Local Legends & People

Morgan Jones

ED 419: Methods of Teaching History and Social Studies
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Overview of Unit

This unit focuses on local legends and people. This unit is for kindergarten history and social studies. In this unit includes local legends and people from Danville, Va. This would include Camilla Williams, Dan Daniel, and Wendell Scott. The unit also includes a focus on Martin Luther King Jr. and items that people used in the past versus the present. This unit connects to the Danville Museum of Fine Arts and History with artifacts from the museum. This includes: the hall of fame (Wendell Scott & Dan Daniel), Camilla Williams exhibit (clothing and items worn by her), and Martin Luther King Jr. (timeline and photos). The SOLs that are covered in the unit are as followed: K.1a, K.2a,b, K.1g, K.11d, and K.1c. This unit is intended for a group of 20 students.
Lesson Plans

The following pages are five lesson plans. These lessons would be used for a week to focus on the topic of local legends and people in a kindergarten classroom. Each lesson includes a hands-on activity and a formative assessment.
**Name:** Morgan Jones  
**Grade:** Kindergarten  
**Subject:** History  
**Date:** 4/19/2021  

<table>
<thead>
<tr>
<th>SOL(s): STANDARD K.1a</th>
<th>Materials needed: Racing Against the Odds book, 4 toilet paper rolls, 16 cardboard wheels, 8 unsharpened pencils, cardboard for ramp, and markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understanding of history;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective(s): ABCD</th>
<th>Technology: Youtube videos, google classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kindergarten student will identify that Wendell Scott is famous for being the only black driver to win a race in a NASCAR Grand National division through primary sources by viewing photos/video and acting out a race: Class Poll with white boards.</td>
<td></td>
</tr>
</tbody>
</table>

**Warm-Up/Opener/Review/Prior Knowledge:** As a class, we will first read the book, *Racing Against the Odds* by Carole Boston Weatherford. I will ask children at the end of the book what Wendell Scott was famous for? (the only black driver to win a race in a NASCAR Grand National division). Here is the link to the book to buy: [https://www.amazon.com/Racing-against-Odds-African-American-Champion/dp/1477810935/ref=asc_df_1477810935/?tag=hyprod-20&linkCode=df0&hvadid=265892495433&hvpos=&hvnetw=g&hvrand=18288620596704572515&hvpos=&hvnetw=g&hvrand=18288620596704572515&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9008914&hvtargid=pla-651739216230&psc=1](https://www.amazon.com/Racing-against-Odds-African-American-Champion/dp/1477810935/ref=asc_df_1477810935/?tag=hyprod-20&linkCode=df0&hvadid=265892495433&hvpos=&hvnetw=g&hvrand=18288620596704572515&hvpos=&hvnetw=g&hvrand=18288620596704572515&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9008914&hvtargid=pla-651739216230&psc=1)  

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!) I will play the first 3:06 of this video: [https://www.youtube.com/watch?v=cAHF0B6yGnw](https://www.youtube.com/watch?v=cAHF0B6yGnw) Students will see real videos and pictures of Wendell Scott and hear from individuals who knew him. Next, students will be making their own cars to act out a race like Wendell Scott in groups. I will place students into 4 groups. Each group will get a toilet paper roll (with 4 holes cutout), 2 unsharpened pencils, 4 cardboard wheels (with holes cutout), and markers.  

Directions for making toy cars:  
1. Students need to name their team and place a number on their car.  
2. Students decorate the toilet paper roll.  
3. Students put the pencils through the 4 holes in the toilet paper roll.  
4. Students will place the cardboard wheels on each end of the pencils.  
5. Students will practice rolling their car to ensure it works.  

The next step is to act out the race. I will set up a cardboard ramp with either textbooks or a chair (whatever is available in classroom) to create the incline. Each group will choose one person to become their driver. Students will all place and hold their cars at the top of the ramp. I will say 1,2,3 Go and students will release. Cars will race down and I will say who the winner is. The race will be completed 4 times.  

**Closure:** (What knowledge should the student “walk-away” with?) I will play 1 minute of this video to show students what racing looked like back in 1964 when Wendell Scott won:
https://www.youtube.com/watch?v=Er52EiiB2rM. I will then play this video to show students what racing looks like now for 1 minute: https://www.youtube.com/watch?v=w1MhxwlZxv8&t=86s.

