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| **2022 African American History Calendar Lesson****Isaac Woodard and the Double V Campaign** |
| **Lesson Overview** |
| In this lesson, the case of Isaac Woodard and his blinding at the hands of the police is used to provide contextualization for a broader look at the civil rights movement in both South Carolina and the United States. Students will work through a contextualization protocol to help them develop this skill as they investigate the case through primary and secondary sources. The lesson culminates with students creating a concept web showing the context of Woodard’s attack, which can serve as a launching point to learn about the actions of the civil rights movement to change society. |
| **Overarching Inquiry Question** |
| What attitudes towards race were common in South Carolina and the nation in the 1940s?*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** |
| *Cultural Interactions* – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. This lesson examines the dominant cultural attitudes towards race in the 1940s and 50s and helps contextualize the changes that were brought about by the Civil Rights Movement of the 1950s and 60s. |
| **Skills Emphasis at a Glance** |
| *CX: Contextualization* – This lesson serves to develop student understanding of how social values upheld racist actions in the 1940s. This understanding will support students’ appreciation of the necessity for the Civil Rights Movement and how much was accomplished in both South Carolina and the United States in the following decades.  |
| **Standard(s)** |
| SC 8.5.CX - Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. |
| **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 contextualize attitudes about race in the 1940s by citing examples from the Isaac Woodard case.
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| **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 contextualize attitudes about race in the 1940s by citing examples from the Isaac Woodard case.**  |
| Begin by introducing the “I can” statement for the day and asking the students if they know what it means to “contextualize” something. Next, model contextualization using the Big C little C instructional routine on a familiar topic (see *Appendix A* for a blank template to follow as a class). | The teacher can either create an example on their own or use the one provided by the New Visions for Public Schools in [their overview](https://curriculum.newvisions.org/social-studies/course/getting-started/instructional-routines-us-history/how-contextualize-event-IR/) of how to contextualize. (Also listed below in Additional Resources.) |
| To introduce the story of Isaac Woodard, show students the opening portion of the PBS documentary [*The Blinding of Isaac Woodard*.](https://www.pbs.org/wgbh/americanexperience/films/blinding-isaac-woodard/#part01) Just show the first segment from 0:00 to 2:39.Conduct a think, pair, share to answer the following questions: 1. What details about that video stood out to you as most significant?
2. How does this event relate to other events we have been studying in class?
 | The purpose of this clip is to give students a basic understanding of what happened and get them interested in the event.These questions each have a purpose. The first is to get students thinking about how the case might have looked to those both inside and outside of the South at the time. The second is to get students to start to connect the event to larger historical forces such as the Civil War, Jim Crow, and WWII.Based on student need, it may be ideal to tell students these questions before watching the clip.  |
| Next, have students complete a contextualization worksheet on the event of Woodard’s arrest and blinding.This can be done in one of three ways. Students could use the information from the video, they could use the excerpt already chosen in the first handout in *Appendix B*, or they could use the information from the original [news article](https://chroniclingamerica.loc.gov/lccn/sn83016804/1946-07-19/ed-1/seq-1/). Depending on the level of students, they could complete the final contextualization statement at the bottom of the handout individually or as a class.  | This format was adapted from the New Visions for Public Schools’s template and guide. See the link in the additional resources section to view their website and resources. They also have a Google Slides file that can be adapted for use in the classroom with this format.The choice here should reflect the needs and abilities of the class. If the teacher chooses to use the video for this portion of the activity, it would be helpful to show it again and have students take notes on what is happening in the left side of the blank contextualization handout in *Appendix A*. |
| After discussing student answers, have them continue their contextualization practice by completing the second handout in *Appendix B* on the outcome of the trial of the police officer who blinded Woodard.Depending on the level of students, they could complete the final contextualization statement at the bottom of the handout individually or as a class.  | The nuance of this article may be difficult for some students to pick up on. Scaffold as necessary for students.  |
| To synthesize the information, have students create a concept map with “The Blinding of Isaac Woodard” at the center. Ask them to add words and phrases around that central event that shows what features of society helped lead to the event. | The size, detail, and difficulty of this assignment is up to the individual teacher. It could foster rich connections if students made larger posters of this to hang in the classroom. Then, as the events promoting change are covered in future class periods, students can return to these to comment on how those features of society were/ were not challenged and changed.  |

