### Lesson Title
Civil Rights in South Carolina

### Teacher
Deters

### Grade Level
8th grade

### Duration of Lesson
4 (45 minute) classes

### Lesson Topic
Civil Rights

### SC Standards and Indicators
**Standard 8-7:** The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

#### 8-7.2
Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

### Academic Vocabulary
TERMS: Voting Rights Act, desegregation, integration, equalization, sit-ins, non-violent protest, boycott

### Lesson Materials
- Vocabulary and Map from *Fasttrack to America’s Past* by David Burns,
- Civil Rights Power Point,
- U.S. History Play: *Sitting in for Freedom* by Kathy Wilmore,
- *A Young People’s History of the United States from 1492-Present* by Howard Zinn,
- DBQ-*Separate but Equal? South Carolina’s fight over School Segregation* by Rebekah Dobrasko, 2012
- South Carolina Historic Preservation Office, “All Deliberate Speed” by J. Patrick Lewis from the book *Poems for Teaching in the Content Area*,
- PBS documentary “Freedom Riders” and teaching guide,
- Power Point Freedom Riders

### Lesson Set

#### Content Objective(s)
This lesson is designed to explore the events that cumulated in the Civil Rights Movement including landmark court cases and the actions of influential leaders with in the movement.

#### Literacy Objective(s)
Social Studies Literacy Skills for the Twenty-First Century:
| **IB Objectives** | Effective Communicators  
Students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.  

Critical and Creative Thinkers  
Students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning. |
| **Lesson Importance** | Student understands the changes that took place in the United States during the late twentieth and early twenty-first centuries including a revitalized economy and challenges made to traditional society and politics in South Carolina. |
| **Connections to prior and future learning** | **Prior Learning:**  
Students have studied the civil rights movement in South Carolina, including the desegregation of schools and other public facilities and the right to vote. They have also studied events and people in the civil rights movement throughout the United States, the desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, Malcolm X, and the Voting Rights Act.  

**Future Learning:**  
In United States History and the Constitution, students will analyze the Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking equality.  

**Connections:**  
Students analyze MLKs “I have a Dream” speech and “Letter from Birmingham Jail” in Language A. Students studied the Orangeburg Massacre and “Jail no Bail” in February for Black History Month. |
| **Anticipatory Set/ Hook (Engage)** | Students will participate in a Civil Rights Movement Gallery Walk. Photos can be found through the Documentary Photo Aid (www.manta.com/c/mm7k5mw/documentary-photo-aids-inc). During the Gallery Walk students will fill in a KWL chart that they will discuss in small groups. |

**Skill Development**
Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | Discuss what students already know about the Civil Rights Movement. Then allow students time to reflect on discussion questions and talk with in small groups. Allow enough time for discussion and then re-group as an entire class to report out. Civil Rights Movement Gallery Walk Discussion Questions:
1) Discuss how you felt looking at some of these images and reading the captions. Create a list of your group’s top 5 emotions.
2) Discuss with your group any new information you gained from the gallery walk. What information was most surprising to you?
3) Discuss the questions you formulated while you did the gallery walk. Can anyone in your group shed light on your questions? Highlight any questions you have that the group as a whole are unable to answer. |
| “I do” Skill from literacy objective introduce/explain/model | Piggyback on the class discussion by introducing other terms students may need to understand the initial information. Students may benefit from a vocabulary reading. After students have an opportunity to read the information and fill in the blanks go back together and annotate the information. You may want to use a timeline or map to better visualize changes and engage students in prior information. (see handout #1) |

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description Include student “explore” components and opportunities for them to explain their learning. | Review with students events leading up to the Civil Rights Movement. Allow students to listen to an interview with Isaac Woodward and read an excerpt from Judge Matthew Perry. After hearing and reading the firsthand accounts of these individuals ask students “How was WWII a catalyst for the Civil Rights Movement?” Students can continue to explore the Civil Rights Movement using the power point provided. Students explore the Briggs vs. Elliot case using the Clark Doll Study and analysis of primary documents and video clips. Students explore the involvement and actions of leaders in the Civil Rights Movement by listening to interviews, speeches, and analyzing primary source documents. Teacher may want to model one or two of the primary source document analysis sheets with in the DBQ-Separate but Equal? South Carolina’s fight over School |
Segregation by Rebekah Dobrasko, 2012 South Carolina Historic Preservation Office
(http://www.scequalizationschools.org/uploads/1/1/7/0/11700188/separate_but_equal_curriculum_ii.pdf).
Additional documents may be assigned for student to do at home (homework), in
pairs, small groups, or individually, and then as a class review the answers to
check for understanding of the sources and the content.