**Assessment:** (Formative Assessment) I will ask students the question: What was Wendell Scott famous for being? Students will get out white boards. Students can write out the answer and draw an illustration. Acceptable answers: one of the first black race car drivers, black driver winning, the only black driver to win a race in a NASCAR Grand National division. Teacher will go around to each student and check answer. This could also be done in google classroom by creating a question and having students answer online.

**Differentiation:** (i.e. Special Education, Gifted, etc.) Sp.Ed.: if student has difficulty working in groups, he or she can work individually to complete a car. If student has difficulty putting things together, he or she can have a pre-built car and can just decorate it.
Gifted: student can research and find 3 interesting facts about Wendell Scott

**Transition:** (If applicable)  
**Homework to Assign:** (If applicable)  
Student will take home coloring page of Wendell Scott (optional)
Wendell Scott of Danville was the first black racecar driver to run for NASCAR, and is the only person in town to have had a full-length movie made of his life.
**Name:** Morgan Jones  
**Grade:** Kindergarten  
**Subject:** History  
**Date:** 2-14-2021

| **SOL(s):** K.2a,b: The student will recognize that history describes events and people from other times and places by          |
| a) identifying examples of historical events, stories, and legends that describe the development of the local community; and |
| b) identifying people who helped establish and lead the local community over time. |
| **Materials needed:** construction paper, puff balls, pipe cleaners, markers, crayons, stickers, beach ball |
| **Technology:** Google Earth |

**Objective(s):** ABCD The Kindergarten student will identify 3 facts about Dan Daniel by looking at pictures and creating their own park and naming it after a community leader: exit slip that will be read to them.

**Warm-Up/Opener/Review/Prior Knowledge:** We will learn about Dan Daniel and what he did for the community. We will look at his picture in the Hall of Fame at the museum. We will then go to google earth and look up Dan Daniel park.  
https://earth.google.com/web/search/Dan+daniel+park+danville+va/@36.5752073,-79.3712719,140.8424387a,828.45218189d,35y.0h,0t,0r/data=CnEaRxJBCiUweDg5YWQ0Y2FmZDQ5NDY2MTM6MHhlYThkZjIzZGM4YzYyMmNIKhhEYW4gRGFuaW5sCk1bW9yaWFsIFhcmsYAIABiYKJAkyfYUYNQM1QBEyfYUYNQM1wBkW0kMPPc8pQCFmp0L33X9WwA

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!) Students will then be paired into groups and create their own park. They will name their park after a community leader, design what is in their park, draw and craft objects for the park. As a class, we will make a chart on the white board as to why Dan Daniel got a park named after him. We will name characteristics and fill in the chart. I will call on students by passing around a beach ball, they will catch, and lightly toss it to another student to answer until everyone has answered.

**Closure:** (What knowledge should the student “walk-away” with?) Students will present their park to the class. Students will share why they picked who to name their park after (why is this person a leader in the community). They will also share what is in their park.

**Assessment:** (Formative Assessment) Exit slip: students will be filling in the blanks on an exit slip of 3 facts about Dan Daniel. Exit slip will be read to students and students may ask for help with spelling of words.

**Differentiation:** (i.e. Special Education, Gifted, etc.) Sp. Ed.: if student does not work well in groups, he or she can work individually. If they do not work well with props, he or she can just draw their own park. Gifted: students can do more research on Dan Daniel and come up with 5 facts about him.

**Transition:** If applicable)

**Homework to Assign:** (If applicable) Students will take home a coloring sheet of Dan Daniel park. (optional)
Dan Daniel has a _______________ named after him.

Dan Daniel was a _______________ in the community.

Dan Daniel was a __________________.
Children today and in the future will be able to play baseball and other sports in the newest park in Danville, the Dan Daniel Memorial Park. W. C. (Dan) Daniel served as a Representative from Virginia to the United States Congress from 1969 to 1988.
**Name:** Morgan Jones  
Kindergarten  
**Subject:** History

