| **Civil Rights in SC and the US** |
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| **Unit Overview** | **Instructional Guidance** |
| Judge Richard Fields was born and raised in Charleston, S.C. After earning his law degree from Howard University in 1947 he opened a law office in Charleston, one of the first African Americans to do so. He was committed to serving his church, Centenary Methodist Church, in leadership positions that led him to membership on the Merger Committee in South Carolina when black and white conference of the United Methodist Church combined. He formed the Charleston County Political Action Committee in order to organize black voters and educate them on the importance of voting. He worked for the NAACP in legal capacities and was elected to the Board of Trustees of Claflin College as well as representing them legally. A scholarship was established in his name at Claflin. His legal career was illustrious; selected as a Municipal Judge in the City of Charleston in 1969, he became a Family Court judge in 1975 and then was elected as a Circuit Court Judge in 1980. He is a strong advocate for the preservation of heirs’ property along the South Carolina coast. This unit asks students to explore the Gullah Geechee culture and compare and contrast the perspectives that surround the diffusion and potential disappearance of their land and culture.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze a variety of sources that will be compared in order to evaluate multiple perspectives. They will then construct an opinion.
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| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College-and-Career Ready Standards 2020:* 7.5.4HS-Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of North American societies.
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| **Resources and Materials** | **Instructional Guidance** |
| * Pictures for the gallery walk
* A Vanishing History: Gullah Geechee Nation
* [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
* [Judge Richard Fields to be honored](https://www.postandcourier.com/news/retired-judge-richard-fields-to-be-honored/article_3e655ada-279e-58f8-a3a5-026c28e154ee.html), February 5, 2011, The Post and Courier. The text of this article is located in Appendix B of this document.
* Computers with internet access
* Writing utensils
* Paper
* Whiteboard or large sheet of paper
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can analyze multiple viewpoints in order to form an opinion.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Students will be introduced to Gullah Geechee culture through a gallery walk. Teachers will place the six pictures around the room. The pictures should be dispersed so several students can cluster around one photo. The teacher will create a graphic organizer for students to use as they experience the photos; a grid is suggested with each box corresponding to a numbered picture. In the box, each student will write down their observations of the picture. Students will be asked to focus on this question as they interact with the photos:
	+ What are two things this photo tells you about Gullah Geechee culture?
* The teacher will facilitate a whole class discussion on the students observations from the pictures. Students will continue to learn about Gullah Geechee culture in a manner of the teachers choosing. This could be a mini-lecture using Google Slides or a WebQuest designed by the teacher. During this discovery activity, students should be encouraged to evaluate their observations from the pictures for accuracy. Students should be prompted to consider how pictures can be important sources of information when learning about a culture.
* The teacher will show the VICE News video “A Vanishing History: Gullah Geechee Nation” to the class. While viewing, the teacher will instruct students to take informal notes on the video focusing on the changes that are coming to the Gullah Geechee culture due to development. Students should also try to define heirs’ property during their viewing. After the video students should break into small groups to discuss the video. The teacher will monitor and ask leading questions as appropriate - i.e. What is heirs’ property? Is it important to protect?
* Introduce students to Judge Richard Fields. This could be a Google Slides presentation or allowing them to read the information on the SC African American History Calendar 2020. Students should be given access to the February 2011 article “Judge Richard Fields to be honored.” After reading the article, prompt students to consider how Judge Fields’ influence could help the Gullah Geechee culture. The teacher will facilitate the discussion and encourage inquiry by asking leading questions like why would the culture need powerful community figures to advocate for them?
* Teachers will then explain to students that they are going to consider the many viewpoints surround the issue of heirs’ property in an activity called Circle of Viewpoints. Teachers could choose to make this a discussion activity or a written assignment. “Keep in mind that younger students often produce less in writing than they can in an informal discussion due to the demands of writing” (Ritchhart, Church, & Morrison 2011, 172).
* Teachers will write the topic “Gullah Geechee property” on the whiteboard or a large sheet of paper. Students will brainstorm a list of perspectives that would be relevant to the topic. Suggested perspectives are the environment, a real estate agent, a native Gullah Geechee, a tourist, government officials, and influential community member (like Judge Fields). These perspectives should be listed around the topic on the board or paper.
* Students will be allowed to choose a viewpoint they want to explore on their own. The teacher should decide if students will do this individually or in pairs. Modeling the exploration of one of the viewpoints as a class would give students confidence in their ability to complete the assignment. Students will take on the character of their viewpoint and describe the topic from that perspective. Teachers could prompt student thinking by asking - - What this perspective would think about the topic? Why would they think this? Students will be given time to ponder these questions. Taking informal notes or verbalizing their thoughts with a partner are ways students could dig deeper into their understanding of the perspective.
* After this thinking process, students will create a question using the prompt “A question I have from this viewpoint is \_\_\_\_\_\_\_\_\_\_\_\_\_.” Imagining what this person or thing might be curious about regarding the topic will promote further inquiry. Teachers will provide time for students to ponder this part of the assignment and provide guidance to individual students as needed.
* Students will be given time to share their thinking with the class. This could be in small groups or whole class discussion. Each student will be allowed to share their perspective and question they created. Throughout the discussion the teacher will record the main ideas that arise in the conversation in a place where students can see them.
* As a summative activity, students will be asked to consider the question “Should the Gullah Geechee property be protected?” Students will be able to choose how they want to produce an answer to this question. Time will be given in class for them to either write a paragraph, create a video, create a presentation, or some other multimedia production. The teacher will meet with students individually or in groups to help them organize their thoughts and produce a thoughtful product.
 | * The teacher will need to gather pictures that could be relevant for the gallery walk.
* Students can take the gallery walk alone or in pairs but the teacher should discourage too many people from clustering around one photo. A timer could be used to encourage students to move around in a timely manner.
* This unit asks for students to discuss many topics. Teachers may realize that due to class dynamics and/or skill level that some of these discussions may need to take a written form. Written conversations between two students is a strategy that could be employed to ensure students are focused on the concept they are being asked to grapple with. Think-Pair-Share is another critical thinking strategy that teachers should consider as an option.
* Teachers may need to define and explore the word *perspective* for students before moving on to the next step. Providing examples of perspectives surrounding a topic they can personally relate to would promote understanding.
* The teacher may decide to assign viewpoints if student choices are too skewed toward one or two of the viewpoints, but student choice should be a factor in the teacher decision.
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**References**

South Carolina Social Studies College and Career Ready Standards 2020

Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey-Bass, 2011.