PBS documentary “Freedom Riders” provides an in depth look at the Freedom Rides and
gives an extension to this subject if time allows. The teaching guide provided by PBS
provides discussion questions to the film
(http://www.pbs.org/wgbh/americanexperience/freedomriders/teachers-guide). Teachers
can use the power point provided to help facilitate conversation and discussion of the
film.

Checking for Understanding-
“Informal” Assessment
Poem Analysis: “All Deliberate Speed” by J. Patrick Lewis from the book Poems for Teaching in the Content Area. Have students read the poem and answer the questions independently. Allow time in class for them to respond to the questions and explain their learning. Teacher can check for understanding and redirect information as needed. Poem and analysis are included in the Power Point: Civil Rights Movement.

Closure
Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified
Teacher will read out loud Ch. 17 “Black Revolt and Civil Rights” of A Young People’s History of the United States 1492-Present, Howard Zinn while students answer the set of questions. Teacher and students will discuss the closure activity the teacher will answer any questions students may have as well as redirect information as needed. Questions are included in the Power Point: Civil Rights Movement.

Independent Practice

“You Do” Independent Practice: Beyond the bubble: Civil Rights Movement in Context (see handout #2)
https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context

Summative/ “Formal” Assessment
**Assessment**

Formal Essay Writing Prompt: Were the Freedom Riders successful in their goal for desegregation? After studying the Civil Rights Movement and viewing the documentary, Freedom Riders, write a well organized 5 paragraph essay that discusses the Freedom Rides and evaluates the success (or lack of success) these actions had in the fight for integration. Be sure to support your position with evidence. (see rubric)

<table>
<thead>
<tr>
<th>IB Writing Rubric: Criterion D (Communication)</th>
<th>Voice</th>
<th>Organization</th>
<th>Main Points (CCSS RH.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student: Does not read a standard described by any of the descriptors below.</td>
<td>makes limited attempt to organize information using 5 paragraph argumentative essay style writing</td>
<td>makes a limited attempt analyze concepts/events</td>
</tr>
<tr>
<td>1-2</td>
<td>Communicates information and ideas in a way that is clear to others</td>
<td>makes limited attempt to organize information using 5 paragraph argumentative essay style writing</td>
<td>makes a limited attempt analyze concepts/events</td>
</tr>
<tr>
<td>3-4</td>
<td>Communicates information and ideas in a way that is clear to others</td>
<td>organizes information partially using 5 paragraph argumentative essay style writing</td>
<td>Completes some analysis of concepts/events</td>
</tr>
<tr>
<td>5-6</td>
<td>Communicates information and ideas in a way that is clear to others</td>
<td>organizes information mostly using 5 paragraph argumentative essay style writing</td>
<td>Completes a detailed analysis of concepts/events.</td>
</tr>
<tr>
<td>7-8</td>
<td>Communicates information and ideas in a way that is completely appropriate</td>
<td>Organizes information completely using 5 paragraph argumentative essay style writing</td>
<td>Completes a very detailed analysis of concepts/events.</td>
</tr>
</tbody>
</table>
MAP - CIVIL RIGHTS HOT SPOTS

Label and shade lightly with color to highlight the states in which these events occurred.

Topeka, Kansas, where a legal challenge by a black parent to segregated schools led to the historic Supreme Court decision Brown v. Board of Education in 1954.

Montgomery, Alabama, where Rosa Parks refused to take a seat “in the back of the bus.” Her action in 1955 helped launch a successful boycott by black residents that directly challenged segregation.