**Grade:**  
**Date:** 4/19/2021

<table>
<thead>
<tr>
<th>SOL(s): K.1g: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by making connections between past and present;</th>
<th>Materials needed: Then and Now book, past and present objects (from history museum)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective(s): ABCD</strong> The Kindergarten student will compare and contrast between past and present by picking one object from the past that people used and then finding the similar one for the present in groups: Cut and glue pictures of objects onto past or present exit slip.</td>
<td>Technology: YouTube video, Kahoot</td>
</tr>
<tr>
<td><strong>Warm-Up/Opener/Review/Prior Knowledge:</strong> First students will begin by watching this video to distinguish between what people did in the past compared to the present: <a href="https://www.youtube.com/watch?v=U-r-xHln6nE">https://www.youtube.com/watch?v=U-r-xHln6nE</a>. I will then read the book: <em>Then and Now</em> by Heather Amery.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation/Activities/Guided/Independent Practice:</strong> (Aligned with curriculum framework!) We will begin by discussing things from the video that people did differently back then. I will write the students’ answers on the board. After we have discussed this, I will place students into four groups. Each group will choose one item from the past. Once each group has chosen an item, they will have to find the similar item in the present pile. Students are to go back to their group and discuss how these items are different. After students have discussed for 15 mins, students will come up to the front of the class and present their two items in their group. The group will also present why the items are different. Items in bin (located at history museum: past and present bin) include:</td>
<td></td>
</tr>
</tbody>
</table>
**Closure:** (What knowledge should the student “walk-away” with?)

Students will play a kahoot of past and present objects that people used:

https://create.kahoot.it/share/enter-kahoot-title/7a01d09a-da47-4e47-b3cc-f9c8c799eb20

**Assessment:** (Formative Assessment) Students will complete a cut and paste picture exit slip of items from the past and present

**Differentiation:** (i.e. Special Education, Gifted, etc.) If students are unsure of what an item is, I will explain it to them.

Sp. Ed: if student is unable to work in groups, he or she can work individually. If student has difficulty with working with a computer or ipad, he or she can write down their answers on a sheet of paper for the Kahoot.

Gifted: Students will research clothing that was worn in the past and compare it to what we wear today.

**Transition:** (If applicable)

**Homework to Assign:** (If applicable) student will go home and ask parent/guardian what is one item that was different when they were younger. Student will report this back to the class.
Past and Present Exit Slip

Past

Present

[Images of various items: a telephone, a smartphone, a lantern, a flashlight, a washboard, and a washing machine]
Name: Morgan Jones  
Subject: History  
Grade: Kindergarten  
Date: 4/19/2021

**SOL(s):** K.11d: The student will develop an understanding of how communities express patriotism through events and symbols by  
d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

**Materials needed:** brown & white egg, bowl

**Technology:** YouTube videos

**Objective(s):** ABCD The Kindergarten student will identify who Martin Luther King Jr. is, that he wanted everyone to be treated equally, and when the day is celebrated by illustrating 2 things each student dreams about in a speech: student interview.

**Warm-Up/Opener/Review/Prior Knowledge:** We will begin by watching this video on Martin Luther King Jr.  
https://www.youtube.com/watch?v=4xXZhXTFWnE. We will also watch this video so that students will understand what the speech “I have a dream” was: https://www.youtube.com/watch?v=JBhCd9GYbqk. I will then read: *I am Martin Luther King Jr.* by Brad Meltzer.

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!) We will first begin by looking at a calendar to see when Martin Luther King Jr. Day is observed (January) (would be great to do this lesson during that time). We will discuss some things that Martin Luther wanted to be done differently (wanted everyone to be treated fairly/equally). I will ask students what type of things he dreamed about in his speech (everyone holding hands). Each student is to come up with a speech discussing two things that they dream about. Speech should be as followed “I have a dream…. And I dream about….” After each student has thought about what they dream about, students will pull out their journals to write their speech. After students have written their speech, each student will come up to the front and deliver their speech.

**Closure:** (What knowledge should the student “walk-away” with?) Martin Luther wanted everyone to be created equally so I will demonstrate this with eggs. One brown colored egg and one white egg. Students will complete the activity sheet. The sheet includes coloring what the eggs look like and saying that they look different. I will then crack the egg and students will draw what both eggs looked like cracked (same). And then students will fill in the words. I will have the sheet on the document camera for students to watch me write the words.

**Assessment:** (Formative Assessment) I will be conducting a student interview. I will show students a picture of Martin Luther King Jr. and they are to tell me who he is. I will also ask when Martin Luther King Jr. Day is celebrated (January). I will also ask what Martin Luther King Jr. wanted everyone to be treated like. Each student will come up to my desk individually.

