

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
Creating African-American Historical Brochures	Social Studies/Grades 6-12	3-5 Days
Lesson Summary		
<p>Through this activity, students will be able to create a brochure advertising historical African-American places to visit within a city. They will use theclio.com website/app to choose their places to visit. Students will use research, writing, and technology to create their brochures using PowerPoint or Microsoft Word. This lesson can be integrated into a middle or high school social studies classroom.</p>		
<p>Formative Assessment Task: Students will research, edit/revise, & create a brochure using Microsoft PowerPoint or Word. Students will share their brochure with the historical places they have included.</p>		
<p>Standards/ Learning Targets</p> <ul style="list-style-type: none"> • SS.6-8.L.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • SS.6-8.L.7: Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • SS.6-8.L.12: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • SS.6-8.L.13: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • SS.6-8.L.15: Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 		
Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing/ Typing ○ Speaking/ Listening ○ Presenting/ Viewing ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Active Reading/ Writing ○ Small Group Discussion/ Learning ○ Classroom Discussion/ Sharing ○ Student Choice 	<ul style="list-style-type: none"> ○ TheClio.com ○ Specific Cities' Historical Societies ○ BlackPast.org (African-American Landmarks) ○ WVCulture.org
Lesson Guiding Question & Opener	Instructional Plan & Sequence	
<p>Guiding Question: How can brochures help inform people about historical African-American events and places?</p>	<p>Day One</p> <ul style="list-style-type: none"> • Students will be given instructions on the African-American Historical Brochure assignment. Students will be given the choice of nine cities (Huntington, WV, 	

Lesson Opener: Students will be given the essential question, "What do you know about the African-American history in your city?" Discuss how Carter G. Woodson & other significant African-Americans have impacted our local history.

Washington, D.C., Detroit, Montgomery, AL, Chicago, Harlem/NYC, Birmingham, AL, Atlanta, GA, Selma, AL) to create their brochure around. They will pick three sites to include in their brochure. They can be museums, historical sites, and monuments. Students will include a brief summary and description of the site. Address, website, and hours of operation must be included. The following also needs to be included: An appealing front cover, summary of the African-American history & it's significance, & pictures of the city/historical sites in the brochure. They will receive a rubric to help them know the requirements of the assignment. On Day one, students must choose their city.

Day Two

- Students will be given examples from previous years to get an idea of what their brochure should look like. I will demonstrate how to create a brochure using Microsoft PowerPoint & the templates they can choose from. Students will then begin to conduct research on their brochure using the website TheClio.com. While using Clio, students will be able to pick their three historical sites.

Day Three & Four

- Students will conduct research on their city and continue to work on their African-American historical brochure. When the student is finished, the teacher will check the brochure & have them print the brochure.

Day Five

- Students will be finished or finishing up their brochure. Students will then present their brochures to class. They will give brief descriptions on how their city is significant to African-American history, the places to visit in their city, and what they learned from the assignment.