Lesson 6: Tangled Roots - Minerva King

1:1 lesson

Lesson overview: 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 first-hand 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.

Students are asked to explore the concept of Civic Virtue and how that concept connects to Minerva. Given the task to write an article for a pretend digital publication, students will connect the dots of how Minerva changed her community, while they also explore their personal responsibility in understanding and extending Civic Virtue.

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 6: Tangled Roots - Minerva King - Lesson Progression

- **Tangled Roots** is divided into six individual short modules. The modules show a connection that will help students answer a driving question that is connected to the individual modules. Collaborative work on the six modules will lead to overall conclusions that can be made about an overarching essential question.
- Each module is a separate lesson with an individual driving question and evaluation.
- Each separate module will include a grading rubric for ease of assessment.

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?

- The teacher will divide the class into working groups with a minimum of three students.
- Students will research the concept of Civic Virtue and must determine a definition of Civic Virtue, which will help them answer the driving question and assist in their completion of the overarching PBL. Students within the group can share information discerned and discovered in “real time” using 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/](https://keep.google.com/u/0/).

- **What is Civic Virtue?**

  - Groups can post their definition for the class to see on a class “Google Slide Presentation” or by posting their answers on an alternative site called Scrumblr. **Scrumblr** is a site that provides an online space to create and share sticky notes with a group. Please note, teachers will have to create a separate board for each class with a specific class URL. This allows students to use a common board and share information. A board has been created as an example. The link is listed in the resources.
  - The class should discuss posted definitions, coming to a consensus as to the traits and terms that best define Civic Virtue.
  - The teacher will present the scenario about the digital publication to the groups.
  - 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. The teacher can determine how roles are assigned. Each group is responsible for creating an article that will answer the **driving question**.

**The scenario is as follows:**

- 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 hired 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?
- Students will watch the video about Minerva, either as a whole class, or within the individual groups.
- Students will answer the guided questions that go with the video, sharing their answers within their group using **Google Keep**. Answering these guided questions will help students write the article.
Guiding Questions

Who was the focus of this video?
What was the individual’s connection to Johns Island?
What influences outside Johns Island shaped Minerva’s views about her relationship with the community?
How was Civic Virtue demonstrated in this video?
What were the personal costs to the individual who demonstrated Civic Virtue?
Did the individual’s idea of Civic Virtue change over time? If so, how?

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?

Teacher Notes:

- An alternative site to Google Slides which students can use to share and post information is Scrumblr. Scrumblr is a site that provides an online space to create and share sticky notes with a group. Please note, teachers will have to create a separate board for each class with a specific class URL. This allows students to use a common board and share information. A board has been created as an example. The link is listed below and in the resources. http://scrumblr.ca/

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

**How to insert hyperlinks** - [https://www.wikihow.com/Insert-a-Hyperlink](https://www.wikihow.com/Insert-a-Hyperlink)

**Lesson 6 Rubric** - [https://drive.google.com/open?id=1Ua7WnJh_6zm2V2-CGe3vTDr4myfKUbih](https://drive.google.com/open?id=1Ua7WnJh_6zm2V2-CGe3vTDr4myfKUbih)
# Embedded, Digital Newspaper Article

## Driving Question Rubric – Minerva King

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td><strong>Headline</strong></td>
<td>Article has a headline that captures the reader’s attention and accurately describes the content.</td>
<td>Article has a headline that accurately describes the content.</td>
<td>Article has a headline that does not describe the content.</td>
<td>Article is missing headline.</td>
</tr>
<tr>
<td><strong>Lead Sentence</strong></td>
<td>Lead sentence grabs the reader’s attention and focuses the reader on the topic.</td>
<td>Lead sentence tells most important details.</td>
<td>Lead sentence is not clearly connected to the article.</td>
<td>There is no clear lead sentence in the article.</td>
</tr>
<tr>
<td><strong>Supporting Details</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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## Embedded Details

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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## Answering the Driving Question

<table>
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<tr>
<th>The article was insightful and clearly connected the driving question to the video.</th>
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<tbody>
<tr>
<td>The article was somewhat insightful, and adequately connected the driving question to the video.</td>
</tr>
<tr>
<td>The article was somewhat insightful, but the connections that linked the driving question to the video were hazy and difficult to understand.</td>
</tr>
<tr>
<td>The article was not insightful, and there were few connections that linked the driving question to the video.</td>
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## Spelling and Grammar

<table>
<thead>
<tr>
<th>No spelling or grammar errors.</th>
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<tbody>
<tr>
<td>No more than a couple of spelling or grammar errors.</td>
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<tr>
<td>No more than 3 spelling or grammar errors.</td>
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<tr>
<td>Several spelling or grammar errors.</td>
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Adapted: March 17, 2020
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.