**Differentiation:** (i.e. Special Education, Gifted, etc.) If students are unable to write their speeches, I will come around to help with spelling or students can just think about what they want to say and then give their speech.  
Sp.Ed.: if student is unable to write words, I will have dotted lines available for the student to trace.
Gifted: student can watch the “I have a dream” video again and write down 3 things that he dreamed about

<table>
<thead>
<tr>
<th>Transition: (If applicable)</th>
<th>Homework to Assign: (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

**Student Interview**
Name ________________________________

Martin Luther King Jr.

Color what the eggs looked like on the outside. Draw what they looked like on the inside.

The outside looked

The inside looked

Martin Luther King Jr. wanted everyone to be treated

© theSHARP bunch
Name: Morgan Jones  
Subject: History  
Grade: Kindergarten  
Date: 4/19/2021

<table>
<thead>
<tr>
<th>SOL(s): K.1c</th>
<th>Materials needed: Encore, Opera Cat !, 10 tiaras, 10 ties</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</td>
<td>Technology: YouTube videos</td>
</tr>
<tr>
<td>c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;</td>
<td></td>
</tr>
</tbody>
</table>

| Objective(s): ABCD | |
|-------------------| |
| The Kindergarten student will identify what Camilla Williams is famous for, where she was from, and sequence 4 events about Camilla Williams by dressing up and putting on their own opera show in groups: gluing and sequencing events from Camilla’s life on an exit slip & student interview. | |

| Warm-Up/Opener/Review/Prior Knowledge: | |
|----------------------------------------| |
| We will begin by listening to Camilla Williams in this video: [https://www.youtube.com/watch?v=AM3MLsDZnE](https://www.youtube.com/watch?v=AM3MLsDZnE). I will play the video for 3 minutes. To get students excited to learn about an opera singer, I read the book: *Encore, Opera Cat!* by Tess Weaver. | |

| Presentation/Activities/Guided/Independent Practice: | Pictures are: |
|------------------------------------------------------| Camilla Williams is from Danville, VA. |
| (Aligned with curriculum framework!) I will have a presentation for students. I will show images of Camilla Williams and describe a fact or event from her life with the picture. | |
Camilla Williams was an opera singer.

Camilla Williams began touring in 1944.
Camilla Williams debuted in Madama Butterfly in 1946.

Camilla Williams sang the star-spangled banner at the White House & Lincoln Memorial in 1963.

Camilla Williams became the first African American music teacher at Indiana University in 1977.
Once I have completed my presentation, I will put students into 4 groups. Students will come up with their own opera show singing about Camilla Williams. Each student will get to dress in clothing from Camilla Williams bin (located at museum) or put on a tie/tiara. Each group will come up and present their show to the class.

**Closure:** (What knowledge should the student “walk-away” with?) I will ask students where Camilla Williams is from and what she did/famous for? I will then show students a picture of a stage, a butterfly, the white house, and a teacher to discuss which event from Camilla’s life came first and then followed.

**Assessment:** (Formative Assessment) Students will be completing a cut and paste exit slip where they will be sequencing 4 events in order from Camilla’s life. I will read the directions and tell students what each symbol is representing. Students will also be called up individually to my desk to ask where Camilla is from and what she did/ famous for.

**Differentiation:** (i.e. Special Education, Gifted, etc.) Sp.Ed: if student is unable to work in groups, he or she can work individually to perform their opera
Gifted: students will research 2 more life events from Camilla’s life

**Transition:** (If applicable)

<table>
<thead>
<tr>
<th>Homework to Assign: (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
</tr>
</tbody>
</table>
Exit Slip:

Cut and paste the picture representing each event in Camilla’s life in order. Cut out the pictures in the dotted line box below.

1  2  3  4
Formative Assessments

The following pages are the formative assessments that are within the lesson plans for the unit. Each formative assessment comes with an answer key.
Lesson 1: Wendell Scott: SOL: K.1a

Class Poll with White Boards

**Ask Students:** What was Wendell Scott famous for being?

Students will write out the answer and draw an illustration. (Students may need help with spelling.) Teacher will go around to each student and check answer.

**Acceptable answers:** one of the first black race car drivers, black driver winning, the only black driver to win a race in a NASCAR Grand National division.

**This can also be done in google classroom by adding a question.**
Exit Slip

Dan Daniel has a ____________ named after him.

Dan Daniel was a ____________ in the community.

Dan Daniel was a ____________________.
Exit Slip: Answer Key

Dan Daniel has a park named after him.

Dan Daniel was a leader in the community.

