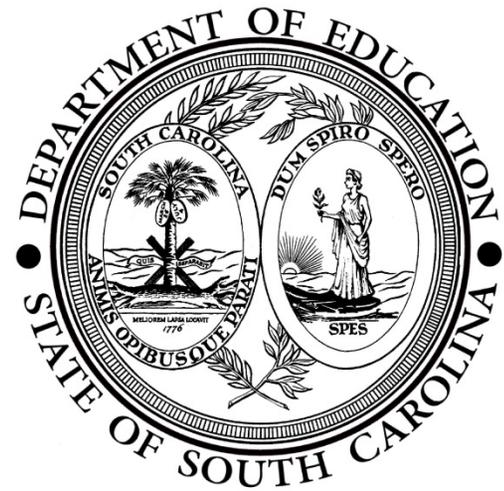


Grade 8

Mabel James Dickey: “Marking History in South Carolina”

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



8th Grade SC History: Mabel Dickey: “Marking History in South Carolina”

- This social studies unit develops the historical thinking skills of continuity and change, perspective, and comparison.
- This lesson provides students with opportunities to view historical events through the eyes of others and make a value judgement of their significance in history.
- The SC graduate must be able to think critically by considering change over time, including bias (SCASA Superintendents Roundtable, 2015). This lesson requires students to examine Mabel Dickey’s work in historic preservation. Students are asked to determine what makes something historically significant and worth of preservation. Students will utilize secondary and primary sources from history to write a persuasive essay arguing for a particular event or location to be marked/preserved due to its historical significance. Students will also create a model of a historical marker for the event, location or person of historical significance.
- Estimated Time: 2 Days (55 minute classes)

Standard(s) and/or Indicator(s)

Targeted:

Standard 8-5 The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

Indicator 8-5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau.

Indicator 8-5.5 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

Indicator 8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.

Embedded:

Standard 4 The student will demonstrate an understanding of the multiple events that led to the Civil War.

Indicator 8-4.3 Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.

Indicator 8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states’ rights and slavery and the ways that these arguments contributed to South Carolina’s secession.

Standard 5 (ELA Grade 8: Reading) Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Indicator 5.1 (ELA Grade 8: Reading) Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6 (ELA Grade 8: Reading) Summarize key details and ideas to support analysis of central ideas.

Indicator 6.1 (ELA Grade 8: Reading) Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Standard 1 (ELA Grade 8: Writing) Write arguments that support claims with clear reasons and relevant evidence.

Indicator 1.1 b & c (ELA Grade 8: Writing) Write arguments that: use relevant information from multiple print and multimedia sources and support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources.

“I Can” Statements

Day 1: I can summarize the life of Mabel James Dickey, the importance of historical preservation, and examine the significance of historical events. (This lesson is skills focused rather than content specific. It can and should be adapted for any historical era as a way for students to deepen their thinking.)

Day 2: I can persuade others that a historical event, location, individual is worth marking or preserving (This 8-5.5 and 8-5.8).

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- What makes a historical event or place worthy of marking or preserving?
- How can we extend the significance of a historical events to future generations?

Academic Vocabulary

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.

- Historical Significance
- Preservation

Prior Knowledge

In grade 3 students learned about the effects of Reconstruction in South Carolina (3-4.6). Grade 5 students learned about the goals and processes of Reconstruction (5-1.1). Students also learned about the new rights that were created under the 13th, 14th and 15th, Amendments to the Constitution (5-1.2). In grade 5 students also learned about the various groups that sought to subvert the new

rights of African Americans when federal troops were withdrawn from the south (5-1.3).

Students learned about the concepts of federalism, separation of powers, and the role of judicial review while studying the establishment of the new government under the Constitution of the United States (8-3.3 & 8-3.4).

Subsequent Knowledge

Later instruction in grade 8 South Carolina history students will examine the modern civil rights movement in South Carolina, including the use of the court system as a mechanism to guarantee the due process of equality under the law including integration of public places throughout the south. Students will also examine a plethora of event, locations, and people that significantly impacted the nation (8-7.2).

In the high school years, students will examine the impact of Reconstruction on the South and the role of the federal government. They will also examine the role of African-Americans during the Post Reconstruction Era (USHC-3.3 & 3.4). Students will analyze the roles of key African-American leaders and their reactions to Post Reconstruction restrictions for African-Americans (USHC 3.5). Students will examine the civil rights movement and its attempt to secure the rights of African-Americans as promised in the Post Reconstruction Amendments (USHC 8.1). Finally, through a study of the U.S. Government and Constitution students will analyze the role of federalism and the rights protected under the Constitution (USG 3.4 and 4.5).

All of these events, locations, and people are significant, but are they worth of a historical marker? Who should decide? How should the status be decided?

