

Honoree: Rock Hill Nine (Friendship Nine)

Grade Level: 8

Subject: English Language Arts and Social Studies

Introductory Statement: Students will learn about the Rock Hill Nine and the “Jail Not Bail” non-violent protests that this event initiated across the South. Students will use critical thinking skills to determine the purpose, motivation, and goals of the protestors. Students will express their understanding in a creative format. Their products options include a visual representation of the goals of the movement or an imaginative narrative from the point-of-view of an incarcerated protestor.

ELA Standards Addressed:

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| 8.W-10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 8.SL-2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| 8.SL-3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| 8.SL-4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 8.RI-1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8.RI-6 | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 8.RI-8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |

Social Studies Standards Addressed:

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.

Goals/Objectives: Students will be able to analyze primary resources to determine the purpose, motivation, and goals of the protestors as they relate to the Civil Rights Movement.

Items/Materials Needed:

1. Copies of the news article from the *Spartanburg Herald* titled, “‘Sing-In’ Negroes Eat Hearty; Say ‘Jail—Not Bail’”

<http://news.google.com/newspapers?id=g3ssAAAIBAJ&sjid=acwEAAAIBAJ&dq=rock%20hill%20sit-in&pg=7405%2C2802776>

2. Copies of Dr. King’s speech notes titled, “Why We Chose Jail Rather than Bail.”

<<http://www.thekingcenter.org/archive/document/why-we-chose-jail-rather-bail-0>>.

Activity:

1. Students will read the primary source document titled “‘Sing-In’ Negroes Eat Hearty; Say ‘Jail—Not Bail’”.
2. Students will engage in teacher-led discussion of the news story. Some discussion questions to consider include:
 - Are non-violent protests an effective way to create change in society?
 - How did the protestors use non-violent protest to their advantage?
 - What was the purpose of the strategy used by these protestors?
3. Students will examine a second primary resource, handwritten notes for a speech given by Martin Luther King, Jr. titled, “Why We Chose Jail Rather than Bail.”
4. Using the primary documents, students will choose one of the following product options (sample rubric follows references):
 - Create a visual representation explaining the goals of the “Jail—Not Bail” movement.
 - Write a letter from the perspective of one of the incarcerated protestors of the Rock Hill Nine to a family member explaining why they chose to serve time in jail instead of paying the \$100 fine. The letter should make use of textual evidence from the primary documents reviewed in class.

References:

King, Martin L., Jr. "Why We Chose Jail Rather than Bail." Speech. *The Martin Luther King Jr. Center for Nonviolent Social Change*. The King Center. Web. 04 Nov. 2013.
<<http://www.thekingcenter.org/archive/document/why-we-chose-jail-rather-bail-0>>.

"'Sing-In' Negroes Eat Hearty; Say 'Jail- No Bail'" *The Spartanburg Herald* 21 Feb. 1961, 71st ed.: 5. Google News. Web. 4 Nov. 2013.
<<http://news.google.com/newspapers?id=g3ssAAAIBAJ&sjid=acwEAAAIBAJ&dq=rock%20hill%20sit-in&pg=7405%2C2802776>>.

Sample Rubric:

| Criteria | Description | Points Possible | Points Earned |
|--------------------------|--|---------------------|---------------|
| Summary Skills | Student has summarized (at least) four of Dr. King's objectives. | 40 (10 points each) | |
| Critical Thinking Skills | Higher level thinking/deconstruction of actions and goals of protestors is evident | 30 | |
| Creativity | Material is presented in a way that shows thought, voice, and perspective. Assignment is visually appealing and neat. | 15 | |
| Grammar/Mechanics | Assignment is free of surface errors. | 15 | |