Dan Daniel was a congressman.
Lesson 3: Past and Present: SOL: K.1g

Cut and Paste Exit Slip: Following Page
Past and Present Exit Slip Answer Key

**Past**

- Phone
- Lantern
- Old washing machine

**Present**

- Mobile phone
- Flashlight

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Lesson 4: Martin Luther King Jr.: SOL: K.11d

Student Interview

Teacher will call each student individually to his or her desk. Teacher will show students a picture of Martin Luther King Jr.

**Question:** Who is in this picture?
**Answer:** Martin Luther King Jr.

**Question:** What month is Martin Luther King Jr. Day celebrated?
**Answer:** January

**Question:** How did Martin Luther King Jr. want everyone to be treated?
**Answer:** Equally
Lesson 5: Camilla Williams: SOL: K.1c

1. Exit Slip: Gluing and sequencing events from Camilla’s life. **following page
   a. Direction should be read to students and explain each symbol to what it represents.
      i. **Stage**: when Camilla first began touring
      ii. **Butterfly**: her debut in Madama Butterfly
      iii. **White House**: when Camilla Williams sang the star-spangled banner at the White House & Lincoln Memorial
      iv. **Teacher**: when Camilla Williams became the first African American music teacher at Indiana University

2. Student Interview
   a. Call each student up individually.
   b. **Question**: Where is Camilla Williams from?
      i. **Answer**: Danville, VA
   c. **Question**: What was Camilla Williams famous for being?
      i. **Answer**: Opera Singer
Exit Slip:

Cut and paste the picture representing each event in Camilla’s life in order. Cut out the pictures in the dotted line box below.

1  2  3  4
Exit Slip: Answer Key

Cut and paste the picture representing each event in Camilla’s life in order. Cut out the pictures in the dotted line box below.

1 2 3 4
Summative Assessment

In the following pages is the summative assessment to be given at the end of the course. The summative assessment will have to be read to students or given in a format where it is read to them while they are taken it. The summative assessment does include an answer key.
Local Legends and People Summative Assessment

1. What is Wendell Scott famous for being?
   a. An opera singer who sang in Madame Butterfly
   b. The only black driver to win a race in a NASCAR Grand National division
   c. A congressman from Danville, VA who has a park named after him
   d. A dancer who began dancing in Danville, VA and went to dance for the American Ballet Theatre

2. Dan Daniel has what named after him?
   a. A park
   b. A song
   c. A town
   d. A road

3. Dan Daniel was a ______________ in the community.
   a. Follower
   b. Leader
   c. Singer
   d. Teacher

4. Dan Daniel was a ________________.
   a. Teacher
   b. Singer
   c. Congressman
   d. Lawyer
5. Which item is from the past and which is from the present?

1. 
2. 

a. Number one is from the present and number two is from the past
b. Number one and number two are from the past

c. Number one and number two are from the present

d. Number one is from the past and number two is from the present

6. Which item is from the past and which is from the present?

1. 
2. 

a. Number one is from the present and number two is from the past
b. Number one and number two are from the past

c. Number one and number two are from the present

d. Number one is from the past and number two is from the present

7. Who is in this picture?

a. Wendell Scott
b. President Barack Obama
c. Martin Luther King Jr.
d. Dan Daniel
8. What month is Martin Luther King Jr. Day celebrated?
   a. January
   b. February
   c. March
   d. April

9. What is Camilla Williams famous for being?
   a. A dancer
   b. A congresswoman
   c. A race car driver
   d. An opera singer

10. Where is Camilla Williams from?
    a. Chatham, VA
    b. Danville, VA
    c. Richmond, VA
    d. Lynchburg, VA
11. Put the following events in order.
   1. Camilla Williams debuted in Madama Butterfly.
   2. Camilla Williams first began touring.
   3. Camilla Williams sang the star-spangled banner at the White House and Lincoln Memorial.
   4. Camilla Williams became the first African American music teacher at Indiana University.

   a. 1, 2, 3, 4
   b. 2, 3, 1, 4
   c. 2, 1, 3, 4
   d. 4, 3, 2, 1
Local Legends and People Summative Assessment: Answer Key

1. What is Wendell Scott famous for being?
   a. An opera singer who sang in Madame Butterfly
   b. The only black driver to win a race in a NASCAR Grand National division
   c. A congressman from Danville, VA who has a park named after him
   d. A dancer who began dancing in Danville, VA and went to dance for the American Ballet Theatre

2. Dan Daniel has what named after him?
   a. A park
   b. A song
   c. A town
   d. A road

3. Dan Daniel was a _____________ in the community.
   a. Follower
   b. Leader
   c. Singer
   d. Teacher

4. Dan Daniel was a ________________.
   a. Teacher
   b. Singer
   c. Congressman
   d. Lawyer
5. Which item is from the past and which is from the present?