Potential Instructional Strategies

Day 1: “I Can” Statement: *I can summarize the life of Mabel James Dickey, the importance of historical preservation, and examine the significance of historical events. (This lesson is skills focused rather than content specific. It can and should be adapted for any historical era as a way for students to deepen their thinking.)*

Hook (attention grabbing item for student to get them engaged): As students enter the room, project an image on the board of a current superstar athlete, pop-star, you-tuber, or other celebrity. Have the acronym G.O.A.T written in big letters on chart paper.

- 30 seconds: Ask students to write down on a piece of paper who is the greatest of all time in their opinion in any area (sports, pop-star, etc).
- 30 seconds: Ask students to brainstorm in writing what makes that person the Greatest of all Time?

- 30 seconds: Ask students to share their results with their neighbor
- 60 seconds: Share out volunteers to larger group
- 60 seconds: Compile list of common items, ideas, characteristics that make someone greatest of all time on the chart paper with the acronym G.O.A.T

Transition: Explain to students that they will transfer the skill they just used to decide who was the G.O.A.T to the discipline of history. To help us understand we will look at Mable Dickey and some examples of Historical Greatest of All Time!

Mini-Lecture (Teacher direct / students should take notes during mini-lecture):

Teacher introduces Mabel Dickey (South Carolina Department of Education, 2017).

- Mabel Dickey connection to Mt. Zion Rosenwald School
- Mt. Zion Rosenwald School's significance and connection to Booker T. Washington and Julius Rosenwald
- Describe give a brief description of the process and criteria for a location to become designated as on the National Register of Historical Places
- Students should focus on: "What do you think motivated Dickey?"

Group Practice (students work in pairs to complete the exercise below):

- Students should examine the National Park Service's criteria for nominees.
 - https://www.nps.gov/nr/publications/bulletins/nrb15/nrb15_2.htm
- Students should develop an understanding of what is required for places to be registered and be able to demonstrate their understanding by creating a list of requirements
- Students should examine the SC Archives Historical Marker program
 - <http://shpo.sc.gov/programs/Pages/Markers.aspx>
- Students should develop an understanding of what is required for approval of a historical marker and be able to demonstrate their understanding by creating a list of requirements.

Independent Practice (students complete activity independent of peers):

- Students will examine a selection of historical events, locations and people provided by the teacher for the historical era under

study

- Using the list prepared in group practice, students will conduct independent research to determine if their selection meets the criteria listed.
- This independent practice may flow over into the next day’s activities.

Day 2: “I can” statement: *I can persuade others that a historical event, location, individual is worth marking or preserving (This lesson can be used across any historical era and serve as a mechanism to deepen historical thinking among students. It serves well to examine many of the individuals from SC that are largely left out of traditional historical narratives due to their minority status. Indicators 8-5.5 and 8-5.8 and the post reconstruction era of history offers a plethora of options.)*

Mini-Lecture (Teacher direct instruction):

- Teacher reviews the criteria for selection
- Teacher models the persuasive writing model of Claim, Reason, Evidence for students

Guided Practice (students work in pairs to complete the exercise below):

- Students should continue researching their topics using peers as a distributive scaffold throughout the process (Fisher & Frey, 2015)

Independent Practice (students complete activity independent of peers, this independent activity could flow over into another class day if needed and appropriate):

- Students create a writing product that explicitly states the claim
 - “(Insert historical event) is historically significant and deserves a historical marker because of (reason 1), (reason 2), and (reason 3). [Teachers should change this sentence stem to what best serves their students.]
 - Student should explicitly identify their reasons and their evidence in their writing.
 - This work can be assessed using the rubric provided in the resource section below
- Students create a mini-project that includes an illustrated model of the proposed historical marker
 - Students must provide an illustration of what the marker would look like including correctly labeled dimensions based on the SC Achieves criteria
 - Students must provide an abbreviated version of claim, reason, and evidence that represents what the student thinks

should be on the sign.

- An Antebellum Era example is provided in the resources section that teachers can adapt to the era they are considering.

Note: The items provided are suggested resources and assessments.

Potential Assessment Task

Day 1: Groups are asked to develop the characteristics of historical significance based on the criteria of the S.C. Archives. This list should be informally assessed with feedback provided. It is highly recommended that the teacher guide the entire class to a collaborative conclusion of what criteria should be used to determine significance.

Day 2:

Option 1—Students create a persuasive writing product that argues that their chosen event, location, or person is of such historical significance that the SC Achieves should erect a historical marker. This product should explicitly use claims, reason, and evidence. (Possible rubric in resources.)

Option 2—Students create a model historical marker that provides the historical significance of the event, location, or person. (See antebellum era example in resources.)

