

## Tangled Roots Lesson Six — Minerva King

**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:** *How does the idea of Civic Virtue connect to education and one's responsibility to the community?*

### LESSON SNAPSHOT

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 Tangled Roots oral history of Minerva King, and a final summative task that has them answer the driving question through group writing assignment. Students will demonstrate their understanding by pretending to be a team reports assigned to write for a digital publication on what Civic Virtue is and how it connects to education through the actions and choices of Minerva King.

#### PRE

1. **Research** in groups of three to create a definition of Civic Virtue.
2. **Present definitions** to group using Google Keep or paper and pencil.
3. **Discuss** as a class to check for understanding and **decide as a class the best definition of Civic Virtue.**

#### VIDEO

(about 5 minutes)

1. **Introduce** Video and driving question
2. **Watch** video and complete provided Video Guide (or create questions for students)

#### SUMMATIVE PERFORMANCE TASK

#### POST

1. **Discuss** as a class thoughts and answers to Video Guide
2. **Write** article for a pretend digital publication. Students will work in groups of three and each fulfill a different role: researcher, editor, and writer.

#### FAST TRACK OPTION

To save time, instructors may have students complete post assignment individually as a homework assignment or respond to driving question as a whole class.

## Educator Guide for Lesson Six — Minerva King

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

**Tangled Roots Unit** is divided into six individual videos with corresponding lesson plans and one PBL. Each lesson has a unique **driving question**, project, and rubric. Collaborative work on the six 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:** One could say Minerva King was born an activist. The child of J. Author Brown, the president of the Charleston branch of the NAACP, Minerva learned from an early age that civic duty had a price. Although privileged enough to attend private schools, she was not immune to segregation and discrimination. She personally witnessed the hate her family endured for their activism in trying to change the system of segregation and prejudice. Having met and learned from both national and local civil rights leaders, Minerva herself became involved in a Charleston “sit-in” that changed her community. As an educator she saw firsthand how little young people understood the lessons of history forged by past civil rights leaders. Passing the torch and teaching her community the lessons of civil rights has become Minerva’s goal.

**Lesson Overview:** Before watching the video, students will work in groups to research and define Civic Virtue. Then each group will share their definition with the class and the class will work together to decide on their best definition of Civic Virtue and identify key character traits. 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, educators will instruct students that they will create an article for a pretend digital publication. Students will return to their groups and determine their roles: researcher, writer, or editor. Once decided, students will write an article that answers the driving question, using their analysis of the video, their conclusions about Civic Virtue, and their answers to the Video Guide.

**Driving Question:** Minerva King expands the definition of education to include responsibility for one’s community and others. *How does the idea of Civic Virtue connect to education and one’s responsibility to the community?*

**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.

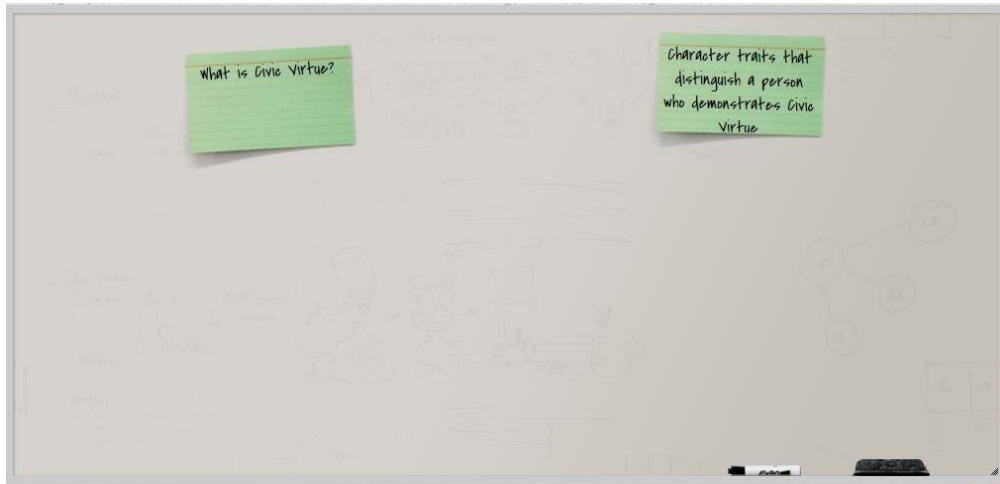
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**Instructor Guide:**

