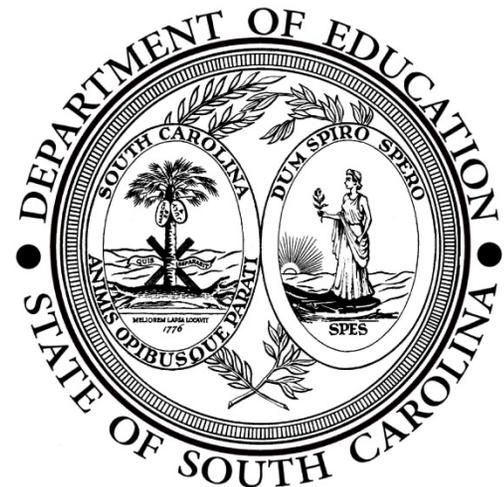


Grade 3

Overcoming Societal Repression: Nathaniel
J. Fredrick

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



Grade 3: Overcoming Societal Repression: Nathaniel J. Fredrick
This is a social studies lesson that focuses on a notable South Carolinian and African American who lived in the late 1800's and the early 1900's. The purpose of this lesson is to provide an African American role model who was successful and productive in the post-Reconstruction era prior to the establishment of the Civil Rights Movement. This lesson relates to the South Carolina Profile of a Graduate in the area of Life and Career Characteristics; integrity, self-direction, work ethic and perseverance. This lesson will take approximately 45 minutes.
Standard(s) and/or Indicator(s)
There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally "taught." ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.
<u>Targeted:</u> Standard 3-4 The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina. Indicator 3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.
<u>Embedded:</u> Standard 2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Indicator:2.1 Write informative/explanatory texts
"I Can" Statements
"I Can" statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) <ul style="list-style-type: none"> • <i>Day 1: I can tell who Nathaniel J. Frederick was. I can identify ways I can be successful as Nathaniel J. Frederick was. I can write an action plan of how I can be successful.</i>
Essential Question(s)
This is a suggested essential question that will help guide student inquiry. <ul style="list-style-type: none"> • Who was Nathaniel J. Frederick? • Why was he important in the history of South Carolina? • How can Nathaniel Frederick be an inspiration to change?

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.

- Civil rights Movement
- segregation
- justice
- editor
- action

Prior Knowledge

Students in Grade 3 study the US Civil War and Reconstruction (3-4). It is suggested this lesson follows those on Reconstruction as this is important because Nathaniel J. Frederick lived in the post-Reconstruction era and was affected by the existence of segregation in the state. He was also a former slave and his ability to overcome his repressive past is key to showing students their own potential.

Subsequent Knowledge

Students in South Carolina will be exposed to persons throughout their social studies courses who have achieved success in a variety of ways while overcoming obstacles. These persons exemplify civic virtues and many of the indicators of The South Carolina Profile of a Graduate. It is hoped that students will look at these notables as role models for their own success.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can describe who Nathaniel J. Frederick was and why he is an important figure in South Carolina. I can identify and write about how I can be successful in a variety of ways.

Procedure: Students will discuss the Jim Crow laws that grew out of the Reconstruction period and make a chart that lists the characteristics of it. The teacher will draw attention to segregation on the chart or if not noted, will add it to the chart and discuss. The teacher will check for understanding of the term segregation by asking students for a definition to check for understanding prior to introducing Nathaniel J. Fredrick. The teacher will tell students about Nathaniel J. Frederick and display pictures of him and his past residence from a website such as the one suggested in the resources. Have students create a class retell of facts about Mr. Frederick on chart paper. Encourage students to share what it would be like to be an educated and successful public figure during the time of post-Reconstruction. Point out how Mr. Fredrick overcame the odds present in Columbia, South Carolina for an African American male during that time period. Have students give examples voluntarily of odds they have overcome. Students will then write facts they

have learned about the African American notable on a graphic organizer such as the describing wheel. Have students then share with a partner what they learned. As a culminating activity, have students write a plan of action to identify and achieve the goals identified to achieve success in the adult world.

Note: This lesson is designed to be taught after Reconstruction.

Potential Assessment Task

Day 1: *Action Plan for Success- Students will write a plan of how they can achieve success later in life. Students will include a statement of how they can overcome odds like Mr. Frederick.*

Resources

Describing Wheel. Retrieved from https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf

South Carolina State Department of Education. (2015). *Profile of the South Carolina Graduate*. Retrieved from <https://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

Nathaniel J. Fredrick. Retrieved from <http://www.lat34north.com/HistoricMarkersSC/MarkerDetail.cfm?KeyID=40-161&MarkerTitle=Nathaniel%20J.%20Frederick%20House>

South Carolina Department of Education (2011). *South Carolina Social Studies Academic Standards*. Retrieved from <https://ed.sc.gov/.../Standards.../FINALAPPROVEDSSStandardsAugust182011.pdf>

SCORE	3	2	1
Focus/ Informational	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt – CREATING AN ACTION PLAN for SUCCESS • Demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text
Organization	<ul style="list-style-type: none"> • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively
Example	<ul style="list-style-type: none"> • Uses Nathaniel Frederick as an example 	<ul style="list-style-type: none"> • Uses another person as an example 	<ul style="list-style-type: none"> • Does not use anyone as an example
Language	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization) to enhance meaning 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Uses some correct but repetitive sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning

<p>Language 4</p>	<ul style="list-style-type: none"> • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose • Uses spelling patterns and generalizations 	<ul style="list-style-type: none"> • Uses academic and domain-specific vocabulary appropriate for the audience and purpose • Uses spelling patterns and generalizations 	<ul style="list-style-type: none"> • Uses limited academic and/or domain-specific vocabulary for the audience and purpose • Attempts to use spelling patterns and generalizations
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Suggested Action Plan Rubric