Resources

Writing Rubric (adapted from the SC Ready TDA Scoring Guidelines)

Scoring Guidelines Social Studies Essay	Student Name: _____
---	---------------------

4 – Demonstrates effective analysis of historical question and skillful writing	3 – Demonstrates adequate analysis of historical question and appropriate writing	2 – Demonstrates limited analysis of historical question and inconsistent writing	1 – Demonstrates minimal analysis of historical question and inadequate writing
<input type="checkbox"/> Effectively addresses all parts of the question and demonstrates an in-depth understanding of the historical content <input type="checkbox"/> Strong organizational structure and focus on the question with logically grouped and related ideas, including an effective introduction, development, and conclusion <input type="checkbox"/> Substantial, accurate, and direct reference to the historical events and principles with an effective combination of details, examples, quotes, and/or facts to support the	<input type="checkbox"/> Adequately addresses all parts of the question and demonstrates a sufficient depth understanding of the historical content <input type="checkbox"/> Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion <input type="checkbox"/> Sufficient, accurate, and direct reference to the historical events and principles with an effective combination of details, examples, quotes, and/or facts to support the claims of essay	<input type="checkbox"/> Inconsistently addresses some parts of the question and demonstrates a partial understanding of the historical content <input type="checkbox"/> Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion <input type="checkbox"/> Limited and/or vague reference to the historical events and principles with minimal combination of details, examples, quotes, and/or facts to support the claims of essay	<input type="checkbox"/> Minimally addresses part(s) of the questions and demonstrate an inadequate understanding of the historical content <input type="checkbox"/> Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion <input type="checkbox"/> Insufficient reference to historical events and principles with few details, examples, quotes, and/or facts to support the claims of the essay <input type="checkbox"/> Minimal reference to the

claims of essay

- Substantial reference to the main ideas and relevant key details surrounding the topic
- Skillful use of transitions to link ideas within categories supporting information
- Effective use of precise language and domain-specific vocabulary
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

- Sufficient reference to the main ideas and relevant key details surrounding the topic
- Appropriate use of transitions to link ideas within supporting information
- Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)
- Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

- Limited reference to the main ideas and relevant details of the surrounding topic
- Limited use of transitions to link ideas within categories of textual and supporting information
- Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)
- Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning

main ideas and relevant details of the text(s)

- Few, if any, transitions to link ideas
- Little or no use of precise language or domain-specific vocabulary drawn from the text(s)
- Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Non-scores:

Blank=0% (Redo); Unreadable=0% (redo); Insufficient=0% (redo); Refusal=0% (parent contact); Off Topic=0% (redo); Copied=0% (Parent Contact)

Score Conversion (your score will be the column where you get the majority of checks): 4 = A; 3 = B; 2 = C; 1 = D; Less than 1 = F

****EXAMPLE OF HISTORICAL MARKER PROJECT****

“Historical Marker”

Objective: The student will be able to explain the impact of the Compromises of 1850, Kansas Nebraska Act or the Dred Scott Case on the growing sectionalism in the United States that ultimately led to the secession of South Carolina by designing a historical marker.

Directions:

You will create a design for a historical marker that will be placed in Charleston, SC at the site of the December, 1860 secession convention. The marker must explain to passersby the impact of either the Compromises of 1850, Kansas-Nebraska Act or the Dred Scott decision on the growing sectionalism in the U.S. that led to the secession of S.C.

Step 1 You choose either the Compromises of 1850, Kansas-Nebraska Act or the Dred Scott decision.

Step 2 Gather your notes and reference materials on the topic.

Step 3 Determine the 4 central descriptive details you want to focus on.

Step 4 Justify how your topic impacted the growing sectionalism.

Step 5 Connect the descriptive details together with the justification.

Step 6 Determine a title that is no more than 5 words

Step 7 Now you are ready to apply the historical data to the components of the sign listed below.

Step 8 Construct each of the components below.

