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| **2022 South Carolina African American History Calendar Lesson**  **Arthur Stanley - A Case Study in Civic Engagement and Change** | |
| **Lesson Overview** | |
| This lesson will be an overview of the accomplishments of Arthur Stanley, which are an exemplar of how civic engagement can lead to change. Additionally, students will use his exemplar to explore ways that students can get involved in their local community. | |
| **Overarching Inquiry Question** | |
| How can civic engagement lead to change?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| *Civic engagement—*This lesson will be exploring the importance of civic engagement, and how civic engagement can lead to important change in a community, as well as have students discover ways that they can be involved in their local community. | |
| **Skills Emphasis at a Glance** | |
| *Informed Participation*—Students will learn about what it looks like to be an informed participant, and examine what they can do to be an informed participant in their local community. | |
| **Standard(s)** | |
| **USG.4.IP** Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.  **USG.2.CC** Explain how governments in South Carolina are organized and how they function in the American constitutional government. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can explain what civic engagement means, and why it is important. 2. I can examine the biography of Arthur Stanly to provide real life example of how civic engagement can lead to change 3. I can Identify ways that I can get involved in my community. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can what civic engagement means, and why it is important.** | |
| As a class, students will discuss the definition of civic engagement. Students will then discuss the definition of Informed Participation.  Teacher may use resources to help students define and discuss civic engagement and informed participation | Teachers can look at the US Government’s definition of Civic Engagement by looking at the Four Constructs of Civic Engagement from the Interagency Working Group on Youth Programs [definition](https://youth.gov/youth-topics/civic-engagement-and-volunteering) and [infographic](https://youth.gov/sites/default/files/constructs-civic-engagement.jpg)  To guide discussion teacher can give the students a T-Chart where students will put what civic engagement and informed participation looks like and what it sounds like. |
| Students will do a quick write where they reflection on people they know in their lives that are civically engaged. | Guiding Question:   * Think of someone in your life who is involved in their community and demonstrates civic engagement. What does this person do for their community? |
| Students will discuss why civic engagement is important and create a mind map that shows how civic engagement can create change. | Teachers can look at [mindmapping.com](https://www.mindmapping.com/mind-map) if are unfamiliar with using mind mapping as an activity in the classroom |
| **I can examine the biography of Arthur Stanley to provide real life example of how civic engagement can lead to change** | |
| Students will read or listen to the biography of Arthur Stanley either individually or as a class. The audio version can be found on [YouTube](https://www.youtube.com/watch?v=09FkFZcsBUU). The biography from YouTube has an additional interview with Arthur Stanley’s daughter about his life.  Arthur Stanley was also recognized for his achievements from the [State of South Carolina](https://www.scstatehouse.gov/sess119_2011-2012/bills/4387.htm) and supplemental readings about him can be found on the State Website and also on the Local Darlington Newspaper [SCNow](https://scnow.com/news/local/resolution-introduced-to-honor-stanleys-legacy/article_e092a49e-82af-57c2-b066-04877ac15469.html). | Teacher could have pre-prepared questions to help guide the students with the reading. Questions can include:   * What important case was Stanley involved in, and what was the outcome of that case? * What other public locations in Darlington, SC did Stanley help desegregate? * How did Stanley help change the voting districts in Darlington? * What other notable achievements was Stanley involved in? |
| Students will then discuss the different achievements that Arthur Stanley had. Students will discuss his impact on desegregation in Darlington County School District, and discuss how this could impact future generations.  Stanley also changed the voting districts in the city of Darlington so that the city council members would better represent the folks that lived in the city. Students will also discuss the impact that Stanley had on these districts, and why this change was necessary, in addition to the impact of this change on future generations. | The city council has 6 positions total. Three of the council seats are single-member districts where each person represents a prescient (ward) in the city of Darlington. The other three seats are at-large where the council members are voted on by the entire city of Darlington. More on this can be found on the [City of Darlington’s website](https://www.cityofdarlington.com/mayor-council/).  Further activities about local political organizations of space could be done comparing the new city council system that he created in Darlington. Teachers could have students compare and contrast their local council system to the system in Darlington. Local council districts/precinct maps can be found on local government websites.  Extension activities could be done with the court case that Arthur Stanley was involved in with [Stanley v. Darlington Country School District](https://law.justia.com/cases/federal/appellate-courts/F2/424/195/385052/). Additionally, Stanley was involved in a separate court case, [Stanley v. Gary](https://law.justia.com/cases/south-carolina/supreme-court/1960/17708-1.html), with the principal of Mayo High School, where Stanley was fighting unjust punishments from the school. The case was ultimately sustained, but the case demonstrates the importance of civic engagement, and informed participation to Stanley. |
| Students will write a short writing about how Stanley’s civic engagement and persistence lead to big changes for Darlington SC. Alternately, students could create a visual representation displaying their knowledge on how Stanley’s civic engagement created change in South Carolina. | Guiding question:   * How did Stanley’s persistence and civic engagement create change for Darlington, SC   Answers should include:   * Desegregating the school district * Desegregating other local businesses * Changing the voting districts and system in the city to make them fair |
| **I can Identify ways that I can get involved in my community.** | |
| Students will brainstorm either in pairs, groups, or as a class, different ways that they can get involved in their community and make a positive change. | If students or teachers need ideas about how they can get involved they can look at the [Brookings Institution 76](https://www.brookings.edu/blog/education-plus-development/2019/11/12/the-bucket-list-for-involved-citizens-76-things-you-can-do-to-boost-civic-engagement/) ways you can be civically engaged. |
| Teachers may have students construct a public service announcement or visual representation encouraging civic engagement. These may include but are not limited to a collage, a poster encouraging civic involvement, an advertisement or any other media to encourage civic engagement. | The public service announcement or visual representation should include the following things:   * What you can do to get involved (can include actual steps on how to get involved) * How civic engagement benefits the community * How civic engagement benefits you personally |
| **Summative Performance Sequence**  Students will write a project proposal for how they can get involved in their local community. Students do not need to go out and complete this project proposal, unless teacher requires it. | The project proposal for civic engagement should include the following things:   * Explanation of the project * Impact the project will have on the community * Overview of the organization that they would involve in * Contact information of import administrators of the organization * Time frame of completing the project |
| Additionally, teachers could require students to go out and complete their project proposal from the third I Can Statement, and get involved in their community. |  |

**References**

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**Additional Resources**