**References**

Kluger, R. (1975). *Simple Justice*. Pgs. 295-304. Retrieved from

[https://web.archive.org/web/20070502084748/http://www.wvu.edu/~lawfac/jelkins/tkam/community4.html](https://web.archive.org/web/20070502084748/http%3A//www.wvu.edu/~lawfac/jelkins/tkam/community4.html)

\*This information could be very helpful to teachers when starting to teach about the Briggs v. Elliott case, as the same judge, Julius Warring, that presided over Woodard’s case also presided in that one, hoping to bring about the end of segregation.

**Additional Resources**

New Visions for Public Schools. (n.d.). *Teacher overview: How to contextualize an event*. Retrieved from <https://curriculum.newvisions.org/social-studies/course/getting-started/instructional-routines-us-history/how-contextualize-event-IR/>

**Appendix A**

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| **Document/Event Details** | **Contextualization Questions** |
|  | **Who?** (individuals, groups, regions, nations)**When?** (date, year, era, before \_\_\_, after \_\_\_)**Where?** (region, country, city, local features, etc)**How?** (describe the process that took place)**Why?** (use phrases like “led to” and “because” to show how the events were connected) |

**Combine the contextualization: Why** did it happen **when and where** it did?

**Appendix B**

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| **Document 1: Article About Isaac Woodard’s Testimony** | **Contextualization Questions** |
| “One of the most horrible cases of southern police brutality against returning Negro vets was brought to light last week when the National Association for the Advancement of Colored People released the facts surrounding the unbelievably barbarous beating and blinding of Isaac Woodard, 27-year-old veteran of 4 years, 15 months of which were spent in the South Pacific. Woodard, three hours after his discharge from a demobilization center, was taken from a bus in Georgia by two policemen on complaint of a bus driver. The police immediately attacked the veteran with their blackjacks and as he lay at their feet in a state of semi-consciousness, one of the officers sadistically gouged out both his eyes with the blunt end of a black-jack before throwing him into a narrow cell where he was left intensely suffering through the night without treatment…”St. Paul Recorder. (1946 July 19). Pacific army vet’s eyes gouged out by police in Georgia atrocity. *St. Paul Recorder*. Retrieved from https://chroniclingamerica.loc.gov/lccn/sn83016804/1946-07-19/ed-1/seq-1/ | **Who?** (individuals, groups, regions, nations)**When?** (date, year, era, before \_\_\_, after \_\_\_)**Where?** (region, country, city, local features, etc)**How?** (describe the process that took place)**Why?** (use phrases like “led to” and “because” to show how the events were connected) |

**Combine the contextualization: Why** did it happen **when and where** it did?

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| **Document 2: Woodard Court Case Result** | **Contextualization Questions** |
| **“COLUMBIA, S. C. Nov 8 -** An all white, Federal Court jury sitting in the Woodard case, took less than a half hour last week to absolve police chief Lynwood L. Shull of Batesburg, S.C., or any responsibility for the blinding of the Negro veteran Isaac Woodard…At the trial, the prosecution introduced four witnesses - Isaac Woodard, who told his story in a straightforward and calm manner, a Batesburg white physician and two Veterans Administration hospital doctors who treated Woodard after the attack. Then the prosecution rested, failing to call on the two men who had seen Woodard arrested…In their summation, the defense counsel said, among other things, ‘If a decision against the U.S. means seceding, then let South Carolina secede again.’ Referring to Woodard’s having talked back to the bus driver: ‘That’s not the talk of a sober (negro) in South Carolina.”The Omaha Guide. (1946, Nov 16). Woodard attacker Shull acquitted in federal court. *The Omaha Guide* retrieved from https://chroniclingamerica.loc.gov/lccn/sn93062828/1946-11-16/ed-1/seq-1/ | **Who?** (individuals, groups, regions, nations)**When?** (date, year, era, before \_\_\_, after \_\_\_)**Where?** (region, country, city, local features, etc)**How?** (describe the process that took place)**Why?** (use phrases like “led to” and “because” to show how the events were connected) |

**Combine the contextualization: Why** did it happen **when and where** it did?