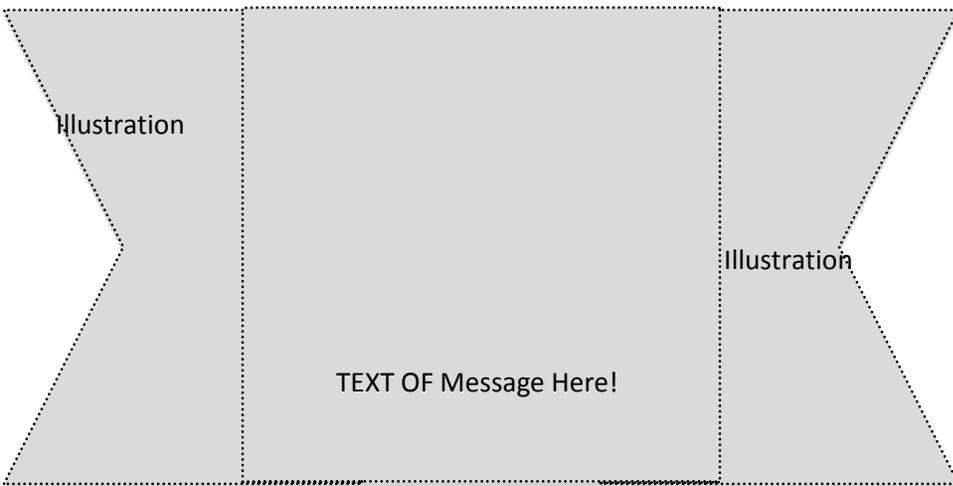
Required Components (final product should be 3 sheets of 8.5x11 paper):

1. Mock up of the design (Page 1)
 - a. On the top half of a blank white sheet of paper the student must provide a pencil drawing/diagram of what the marker should look like. On the bottom half the student must also include a description of the materials that should be used to create marker, the dimensions of the marker, and must include a description of the color scheme of the marker. **See example.**
2. Title (Page 2 first line)
 - a. On a sheet of plain white paper the student will type in Times New Roman font size 16 and center justify a title for the marker

- b. Title should clearly indicate what is being commemorated in no more than 5 words.
- 3. Text of the design (content) (Page 2 rest of page)
 - a. Under the title that was just created, in Times New Roman font size 14 left justified and double-spaced (1 inch margins all around) you must explain the impact of your topic on sectionalism and how it led to South Carolina secession.
 - b. No more than one page. Must contain 4 central details about topic. Must provide explanation of how caused increased sectionalism.
- 4. Graphic illustration on the marker that would help explain the marker to non-English speakers (Page 3)
 - a. On a separate plain white sheet of paper, provide an illustration or other visual (you may propose the use of non-original artwork like a picture or clip art, but you must cite where the visual is from under the picture by providing the http address)
- 5. Grammar
 - a. Entire project should be free from grammatical and spelling errors.

This is an example of the first required component. You should use pencil to draw your diagram.

Page 1—Example of Diagram:



Materials:

- Thick brass sign with text and pictures carved and painted black

Dimensions:

- Approximately 6 feet tall in total
- Text and illustration portion will be 4 feet wide by 2 feet tall
- 1 Support pole will be used. Dimensions will be determined based on final weight of text and illustration portion.

Grading Rubric:

Criteria	Missing 0	Needs Work 1	Getting there 2	Good 3	Excellent 4
Mock up of design	Mock up component Missing	Missing 3 elements	Missing 2 elements	Missing 1 element	Clear diagram provided, materials described, dimensions described and color scheme described
Title of marker	Title Missing	Title more than 6 words and or does not indicate topic of marker	Title more than 6 words and or barely indicates topic of marker	Title more than 5 words and or does not adequately indicate topic	Title is 5 words or less and clearly indicates topic of marker
Content of Marker	Missing	Format incorrect, 1 central detail, no attempt to explain increased sectionalism	Format correct, 2 central details, attempts to explain how it caused increased sectionalism	Format correct, 3 central details, adequately explains how it caused increased sectionalism	Format correct, 4 central details and excellently explains how it caused increased sectionalism
Graphic illustration	Missing	Graphic illustration has no apparent relation to topic	Graphic illustration vaguely related to topic	Graphic illustration aides in explanation of topic	Graphic illustration excellently aides in explanation of topic
Grammar and spelling	More than 4 errors	No more than 3 errors	No more than 2 errors	No more than 1 error	No Grammar or spelling errors

Conversion Chart for Rubric:

To help you determine your actual grade book grade use the chart below by finding your Rubric score and its corresponding grade book score.

Points scored on Rubric	Converted grade on 100 point scale for grade book
20	100
19	98
18	95
17	93
16	87
15	85
14	83
13	80
12	78
11	77
10	75
9	74
8	72
7	70
6	68
5	65
4	62
3	60
2	55
1	53
0	52-0 (if there was no attempt a 0 will

	be entered into the grade book
--	--------------------------------

References:

Fisher, D., & Frey, N. (2015). *Text dependent questions grades 6-12: Pathways to close and critical reading*. Thousand Oaks, California: Corwin.

SCASA Superintendents Roundtable. (2015). Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2017). *South Carolian African American history calendar*. Columbia, SC: South Carolina Department of Education.

South Carolina Department of Education. (2012, June 27). *Support documents and resources*. Retrieved from South Carolina Department of Education: <http://ed.sc.gov/instruction/standards-learning/social-studies/resources/>