**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 and apply what they have learned from the other Tangled Roots videos to come up with their own definition of Civic Virtue and list three character traits.
2. Divide students into groups of three or more.
3. Within their groups, have students research and share their definition 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 on the groups’ definitions and have class determine the best definition – this could be selecting one group’s definition or creating a definition that takes pieces from each definition. Then have list write down definition and compile a list of character traits. Remind class that this definition will be used for their final project.
6. **Present the final project scenario to the class:**
  - a. Imagine you are part of a team of reporters assigned to write an [article](#) for an upcoming, innovative digital publication. As young people, and newly assigned writers, your assignment is to write an article that bridges generations, trying to connect the old and the young, which will hopefully bring prospective readers to the new publication. Your group has recently seen an intriguing video on Minerva King. Using this video as a foundation, write an article that explains the concept of Civic Virtue and how Civic Virtue influenced Minerva King, individuals in her family, and her personal choices. **Reflecting upon Minerva’s comment about her expanded ideas of education, how does the idea of Civic Virtue connect to education and one’s responsibility to the community?**

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- b. Each group will choose a **researcher**, a **writer**, and an **editor**. Students can share the responsibilities of the assigned roles if groups are larger than 3 students. (Teacher can determine how roles are assigned.) Each group is responsible for creating an article that will answer the *Driving Question*.

### 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 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?
  - What influences outside Johns Island shaped his views about her 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 in the groups. Their answers will help them to complete their final project.
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### Post-Video Activity:

*Materials needed: Google Docs or Word Processor*

1. Instruct students to return to their groups to complete the article. Remind student of the driving question and the class’s definition of Civic Virtue. Students should use the definition as well as the video guide to write their article.
2. Groups complete article and turn in via Google Docs or turn in paper.
3. If time, have groups present their article to the class.

**Teacher Notes:** Students can share the roles of **researcher**, **writer**, and **editor**. Ideally, the **editor** and **writer** would collaborate in writing the article, working together to make sure all required components are included, and grammar and spelling are correct. The **researcher** is primarily concerned with the embedded links, deciding which terms need to be highlighted in the article, and finding the most appropriate resource to connect to the links. The **researcher** should also work collaboratively with the **writer** and **editor** to make sure the links enhance the article, giving the reader opportunities to learn beyond what is discussed and addressed in the article.

## **ASSESSMENT:**

### **Scenario:**

Imagine you are part of a team of reporters assigned to write an [article](#) for an upcoming, innovative digital publication. As young people, and newly assigned writers, your assignment is to write an article that bridges generations, trying to connect the old and the young, which will hopefully bring prospective readers to the new publication. Your group has recently seen an intriguing video on Minerva King. Using this video as a foundation, write an article that explains the concept of Civic Virtue and how Civic Virtue influenced Minerva King, individuals in her family, and her personal choices. **Reflecting upon Minerva's comment about her expanded ideas of education, how does the idea of Civic Virtue connect to education and one's responsibility to the community?**

### **The article must:**

- Have a headline that captures the reader's attention and accurately describes the content of the article.
- Have a lead sentence that grabs the reader's interest, introducing Civic Virtue and Minerva King.
- Have interactive elements with at least 10 embedded links that can include pictures, websites, video, vocabulary, or music. The embedded links are enhancements and should allow the reader to explore and learn beyond what was discussed in the video or written about in the article. An example of an embedded link is found in the scenario.
- Explain the concepts of Civic Virtue, and specifically explain how the concepts found in Civic Virtue influenced Minerva King, individuals in her family, and her personal choices.
- Answer the *DRIVING QUESTION* - *How does the idea of Civic Virtue connect to education and one's responsibility to the community?*

**Evaluate article to see how students able to answer the driving question and 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.

