

## **1969 Charleston Hospital Strike Lesson Plans**

**Grade Level:** 8<sup>th</sup> Grade

**Subject:** Social Studies

### ***South Carolina State Social Studies 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.

#### ***South Carolina State Social Studies Indicator 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.

### ***Common Core Social Studies Reading Standards for grades 6-8:***

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.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

### ***Common Core Social Studies Writing Standards for grades 6-8***

Write arguments focused on discipline-specific content:

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

### **Introduction:**

The 1969 Charleston Hospital Workers Strike is significant in South Carolina History in demonstrating not only activism during the Civil Rights movement, but also the contributions of African-American women in the quest for equality and justice for all. Mary Moultrie, a primary leader in the strike from Charleston, SC, is an example of women leaders and organizers during the Civil Rights Movement. During the time period between the beginning of the strike, March 20, 1969, and the end of the strike, June 27, 1969, national Civil Rights activists came to Charleston to march with the organizers and supporters. Among the most prominent national activists who came to Charleston for the strike were Coretta Scott King and Ralph Abernathy.

### **Objective:**

The student will be able to explain how the 1969 Charleston Hospital Workers Strike was an event that demonstrated activism for equality and justice, and understand the roles of African American women and young people during the Civil Rights Movement in the mid 20<sup>th</sup> Century in South Carolina.

### **Materials Needed:**

- 25<sup>th</sup> Anniversary South Carolina African American History Calendar
- April 30, 1969 News & Courier article, ““Coretta King Pledges Support of Hospital Strike””
- October 1, 2013 The State article, “Marker notes 1969 Charleston Hospital strike”
- Article Questions
- Images 1-6 (From the Avery Research Center)

### **Lesson Plan**

Before beginning the following activities, students should read the March SC African American History Calendar synopsis titled, “Charleston Hospital Strike (1969).” It is recommended that teachers and students read the summary together as a class to establish the general purpose of the lesson.

#### ***Activity #1:***

Students will read both primary source documents listed above and answer the questions provided. Then, the teacher will review key points of the articles and questions before moving on to the next activity.

#### ***Activity #2***

Students will be presented with 6 images of 1969 Hospital Workers Strike. For each picture, students will answer the question “How does this photograph help to illustrate the 1969

Charleston Hospital Workers Strike?” Then, students will create a one-sentence caption that describes each image.

**Assessment:**

After completing above activities, students will complete the following assessment for grading. Draw a picture that accurately portrays the 1969 Charleston Hospital Workers Strike. After completing your picture, write a paragraph that answers the following questions.

- What was the purpose of the 1969 Charleston Hospital Workers Strike?
- List 2 women involved in the 1969 Charleston Hospital Workers Strike and describe what roles they played in the strike?
- How did young people participate in the 1969 Charleston Hospital Workers Strike?
- Describe how your picture accurately portrays the 1969 Charleston Hospital Workers Strike.

**“Coretta King Pledges Support of Hospital Strike” News & Courier Article Questions:**

1. What is the title of this article? Who wrote this article? When was this article written?
2. Approximately how many people participated in the rally in support of the Hospital Workers?
3. What groups were in the large security force on duty?
4. Why do you think these groups in the large security force were present?
5. Fill in the blank. “Mrs. King told the packed church:

\_\_\_\_\_

\_\_\_\_\_.”

6. Describe what Mrs. King means in the answer to the question above.
7. How many “demonstrators” were arrested on Tuesday? Why were they arrested?
8. In the question above, what does “demonstrators” mean?
9. Describe 2 ways that young people were involved in the Hospital Workers Strike.
10. Is this article a primary or secondary source? Explain your answer.
11. How will this article help you to understand the 1969 Charleston Hospital Workers Strike?

**“Marker notes 1969 Charleston Hospital strike” Article Questions:**

1. What is the title of this article? Who wrote this article? When was this article written?
2. Who is Mary Moultrie and what role did she play in the 1969 Charleston Hospital Workers Strike?
3. How long did the strike last?
4. Fill in the blank. “We \_\_\_\_\_, we \_\_\_\_\_ and many of us did whatever \_\_\_\_\_ to make the \_\_\_\_\_ a \_\_\_\_\_.”
5. Describe what Mary Moultrie means in the quote above.

6. Why do you think Governor McNair “established a curfew and brought out the National Guard” during the strike?
7. What is the purpose of the historical marker?
8. What group put the historical marker up?
9. Is this article a primary or secondary source? Explain your answer.
10. How will this article help you to understand the 1969 Charleston Hospital Workers Strike?