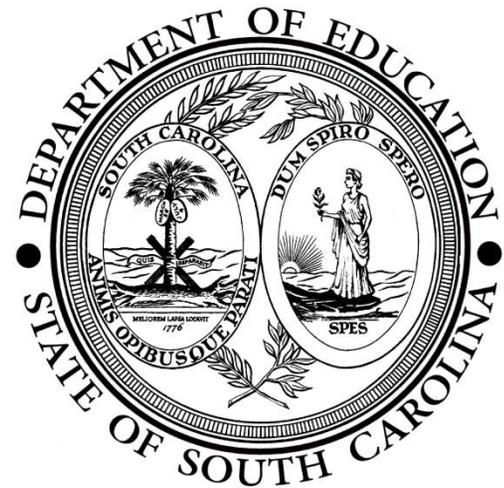


# U.S. History and Constitution Symbols, Heritage, or Hate

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



**U.S. History and Constitution: Symbols, Heritage, or Hate**

This unit focuses on student understanding of social, economic and political issues in contemporary America, a social studies skill, and writing arguments, a literacy skill. Students will explore the issue of Confederate symbols in contemporary America by reading and analyzing fiction, nonfiction, and commentary. Then students will write an argumentative essay providing evidence for their stance. These critical thinking and communication skills exemplify those of the Profile of the South Carolina Graduate. This instructional plan is intended for 6 days of 55 minute per day instruction.

**Standard(s) and/or Indicator(s)**

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

**Targeted:**

**Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.**

**Social Studies Literacy Skills for the Twenty-First Century:**

Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions

Analyze and evaluate evidence, arguments, claims, and beliefs.

**English 3 Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

1.1 Write arguments that:

- a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
- b. use relevant information from multiple print and multimedia sources;
- c. assess the credibility and accuracy of each source;
- d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
- e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;

- f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
- g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- k. provide a concluding statement or section that follows from and supports the argument presented; and
- l. include a call to action.

**Embedded:**

**Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.**

USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

**Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.**

USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

**“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Days 1 and 2: I can read and analyze texts with different perspectives.* (USHC-8, Social Studies Literacy Skills for the Twenty-first Century)
- *Day 3-6: I can write an effective argument with evidence.* (11 W1.1)

<b>Essential Question(s)</b>
This is a <b>suggested</b> essential question that will help guide student inquiry. <ul style="list-style-type: none"> <li>• Do Confederate symbols signify heritage or hate?</li> </ul>
<b>Academic Vocabulary</b>
Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. <ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Confederate Flag</li> <li>• Heritage</li> <li>• Racism</li> <li>• Terrorism</li> <li>• Hate Groups</li> <li>• Appropriation of Culture</li> </ul>
<b>Prior Knowledge</b>
In grade 8, SC/US History, students studied the Reconstruction period, the rise of discriminatory groups and laws, and the subsequent rise of the KKK (8.5.1, 5.2, 5.3, 5.4; 8-6.2). Students have been writing arguments since grade 5, with growing sophistication.
<b>Subsequent Knowledge</b>
Students will continue writing arguments and continue develop literacy skills of analyzing, synthesizing, and evaluating texts with multiple perspectives.
<b>Potential Instructional Strategies</b>
<b>Days 1 and 2 “I Can” Statement:</b> <i>I can read and analyze texts with different perspectives.</i> (USHC-8, Social Studies Literacy Skills for the Twenty-first Century)  <b>Carousel:</b> Have groups of students move to different texts about the confederate flag/memorial controversy, reading, discussing, and taking notes. Include multiple perspectives and formats such as commentary, news articles about the flag coming down from the SC statehouse and the subsequent removal of Confederate monuments, and the fictional story by calendar nominee Percival Everett titled “Appropriation of Cultures” which can be accessed here: <a href="https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett">https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett</a> .

As students read and discuss in groups, have them jot notes on a graphic organizer, noting claims and evidence made in each text.

Links to possible readings: [http://www.themonitor.com/opinion/article\\_04cabb34-1c4d-11e5-956e-cfd192e91a25.html](http://www.themonitor.com/opinion/article_04cabb34-1c4d-11e5-956e-cfd192e91a25.html),  
<http://www.baltimoresun.com/news/maryland/howard/laurel/ph-ll-column-glenn-confederate-0625-20150622-story.html>,  
<http://www.cnn.com/2015/07/09/us/south-carolina-confederate-battle-flag/index.html>,  
<https://www.dallasnews.com/opinion/commentary/2017/08/26/rush-tear-confederate-monuments>

**Days 3-6 “I Can” Statement: I can write an effective argument with evidence. (11 W1.1)**

**Writing Workshop:** Argument Prompt: Do Confederate symbols signify heritage or hate? Have students go through the process of writing an argument, taking a stand on the issue and backing up their claims with evidence. Students may use research notes from carousel reading as they write; however, students may need to do additional research. Mini-lessons should be taught to address student needs as they arise, with possible topics being writing an effective introduction or conclusion, incorporating quotes, citing within the text, completing a works cited page, revising for sentence variety, etc.

**Potential Assessment Task**

Days 1 and 2: *Graphic Organizer examining texts with multiple perspectives on the confederate flag/memorial (USHC-8, Social Studies Literacy Skills for the Twenty-first Century)*

Days 3-6: *Argument Essay (11 W1.1) using a standards-based rubric*

**Resources**

Brumfield, B. (2015, July 10). S.C. governor signs bill to lower the Confederate flag. Retrieved December 28, 2017, from <http://www.cnn.com/2015/07/09/us/south-carolina-confederate-battle-flag/index.html>

Dvorak, Petula | THE WASHINGTON POST. (2015, June 29). COMMENTARY: Confederate flag controversy threatens historical monuments. Retrieved December 28, 2017, from [http://www.themonitor.com/opinion/article\\_04cabb34-1c4d-11e5-956e-cfd192e91a25.html](http://www.themonitor.com/opinion/article_04cabb34-1c4d-11e5-956e-cfd192e91a25.html)

Everett, Percival (2015). “The Appropriation of Cultures.” Retrieved from <https://www.graywolfpress.org/blogs/appropriation-cultures-percival-everett>

Glenn, G. (2015, June 23). Removal of Confederate flag from South Carolina statehouse was long overdue [Commentary]. Retrieved December 28, 2017, from

<http://www.baltimoresun.com/news/maryland/howard/laurel/ph-ll-column-glenn-confederate-0625-20150622-story.html>

South Carolina Department of Education (2015). *Profile of the South Carolina graduate*. [PDF document]. Retrieved from

<https://ed.sc.gov/about/profile-of-sc-graduate/>

South Carolina Department of Education (2018). *South Carolina African-American history calendar*. [PDF document]. Retrieved

from <http://scafricanamerican.com/download/>

South Carolina Department of Education. (2015). *South Carolina college and career ready standards for English language arts* [PDF document]. Retrieved from

<https://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/SCCCRStandardsOnePagerGrade11ELA.pdf>

South Carolina Department of Education. (2011). *South Carolina social studies academic standards* [PDF document]. Retrieved from

<https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Why we shouldn't rush to tear down Confederate monuments. (2017, August 26). Retrieved December 28, 2017, from

<https://www.dallasnews.com/opinion/commentary/2017/08/26/rush-tear-confederate-monuments>