

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): January/Durham E. Carter

Lesson Title: Guiding Future Generations

Grade Level/Course: Social Studies/Grades 6-12

Subject: Social Studies

SC Academic Standards and Skills 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.

Introductory Statement/Lesson Overview: Mr. Durham E. Carter, native of Columbia, South Carolina, is a Civil Rights Activist and Educator. A leader in both the church and community, Mr. Carter is the recipient of numerous awards and honors, including the Order of the Palmetto. Students will learn more about the life of Mr. Carter by analyzing an interview that he did regarding his life. Additionally, students will further learn more about their family by completing their own oral history with their family members as it relates to the Civil Rights Movement.

Goals/Lesson Objectives:

The Student Will Be Able To (TSWBAT)

- Analyze the life of Mr. Carter by analyzing an interview (oral history) that he did regarding his life.
- Complete an oral history of their family history by interviewing member(s) of their family.
- Explore current social issues as it relates to Civil Rights and write an editorial in a newspaper regarding how your feelings/opinions regarding the issue(s).

Instructional Materials:

Tom Crosby Oral History Collection---Durham Carter Oral History Interview (May want to modify the document depending on students' reading level)

http://library.sc.edu/digital/collections/scrosenwald/transcripts/cros009_001.pdf

Sample/Suggested Oral History Questions (Would not need Travel/Vacation Questions)

http://www.readwritethink.org/files/resources/lesson_images/lesson805/questions.pdf

Blank notebook paper

Pencils/Pens

Computer

Smart Board/Promethean Board

Digital Video Recorders/Digital Tape Recorders

Lesson Progression and Time Frame:

Lesson 1:

1. Provide students with brief overview of lesson. Explain to students that the African-American History Calendar and the significance of the project.
2. Display the Mr. Durham E. Carter information slide on Smart/Promethean Board. Access the African American History Calendar page and scroll down to the month of January (http://s118904.instanturl.net/SCAFAM/2016SCCalendar_lo_res.pdf). Discuss important details of life and career, citing specific contributions that Mr. Carter did to regarding his civil rights activism in South Carolina.
3. Divide students in groups of four with one student speaker from each group. After groups are assigned, ask students to define “civil rights”. Allow students to work in groups, observing each student to check for participation in discussion. Following the discussion, allow each student speaker from each group to explain the group’s definition of civil rights.
4. After each group has the opportunity to share their response, ask students the following questions:
 - How would you feel if you were discriminated against due to the color of your skin?
 - How are people that you look up to for guidance/inspiration on a daily basis?
 - How would you feel if the work that you done was copied and implemented in another company/organization without your knowledge/consent?

Allow appropriate wait time for students to react and respond silently to each question.

5. Relate the career and efforts in civil rights activism of Mr. Durham E. Carter to the discussion; remind students that his efforts provided a voice for citizens throughout the span of his career. Convey to students that not all citizens had an opportunity to experience equal rights due to Jim Crow and legal segregation, especially African Americans in the South 1865-1970s.

6. For assessment, distribute blank index cards for an exit slip and ask the students to answer the following questions:
 - Who is Mr. Durham E. Carter and what are his contributions to South Carolina?
 - What are civil rights?
 - How did education have a major impact on his life and career?

Lesson 2:

1. Provide a brief review of the career and contributions of Mr. Durham E. Carter and the definition of civil rights.
2. Ask students “What is an oral history?” If students do not know, relate the definition of oral history to how history was passed down from generation to generation without anyone documenting it. Relate to students that with oral histories now, they are documented and passed down from generation to generation.
3. Play an example of an oral history relating to the Civil Rights Movement (i.e. The Late Honorable Matthew J. Perry) from YouTube. [The link is <https://www.youtube.com/watch?v=0ByyILKX9x8>]. You would want to play the first 10 minutes of the video (or less) to provide your students with a model of what an oral history is.
4. Redisplay the Mr. Durham E. Carter information slide on Smart/Promethean Board. Access the African American History Calendar page and scroll down to the month of January (http://s118904.instanturl.net/SCAFAM/2016SCCalendar_lo_res.pdf). Discuss important details of life and career, citing specific contributions that Mr. Carter did to regarding his civil rights activism in South Carolina.
5. Provide students with the transcript of the oral interview. In the groups from yesterday, you would want students to split the oral history transcript in parts and jigsaw the main important takeaways from each section. Before students get started with this, you may want to model for them how to complete this assignment especially if students do not have any experience with analyzing an oral history transcript.
6. Provide students with appropriate wait time as they are analyzing their respective section. While students are in groups, make sure that students are participating in the group assignment by circulating around each group and ask each group questions to ensure that they understand the important takeaways regarding Mr. Carter.

Lesson 3:

1. Review from previous day’s lesson the main takeaways from Mr. Carter’s interview.
2. Ask students if they have interviewed a person and/or been interviewed. If students have, have students explain the process. Additionally, you could ask students if they have watched an interview on television and have them to label the parts of the interview.

3. In the same groups from previous lessons, students can do an oral interview. Use the questions from Sample/Suggested Oral History Questions (Could include Travel/Vacation Questions). The link to the website is below:
http://www.readwritethink.org/files/resources/lesson_images/lesson805/questions.pdf
4. At home, students would do the oral interview and record the interview. They would use the same questions that they completed in class with the exception of the Travel/Vacation Questions.
5. The next day, or whenever you have the due dates of the oral histories for the students' parents/guardians, you could have them give a brief summary of the interview.

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