

Honoree: John and Marie Epps

Grade Levels: 6-8

Subject: Social Studies

SC Standard(s) Addressed:

Social Studies

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

8-7.2: Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

ELA-

Standard 8-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**

8-4.3: Create a multiple paragraph composition that includes a central idea with supporting details and uses appropriate transitions between paragraphs.

Goal/Objective(s):

1. The students will be able to explain the contributions of individuals from South Carolina and how they influenced the history of United States.
2. The students will be able to explain how personal actions are constrained by larger social or historical conditions.

Items/Materials Needed:

- Copy of the calendar
- Computer

Steps/Strategies:

Activity One

1. The students will read the biography of John and Marie Epps and additional research on their lives.
2. Students should use their research to write a paragraph describing some of their accomplishments.

Activity Two

1. Students should research Jim Crow laws. Students should then identify examples of Jim Crow laws. Students should create a poster that illustrates an example of a Jim Crow law.
2. **Class Discussion:** Jim Crow laws limited the freedom of African Americans until the Civil Rights Movement. How do you explain the fact that obtaining civil rights for African Americans has taken so long to achieve?
3. Using the illustration below, write an essay explaining your reaction to this example of a Jim Crow law.

• **1880-1960s**-“Jim Crow” laws South; segregation becomes **STATUATORY**

• Jim Crow law example...



Murray, P. (2003). *States laws on race and color*. (p. 627). Athens, GA: University of Georgia Press