Little Rock, Arkansas, where the governor of Arkansas tried to use that state’s National Guard troops to prevent black students from enrolling in a “white” high school. President Eisenhower put the troops under federal control and sent them to escort the black students to school. The year was 1957.

Greensboro, North Carolina, site of a famous “sit-in” in 1960 by four black college students at a lunch counter that had refused to serve blacks. The action prompted hundreds of other students, black and white, to begin protests against restaurant segregation in other cities.

Jackson, Mississippi, one of many Southern cities where hundreds of black and white “Freedom Riders” traveled to challenge segregation in bus terminals in 1961. In some cities the protesters were attacked. Many were arrested in Jackson and spent that summer in jail.

Birmingham, Alabama, where a major campaign led by Rev. Martin Luther King, Jr. against segregation made headlines in 1963. Pictures of police dogs and water hoses turned on the black protestors shocked the nation. But it was only the most famous of hundreds of protests that spread to scores of cities that year.

Washington, D.C., where the March on Washington for Jobs and Freedom was held in August 1963. Rev. Martin Luther King, Jr. delivered his famous “I Have a Dream” speech.

Selma, Alabama, starting point of a famous five day march to Montgomery in 1965. Thousands of people, white and black, joined the march in a show of support for the movement.

New York, the city where Malcolm X emerged as a militant critic of American race relations before he was killed by black gunmen in 1965.

New York, Philadelphia, and Chicago were among the big cities where riots linked to racial issues erupted in the “long hot summer” of 1964. The next year, a deadly riot erupted in the Watts area of Los Angeles. Cleveland was among the big cities hit in 1966. In 1967 dozens of riots struck the country, with those in Newark and Detroit especially deadly. The pattern gave clear proof that race was not just a Southern issue.

Use these terms to fill in the blanks: bus, dogs, Dream, fall, killed, public, soldiers, support, white, Southern
Independent Practice - https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context

Directions: The following two letters are both from the archives of the National Association for the Advancement of Colored People (NAACP) and were written over twenty years apart. Read the letters and determine which was written first. Then explain your answers using evidence from the letters and your knowledge of history.

Source: Letter A: First Lady of the United States to Walter White, Executive Secretary of the NAACP, addressing the lynching situation.
Letter B: Daisy Bates to Roy Wilkins, Executive Secretary of the NAACP, describing the conditions of black children in a previously all-white school.

Letter A

PERSONAL AND CONFIDENTIAL.

THE WHITE HOUSE
WASHINGTON

March 19, 19__

Red W.W. 3-21-

My dear Mr. White:

Before I received your letter today I had been in to the President, talking to him about your letter enclosing that of the Attorney General. I told him that it seemed rather terrible that one could get nothing done and that I did not blame you in the least for feeling there was no interest in this very serious question. I asked him if there were any possibility of getting even one step taken,

Letter B
Letter A:

"Before I received your letter today I had been in to the President. . . . and he said the difficulty is that it is unconstitutional apparently for the Federal Government to step in in the lynching situation. . . . The President feels that lynching is a question of education in the states, rallying good citizens, and creating public opinion so that the localities themselves will wipe it out. However, if it were done by a Northerner, it will have an antagonistic effect. . . . I am deeply troubled about the whole situation as it seems to be a terrible thing to stand by and let it continue. . . . I think your next step would be to talk to the more prominent members of the Senate."

Letter B:

"Conditions are yet pretty rough in the school for the children. . . . The treatment of the children had been getting steadily worse for the last two weeks in the form of kicking, spitting, and general abuse. As a result of our visit, stronger measures are being taken against the white students who are guilty of committing these offenses. . . . [The President of the United States] was very much concerned about the crisis. . . . He has stated his willingness to come down and address the student body if invited by student leaders of the school. . . . Last Friday, the 13th, I was asked to call Washington and see if we could get FBI men placed in the school."
Letter _____ was likely written first because ______________________________

______________________________________________________________

______________________________________________________________

Letter _____ was likely written later because ______________________________

______________________________________________________________

______________________________________________________________

Handout #2