

Event: Desegregation of Clemson University and the University of South Carolina

Grade Level: 3, 8, 9-12

Subject Area: Social Studies & English Language Arts

Standards addressed:

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote

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.

CCSS:

(3) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

(8) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

(6-8) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

(9-12) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Items/Materials Needed:

1. Computer/internet access or books for research
2. Paper, pencil, pen
3. Copies of internet excerpts
4. Copy of Calendar

Goal/Objectives:

- The student will be able to identify and describe the issues involved in the desegregation of the two institutions.
- The student will be able to explain how the desegregation efforts at Clemson and USC were part of broader civil rights efforts to desegregate public facilities.
- The student will be able to describe the roles played by Harvey Gantt and Henrie Monteith in the desegregation of these institutions.

Source(s)

<http://www.clemson.edu/cedp/cudp/pubs/gantt/pdfs/004.pdf>

<http://www.clemson.edu/oirweb1/fb/factbook/Historical%20Enrollment/Integration.htm>

<http://www.greenvilleonline.com/article/20130911/NEWS09/309110010/>

<http://www.sc.edu/news/newsarticle.php?nid=6390>

<http://www.sciway.net/edu/sc-college-university-desegregation.html>

Book: *Separate, But Not Equal: The Dream and the Struggle*

Book by James Haskins: A history of the struggle of African Americans for equality in education beginning from the time of slavery, with coverage of key court cases & incidents & beliefs of such black leaders as W. E. B. Du Bois & Booker T. Washington. Google Books Published: January 1998

Steps/Strategies

1. Pictures, photographs_ Observations/ Inferences/ Evidence
2. 5 Ws and H (Who , What, When, Where, Why, and How)
3. Biopoems on Harvey B. Gantt and Henrie Monteith (Matthew Perry)
4. Timelines on events of Clemson and USC desegregation

5. Stance taken in a news article reporting what happened in each event (rubric provided by teacher).
6. Blog It: Students can start their own blog giving a summary paragraph about the two events. They can interview each other and adults of varying ages, genders, and ethnicities to gather data on how various people feel regarding the situation. Their final question should be an inquiry of which event seems to be worse to the interviewee. The blog is the summation, then the student reporting what others thought or felt regarding the events in a response, as if it were a blog. The teacher can set the number of responses and assign the varied types of persons that have to be asked.
7. Debate It: Students can utilize various texts to gather information for a mock trial, with the premise of the Bill of Rights or Amendments being violated. Students should prepare examinations, cross examinations, closing speeches, and judges' responses. The responses can be inferred from textual evidence found in historical documents. Primary sources and secondary sources are available (videos and speeches given by Gantt and Monteith). Role Plays can be developed from the characters of these events also.
8. Argumentative Essay on why or why not desegregation. This should include the effects of both.