### Embedded, Digital Newspaper Article Rubric – Minerva King

CATEGORY	4	3	2	1
<b>Headline</b>	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a headline that does not describe the content.	Article is missing headline.
<b>Lead Sentence</b>	Lead sentence grabs the reader's attention and focuses the reader on the topic.	Lead sentence tells most important details.	Lead sentence is not clearly connected to the article.	There is no clear lead sentence in the article.
<b>Supporting Details</b>	The details in the article are clear, explaining the concepts of Civic Virtue, and how the concepts found in Civic Virtue influenced Minerva King, individuals in her family, and her personal choices.	The details in the article are clear but need to be developed more. Some details may not fit in with the topic of Civic Virtue and how they relate to Minerva King, her family, and her personal choices.	Most details in the article are clear. However, the article poorly focuses on the topic of Civic Virtue and how they relate to Minerva King, her family, and her personal choices.	The details in the article are neither clear nor related to the topic of Civic Virtue and how they relate to Minerva King, her family, and her personal choices.
<b>Embedded Details</b>	There are at least 10 embedded links that include pictures, websites, video, vocabulary, or music. The embedded links allow the reader to explore and learn beyond what was discussed in the video or written about in the article.	There are between 9 and 7 embedded links that include pictures, websites, video, vocabulary, or music. The embedded links allow the reader to explore and learn beyond what was discussed in the video or written about in the article.	There are between 6 and 4 embedded links that include pictures, websites, video, vocabulary, or music. The embedded links give some enhancements to the readers' understanding, allowing them to explore and learn beyond what was discussed in the video or written about in the article.	There are less than 4 embedded links that include pictures, websites, video, vocabulary, or music. The embedded links give few enhancements to the readers' understanding, allowing them to explore and learn beyond what was discussed in the video or written about in the article.
<b>Answering the Driving Question</b>	The article was insightful and clearly connected the driving question to the video.	The article was somewhat insightful, and adequately connected the driving question to the video.	The article was somewhat insightful, but the connections that linked the driving question to the video were hazy and difficult to understand.	The article was not insightful, and there were few connections that linked the driving question to the video.
<b>Spelling and Grammar</b>	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.

## 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?

### DIGITAL NEWSPAPER ARTICLE BRAINSTORM

Group Names:

#### Scenario:

Imagine you are part of a team of reporters assigned to write an [article](#) for an upcoming, innovative digital publication. As young people, and newly assigned writers, your assignment is to write an article that bridges generations, trying to connect the old and the young, which will hopefully bring prospective readers to the new publication. Your group has recently seen an intriguing video on Minerva King. Using this video as a foundation, write an article that explains the concept of Civic Virtue and how Civic Virtue influenced Minerva King, individuals in her family, and her personal choices. **Reflecting upon Minerva's comment about her expanded ideas of education, how does the idea of Civic Virtue connect to education and one's responsibility to the community?**

#### The article must:

1. Have a headline that captures the reader's attention and accurately describes the content of the article.
  2. Have a lead sentence that grabs the reader's interest, introducing Civic Virtue and Minerva King.
  3. Have interactive elements with at least 10 embedded links that can include pictures, websites, video, vocabulary, or music. The embedded links are enhancements and should allow the reader to explore and learn beyond what was discussed in the video or written about in the article. An example of an embedded link is found in the scenario.
  4. Explain the concepts of Civic Virtue, and specifically explain how the concepts found in Civic Virtue influenced Minerva King, individuals in her family, and her personal choices.
  5. Answer the *DRIVING QUESTION* - *How does the idea of Civic Virtue connect to education and one's responsibility to the community?*
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#### ASSIGN ROLES:

Writer will be \_\_\_\_\_

- Writer will be the primarily author of the article using the researcher's notes and group's thesis to craft an engaging article that answers the driving question.

Researcher will be \_\_\_\_\_

- The **researcher** is primarily concerned with the embedded links, deciding which terms need to be highlighted in the article, and finding the most appropriate resource to connect to the links.
- The **researcher** should also work collaboratively with the **writer** and **editor** to add links to sources.

Editor will be \_\_\_\_\_

- The **editor** and **writer** would collaborate in writing the article. Editor will make sure all required components are included, and grammar and spelling are correct.

#### DEFINITION OF CIVIC VIRTUE:

**CONSTRUCT THESIS:** working as a group, answer the driving question in 1 sentence. List 3 points that support your answer pulling from the video and other online sources.

→ *How does the idea of Civic Virtue connect to education and one's responsibility to the community?*



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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-NSgciG97trSADnEGg7bjobVBiV7yz7xZ4>

**Civic Virtue slides for class presentation of group responses:**  
<https://drive.google.com/open?id=1o7Abr6Dumlo8hOqplLaRTceicCRpDzfs3s42mag7gWs>

**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-6YHHMMnsU1BemNVQ1u1t3bGJkEdZ1kNWcY2o>

**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.