1.  
   ![Image of a telephone]

2.  
   ![Image of a smartphone]

   a. Number one is from the present and number two is from the past
   b. Number one and number two are from the past
   c. Number one and number two are from the present
   d. Number one is from the past and number two is from the present

6. Which item is from the past and which is from the present?

1.  
   ![Image of a washing machine]

2.  
   ![Image of a basket]

   a. Number one is from the present and number two is from the past
   b. Number one and number two are from the past
   c. Number one and number two are from the present
   d. Number one is from the past and number two is from the present

7. Who is in this picture?

   ![Image of Martin Luther King Jr.]

   a. Wendell Scott
   b. President Barack Obama
   c. Martin Luther King Jr.
   d. Dan Daniel
8. What month is Martin Luther King Jr. Day celebrated?
   a. January
   b. February
   c. March
   d. April

9. What is Camilla Williams famous for being?
   a. A dancer
   b. A congresswoman
   c. A race car driver
   d. An opera singer

10. Where is Camilla Williams from?
    a. Chatham, VA
    b. Danville, VA
    c. Richmond, VA
    d. Lynchburg, VA
11. Put the following events in order.

1. Camilla Williams debuted in Madama Butterfly.

2. Camilla Williams first began touring.

3. Camilla Williams sang the star-spangled banner at the White House and Lincoln Memorial.

4. Camilla Williams became the first African American music teacher at Indiana University.

a. 1, 2, 3, 4
b. 2, 3, 1, 4
c. 2, 1, 3, 4
d. 4, 3, 2, 1
Literature Connections

The following is a list of literature that is used throughout the unit.

- *Racing Against the Odds* by Carole Boston Weatherford
- *Then and Now* by Heather Amery
- *I am Martin Luther King Jr.* by Brad Meltzer
- *Encore, Opera Cat!* by Tess Weaver
Artifacts from Museum

Below are pictures of artifacts from the museum that connect to the unit.

1. Lesson 1: Wendell Scott
   a. Picture from Hall of Fame (also a video at museum in the Hall of Fame)

   ![Image of Wendell Scott's picture from Hall of Fame]

2. Lesson 2: Dan Daniel
   a. Picture from Hall of Fame

   ![Image of Dan Daniel's picture from Hall of Fame]
3. Lesson 4: Martin Luther King Jr.
   a. Timeline, Pictures, and Quote

4. Lesson 5: Camilla Williams
   a. Hall of Fame and Camilla Williams exhibit (clothes, jewelry, hats, and video)
Directions for Centers

Listed below are directions for three centers that connect back to the unit. All centers will need a trifold board to create it.

1. Martin Luther King Jr. Center
   a. **Directions for set up:** On the left side of the trifold place pictures of Martin Luther King Jr. On the center of the board, write the title Martin Luther King Jr. On the center of the board, place the Martin Luther King Jr. animation, the “was”, the “had”, and the “wanted” titles spaced out enough for sticky notes to be placed in between each title. On the left of the board, place directions for the center and a baggie stapled to the center with a white, black, red, yellow, and purple crayon. On the table place sticky notes, a pencil, and a red, white, black, yellow, and purple piece of construction paper.
   b. **Directions for center:** sheet located on next page *(Teacher may need to explain orally to students).*
   c. **Formative assessment:** sticky note with student’s answer of who Martin Luther King Jr. was, had, and wanted.
   d. Titles and pictures for board located on following pages.
Martin Luther King Jr. Center Directions

1. First, begin with getting each color crayon in the baggy and construction paper. Try to color with the same color crayon on the same color piece of construction paper.

