| **Mother Emanuel: A Case Study on Civil Rights** | |
| --- | --- |
| **Unit Overview** | **Instructional Guidance** |
| Dr. Benjamin Glover was born near Greenwood, S.C. in 1915. At a young age, he knew he must follow his calling to become a preacher. He attended Wilberforce University and Payne Theological Seminary before beginning his career with the A.M.E. church. He was the longest serving preacher in the history of Mother Emanuel A.M.E. Church in Charleston, S.C. He also taught public school in Due West, S.C., and served as president, board member, professor of Bible literature and psychology, and department head at Allen University. He is remembered for all of this as well as his active participation in the fight for civil rights. He served as president of the Charleston and Columbia branches of the NAACP, and led many marches and sit-ins in the 1960s. His daughter was one of the eleven children that integrated Charleston public schools following Dr. Glover’s participation in a lawsuit challenging segregation in South Carolina. This unit honors his legacy by having students evaluate a variety of texts in order to analyze the Civil Rights movement over time. Students will experience the writing process and reflect on the historical significance of their findings. |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will learn to use inquiry to find historical evidence in authentic sources. |  |
| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College and Career Ready Standards 2020   * USHC.5.CC – Evaluate continuities and changes during the Civil Rights Movement and other subsequent movement for equal rights. |  |
| **Resources and Materials** | **Instructional Guidance** |
| * Chapter Ten: Civil Rights of We Are Charleston by Herb Frazier, Bernard Edward Powers Jr. Ph.D., and Marjory Wentworth * [*Emanuel*](https://www.emanuelmovie.com/) documentary, 2019. Produced by Stephen Curry and Viola Davis * Computers with internet access * Writing utensils * Paper * CCOT graphic organizer (attached) * [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) |  |
| **“I Can…” Statements** | **Instructional Guidance** |
| * I can evaluate authentic sources for historical evidence in order to analyze continuities and changes over time. |  |
| **Lesson Sequence** | **Instructional Guidance** |
| * Students will discover and learn historical background information on the Civil Rights Movement in America. Designing a WebQuest is one method the teacher can use to ensure that students are exploring the topic holistically. Students could be placed in small groups to explore specific elements of the movement such as Jim Crow laws, sit-ins, the march in Selma, key figures (i.e. Martin Luther King Jr., Rosa Parks, etc…). Students should be given an opportunity to present their findings to the class on their specific topic while remaining students record the information given by their classmates. * The teacher will provide students with a copy of *Chapter Ten: Civil Rights* in the book We Are Charleston. Teachers will pair students together to implement the two-column note strategy for reading. Student pairs will make a t-chart on a piece of paper, labeling the columns “Main Idea” and “Details”. Students can work independently or with a partner to determine the reasons for the events taking place. The main ideas are discovered while reading the text, then through revisiting the text and potentially brainstorming with a partner students will find relevant details. * The teacher will facilitate a class discussion on their findings in the chapter. Students should record their classmates observations and findings on their own chart if they receive new information. The teacher should encourage categorization and synthesizing the information as the discussion unfolds. * The teacher will show the class the 2019 documentary *Emanuel*. Prior to showing, the teacher will instruct students to ponder the overarching question “Is the Civil Rights movement over?” while viewing. Students should be instructed to have a way to record their thoughts as they view the documentary. After viewing, the teacher will allow students to process the information and pose questions for clarity using discussion boards or on Padlet. Students should be able to respond to each other’s musings while the teacher monitors and asks leading questions to keep the conversation going. * The teacher will instruct students that they will be writing an essay with the prompt:   *After reading the selection from We Are Charleston and viewing the documentary* ***Emanuel****, analyze three changes and one continuity of the Civil Rights Movement from the Cold War Era to present day.*   * The teacher will provide students with the Continuity and Change Over Time graphic organizer (attached). Students will be given time to complete the graphic organizer. They should be encouraged to use their notes and other materials from the entire unit to complete the graphic organizer. Following individual writing, teachers will instruct students to pair with a partner and discuss their findings, while attempting to make more connections between the text, documentary, and prior knowledge. * Teachers will determine daily lesson focus for students to apply their understanding throughout the writing process. Students will create a thesis, then justify their thesis with specific historical evidence. Students should have a plethora of information after completing the activities of the unit, but should be given time to research reliable, unbiased sources if they need more evidence. Teachers will assist students with paraphrasing and citation. Following information acquisition, students will create an outline, then use the outline to create a first draft. Teachers can provide a template for an outline if they deem it necessary. Students will work with partners and read their first draft aloud to determine if portions are unclear or need more evidence. Students will go back to revise writing for greater clarity, coherence, and evidence. Teacher will conduct mini-lessons on grammar and facilitate peer editing lessons. Teachers will assist students when needed as they are reading, writing, and analyzing. | * Teachers should model and practice this strategy with students before releasing them to work independently. * This chapter emphasizes Dr. Benjamin Glover’s role in the fight for civil rights, particularly in Charleston, S.C. * As with many topics in history, the Civil Rights movement can evoke strong emotions in students. The teacher should be aware and proactive in setting expectations for healthy, respectful conversations. Teachers should model purposeful discussions and show students how to constructively critique. Students should trust that the classroom is a safe space to grapple with this topic. * *Emanuel* is not rated. Teachers should view the documentary before showing to students, and obtain administrative and parent approval to show in class. * The teacher will have many opportunities for formal assessment through this unit. Teachers may need to conduct mini-lessons on fundamental reading and writing skills, as well as historical thinking. |

**References**

South Carolina Social Studies College and Career Ready Standards, 2020.

**Change and Continuity Over Time Chart**

|  |  |  |
| --- | --- | --- |
|  | | |
|  | TOPIC |  |
| Beginning period |  | End period |
| Change | Change | Change |
| Why? | Why? | Why? |
| What stays the same? | | |
|  | | |
| Why? | | |