



Famous Black Americans: Gotta Study 'em All

This project for Black History Month encourages students to create "trading cards" of famous black Americans. The idea is based on the trading card-craze of Pokemon, Yu-Gi-Oh, and athletic cards so popular with students and adults alike. In this lesson, students can choose what grade they wish to make based on how many cards they create (see assessment area for grade scale).

<i>John Marshall Carter</i>	<i>G.W. Northcutt Elementary</i>	<i>Clayton</i>	<i>Georgia Learning Connections</i>
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Primary Learning Outcomes

The learner will conduct research and create trading cards of famous black Americans.

Additional Learning Outcomes

The learner will expand his/her knowledge of the contributions made by black Americans.

Assessed QCC Standards:

Grade: 9-12

Social Studies

U.S. History

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Topic: Civil Rights

Standard: Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present. - Integration of military - Brown vs. Board of Education 1954 (Plessy vs. Ferguson) - Montgomery bus boycott - Central High, Little Rock - Freedom Rides and sit-ins - Selma - Washington March, "I Have a Dream" Speech - Rosa Parks - Malcolm X - Dr. Martin Luther King, Jr. - Jesse Jackson, and - Farakhan.

Non-Assessed QCC Standards:

Grade: 9-12

Social Studies

U.S. History

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Topic: Skill Development

Standard: Formulates historical questions and defends findings based on inquiry and

interpretation. Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.).

Procedures/Activities

Step: 1 Duration: One Hour

1. The teacher will introduce the topic in late January or early February.
2. Each student is assigned the task of creating trading cards of famous black Americans.
3. The student's grade is determined by the number of cards the student creates. The grading scheme and directions for the project are on an attachment to this step.
4. The teacher should begin a brain-storming session with the students to determine how many famous black Americans the students can name before actually starting their biographical research.
5. The teacher should explain the grading scale for the project:
A=40 cards
B=30 cards
C=20 cards
D=10 cards
F=fewer than 10 cards

Web Resources for Step 1

Title: Biography.com Celebrates Black History Month

URL: <http://www.biography.com>

Annotation: This site is very useful for doing research on famous black people.

Title: Black Inventor.Com

URL: <http://www.blackinventor.com>

Annotation: This site contains biographical sketches of famous black inventors.

Title: 500 Notable African Americans

URL: <http://www.infoplease.com/spot/bhmbios1.html>

Annotation: This file contains biographical sketches of 500 notable African Americans.

Attachments for Step 1

Title: Bioguide for Black History Project **FileName:** [Bioguide.doc](#)

Description: This file contains focus questions to help students do research.

Title: Black History Month **FileName:** [Black History Month.doc](#)

Description: This file contains directions for the Black History Month Project.

Step: 2 Duration: One Hour

1. Teachers should schedule one day in the computer lab and at least one day in the library so students will have the opportunity to have a variety of research materials available.
2. So, this step involves taking students to the computer lab.
3. Students should be given the URLs attached to this step.

Web Resources for Step 2

Title: Biography.com

URL: <http://www.biography.com>

Annotation: This site contains a tremendous amount of information on black Americans.

Title: Blackinventor.com

URL: <http://www.blackinventor.com>

Annotation: This file contains biographical information about famous black inventors.

Title: 500 Notable African Americans

URL: <http://www.infoplease.com/spot/bhmbios1.html>

Annotation: This site contains information about 500 notable African Americans.

Step: 3 Duration: One Hour

1. Teachers should take students to the library during this period.

Web Resources for Step 3

Title: Biography.com

URL: <http://www.biography.com>

Annotation: This site contains a tremendous amount of information on Black Americans.

Step: 4 Duration: One-quarter hour each period during Black History Month

1. Teachers should assign students the task of reading one or two cards each day during Black History Month.

Materials and Equipment

The learner will need the following materials for the project: 1. index cards (3x5) 2. dictionaries 3. encyclopedias 4. magazines 5. biographies

Standards (Local and/or National)

GLC Standards

Total Duration

Three class hours + fifteen minutes per class for reading cards

Technology Connection

The learner will use the computer to conduct research on famous black people.

Assessment

The five steps to this lesson/project do not constitute the total duration of the project. The remainder of the project should be done as homework. The teacher might wish to use the grade scale attached to this step for assessing the projects.

Attachments

Title: Black History Month **FileName:** [Black History Month.doc](#)

Description: This file contains a grade scale for the project. Extra credit is given to students whose projects demonstrate a high degree of aesthetic value and/or depth of knowledge.

Extension

Remediation

Accommodation

For students with exceptional needs, what changes can be made in instruction and teaching delivery to enhance student participation and learning? Each area below is a direct link to general classroom accommodations.

[Non-readers](#) [Physical Impairments](#) [Sensory Impairments](#) [Attention/Behavior Gifted](#)

Each disability below is a direct link to general classroom accommodations specific for that disability.

[Autism](#)

[Deaf - Blind](#)

[Deaf/Hard of Hearing](#)

[Emotional and Behavioral Disorder](#)

[Mild Intellectual Disability](#)

[Orthopedic Impairment](#)

Other Health Impairments:

[Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder](#)

[Tourette Syndrome](#)

[Significant Development Delay](#)

[Specific Learning Disability](#)

[Speech - Language Impairment](#)

[Traumatic Brain Injury](#)

[Visual Impairment](#)

Modification

For students with significant disabilities, what changes can be made in instruction and teaching delivery to allow students to participate in classroom instruction while working on IEP objectives and off grade level QCC standards. Below are suggested modifications correlated to the procedures of this lesson plan.