   **Did the colors show up?** Now try to color by mixing colors on different sheets of construction paper.

   **You need all colors to create a beautiful picture!**

2. Take 3 sticky notes and write your name on the sticky note. Place one word to describe who Martin Luther King Jr. **was, had, and wanted.**
was
had
wanted
Martin Luther King, Jr.
3. Past and Present Center

a. **Directions for set up:** On the left side of the board, place the directions for the center. In the center of the board, write the title Past and Present. In the center, fold two pieces of paper into folders and staple it onto the board. Have one folder say “past” and the other say “present”. Staple a baggy onto the center of the board and place the pictures of past and present items into the baggy. On the right side of the board, fold another piece of paper into a folder and staple it onto the board. On this folder, write exit slip and place the exit slip into the folder. Place scissors and glue on the table in front of the board.

b. **Directions for center:** sheet located on next page (Teacher may need to explain orally to students).

c. **Formative assessment:** Exit slip with cut and paste past and present item sorting

d. Exit slip and pictures for board located on following pages.
Past and Present Center Directions

1. Pull out the pictures from the baggy. Place all pictures on the desk in front of you. Sort the pictures by placing them in either the past or present folder.

2. Grab an exit slip. Cut out the pictures on the bottom of the page. Glue the pictures into the correct column. Turn in your exit slip!
Exit Slip

Name: _______________________

Past or Present?

Look at the pictures below. Cut and paste into the correct column.

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
</tr>
</thead>
</table>

[Images of various objects representing past and present]

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Name: 

Past or Present?
Look at the pictures below. Cut and paste into the correct column.

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>fireplace</td>
<td>oven</td>
</tr>
<tr>
<td>boy on horse</td>
<td>car</td>
</tr>
<tr>
<td>log cabin</td>
<td>modern house</td>
</tr>
<tr>
<td>child reading</td>
<td>child writing</td>
</tr>
<tr>
<td>candle</td>
<td>pen</td>
</tr>
</tbody>
</table>

Answer Key

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3. Camilla Williams Center

a. **Directions for set up:** On the right side of the board, place the directions for the center. In the center of the board, write the title “Camilla Williams”. In the center of the board, have the sentence written, Camilla Williams was an opera singer. Under this, have the picture of VA with a star on Danville. Write a sentence under this written: Camilla Williams was from Danville, VA. Under this, have the pictures of Camilla Williams with descriptions under the pictures. Write numbers above each picture for ordering. On the right side of the board, have a piece of paper folded to make a folder, write exit slip on it, and place the exit slip inside. Under this folder create another folder to place the pictures to be cut out for the exit slip inside. On the table in front of the center, have scissors and glue.

b. **Directions for center:** sheet located on next page (Teacher may need to explain orally to students).

c. **Formative assessment:** exit slip with cut and paste pictures of Camilla Williams to put into order.

d. Exit slip and pictures for board located on following pages.
Camilla Williams Center Directions

1. Grab an exit slip from the folder

2. Fill in the blanks on the exit slip.

3. **Look at the picture of VA.** Draw a star on your exit slip map of VA of where Danville is.

4. **Look at the pictures of Camilla Williams.** Cut and glue the pictures at the bottom of your exit slip in the correct order that they happened.

5. **Turn in your exit slip!**
Camilla Williams began touring in 1944.
Camilla Williams debuted in Madama Butterfly in 1946.

Camilla Williams sang the star-spangled banner at the White House & Lincoln Memorial in 1963.
Camilla Williams became the first African American music teacher at Indiana University in 1977.
Exit Slip

Camilla Williams was an ___________________ singer.

Camilla Williams was from ___________________________.

[Blank map of Virginia with four sections labeled 1, 2, 3, and 4]
Materials List

Listed below is a list of materials that is used throughout the unit. The materials are intended for 20 students. Any materials with stars (***) beside them will need to be replenished after teacher use. Any materials highlighted in yellow will be needed to be bought by the educator.

- **Lesson 1: Wendell Scott**
  - Racing Against the Odds book
  - 4 toilet paper rolls**
  - 16 cardboard wheels**
  - 8 unsharpened pencils**
  - Cardboard for ramp
  - 4 packs of markers
  - 20 white boards

- **Lesson 2: Dan Daniel**
  - Construction paper**
  - Puff balls**
  - Pipe cleaners**
  - 4 packs of markers
  - 4 packs of crayons
  - Pack of stickers**
  - 1 Beach ball

- **Lesson 3: Past and Present**
  - Then and Now book
  - Past and present objects (from history museum bin)

- **Lesson 4: Martin Luther King Jr.**
  - Brown and white egg
  - 2 bowls

- **Lesson 5: Camilla Williams**
  - Encore, Opera Cat! Book
  - 5 tiaras
  - 5 ties