in with the analysis of the driving question and efforts were made to be succinct and accurate.</p>	<p><b>Fair</b>            Responses showed an adequate understanding of Civic Virtue when answering the driving question. Some facts about the individual were correct. Some facts were based on information from the video. The facts were somewhat tied in with the analysis of the driving question and some efforts were made to be succinct and accurate.</p>	<p><b>Poor</b>            Responses showed inadequate understanding of Civic Virtue when answering the driving question. Few facts about the individual were correct. Few facts were based on information from the video. The facts were not tied in with the analysis of the driving question. No effort was made to be succinct and accurate.</p>
<b>Analysis</b>	<p><b>Excellent</b>            Groups provided in-depth analysis and correlated it with an understanding of Civic Virtue. Insight showed understanding that clearly connected the driving question to the video.</p>	<p><b>Good</b>            Groups provided analysis and correlated it with an understanding of Civic Virtue. Insight showed understanding that mostly connected the driving question to the video.</p>	<p><b>Fair</b>            The group had little analysis and did not correlate it with an understanding of Civic Virtue. Insight was weak and lacked accuracy.</p>	<p><b>Poor</b>            The group had no analysis. The group demonstrated little understanding, or none at all.</p>
<b>Writing/ Presentation</b>	<p><b>Excellent</b>            The group had no punctuation or spelling errors. Writing style excellently and succinctly aided understanding of the analysis. The group got its point across in 50 words or less. The group presented its answer to the driving question confidently and coherently.</p>	<p><b>Good</b>            The group had very few punctuation or spelling errors. Writing style aided the understanding of the analysis. The group got its point across in 50 words or less, but word choice made its conclusions hard to follow. The group did not show as much confidence when presenting its answer to the driving question, and was not as articulate in its presentation.</p>	<p><b>Fair</b>            The group had some punctuation and correct spelling. Writing style was unclear and did not further the understanding of the driving question. The group used too many or too few words to get its point across. The group showed little confidence when presenting its answer to the driving question and was not articulate in its presentation.</p>	<p><b>Poor</b>            The group had little punctuation and showed poor spelling abilities. The group failed to answer the driving question using the parameters given. The group failed to present its answer to the driving question.</p>

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**RESOURCES:**

**Google Keep** - This is a Google application that is part of the Google suite of programs in *Google Drive*. This is a free application that is an extension of *Google Docs* and allows students to work collaboratively. It can be accessed through *Google Drive*, or by going to <https://keep.google.com/u/0/>.

**Scrumblr** - [Scrumblr](http://scrumblr.ca/) is a site that provides an online space to create and share sticky notes with a group.  
<http://scrumblr.ca/>

**Grading Rubric for Lessons 2-5:** <https://drive.google.com/open?id=1jkCCqHX0-NSgciIG97trSADnEGg7bjobVBiv7yz7xZ4>

**Civic Virtue slides for class presentation of group responses:**  
<https://drive.google.com/open?id=1o7Abr6Dumlo8hOqpLaRTceicCRpDzfs3s42mag7gWs>

**Driving Question slides for class presentation of group answers:**  
<https://drive.google.com/open?id=1ECm0L-r1Z83RRp93F1kDseIRNFudDRFC6vhKrqhTO9E>

**Student Evaluation of Driving Question:**  
<https://drive.google.com/open?id=1Lehs-6YHHMMnsU1BemNV0Q1u1t3bGJkEdZ1kNWcY2o>

**Word Tree Art:**

AnswerGarden is a new minimalist feedback tool. Use it for real time audience participation, online brainstorming and classroom feedback.  
<https://answergarden.ch/>

## 2020 STANDARDS:

**Grade 5: Standard 4:** *Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.* **5.4.CE** - Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women. **5.4.E** - Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.

**Grade 8: Standard 5:** *Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.* **8.5.CC** - Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians. **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.

**Human Geography - Standard 3:** *Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.* **HG.3.4.HS** - Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.