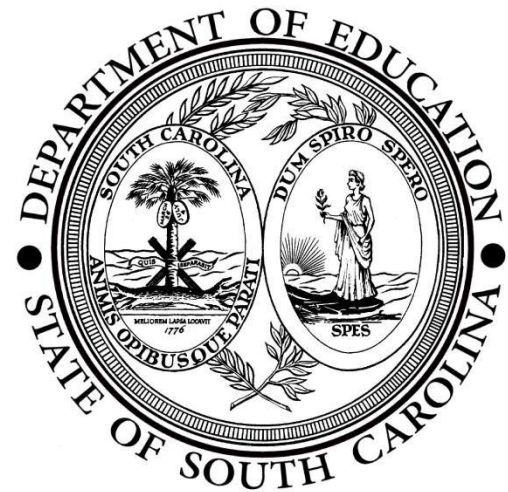


# Grade 8

# South Carolina State Historic Preservation

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

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



## **8<sup>th</sup> Grade/South Carolina History: South Carolina State Historic Preservation**

This 8th grade, South Carolina History unit covers the importance of South Carolina preservation of key civil rights sites. The literacy skills addressed in this unit include: citing specific textual evidence to support the analysis of primary and secondary sources. The purpose of this lesson is to expose students to the efforts of Ms. Barbara W. Jenkins who was instrumental in preserving the history South Carolina State University. This lesson provides students with the world-class skill of creativity and innovation as determined by the Profile of a South Carolina graduate. This lesson was made for three, 55-minute class periods.

### **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.

#### **Targeted:**

**Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.**

Indicator 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.

#### **Embedded:**

None.

### **“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).

- *Day 1: I can analyze the importance of the preservation of the South Carolina State Historic District.*
- *Day 2: I can create a short story that describes the importance of the preservation of the South Carolina Historic District.*
- *Day 3: I can articulate the importance of the preservation of the South Carolina State Historic Site and relay why this site is important to the South Carolina Civil Rights Movement.*

<b>Essential Question(s)</b>
<p>These are <b>suggested</b> essential question(s) that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• What is the importance of preserving South Carolina State’s Historic District?</li> <li>• Why is South Carolina State’s Historic District important to the Civil Rights Movement</li> <li>• What major events occurred in South Carolina State’s Historic District?</li> <li>• From studying South Carolina State’s Historic District what can I interpret about the South Carolina Civil Rights Movement?</li> </ul>
<b>Academic Vocabulary</b>
<p>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.</p> <ul style="list-style-type: none"> <li>• NAACP</li> <li>• South Carolina State University</li> <li>• Segregation</li> <li>• Protest</li> <li>• Non-violent protest</li> <li>• Civil Rights</li> <li>• Orangeburg Massacre</li> <li>• Civil Liberties</li> <li>• Desegregation</li> </ul>
<b>Prior Knowledge</b>
<p>Prior knowledge that the student should have stems from their 3rd grade South Carolina history understanding. Students should have prior knowledge of discrimination, segregation, and the Civil Rights Movement.</p>
<b>Subsequent Knowledge</b>
<p>After understanding the importance of the Orangeburg Massacre during the Civil Rights Movement, students will better understand the fight for equality through present day.</p>
<b>Potential Instructional Strategies</b>

**Day 1 “I Can” Statement: I can analyze the importance of preserving the South Carolina State Historic Site. (8-7.2)**

**Instruction:**

1. Students will begin class reading a passage from the book, African American Historic Places in South Carolina individually. The article can be found on page 82 at the following website: <http://shpo.sc.gov/pubs/Documents/TGAAHPfull.pdf> Students will answer the following questions as a warm-up exercise:
  - a. Where is the South Carolina State Historic Preservation Site located?
  - b. What buildings are included in the Historic Preservation?
  - c. What is the Orangeburg Massacre?
  - d. What was South Carolina State University’s involvement in the Orangeburg Massacre?
2. Students will then be placed into groups of two or three depending on the class size. The names of the groups will be named after the buildings that are preserved at South Carolina State University. The group names include:
  - a. Lowman Hall
  - b. Marion Birnie Wilkinson YWCA Hut
  - c. Center Court
  - d. Hodge Hall
  - e. Home Management House
  - f. Mechanical Industries Hall
  - g. Miller Hall
  - h. Wilkinson Hall
  - i. Industrial Arts Building
  - j. PowerHouse and Smoke Stack
  - k. Moss Hall
3. In their research groups, students will be provided a guided-reading activity handout (see appendix) as they research the history of the city of Orangeburg, South Carolina during the Civil Rights Movement. The students will spend time researching the following three areas:
  - a. Orangeburg student sit-ins
  - b. The Orangeburg Movement
  - c. The Orangeburg Massacre

**Day 2 “I Can” Statement: I can create a research analysis on the importance of the preservation of the South Carolina State Historic Site. (8-7.2)**

**Instruction:**

1. Students will begin class by getting back into the groups and finishing their research.
2. After all research questions have been answered, students will then fill out a graphic organizer for their writing.
3. The instructor will offer feedback on their graphic organizer.
4. Once the graphic organizer has been finalized, students will then begin to write their own individual research analysis. Each argumentative essay must include:
  - A. At least one Orangeburg event and the outcome
  - B. Be at least 1 page long (typed or written)
  - C. Contain factual information
  - D. Argue the importance of historic preservation based on the evidence found in research

**Day 3 “I Can” Statement: I can articulate the importance of the preservation of the South Carolina State Historic Site and relay why this site is important to the South Carolina Civil Rights Movement.**

1. Today, students will finish up their papers and present to the class.
2. Each of the students will take turns reading their papers to the class. Students will be graded on the rubric provided.
3. After all of the papers have been read, students will then analyze the importance of historic preservation with a class debate.
4. Students will be divided up into groups of 3-4 depending on the class size and given 10 minutes to formulate an argument for historic preservation.
5. Then, facilitated by the teacher, the class will be allowed to debate the importance of historic preservation guided by the rubric found at the following link: [https://www.niu.edu/facdev/pdf/guide/strategies/classroom\\_debate\\_rubric.pdf](https://www.niu.edu/facdev/pdf/guide/strategies/classroom_debate_rubric.pdf)

**Potential Assessment Task**

Day 1:

1. *Warm-Up Exercise (8-7.2)*
2. *Research Exercise (8-7.2)*

Day 2:

1. *Graphic Organizer (8-7.2)*
2. *Research Analysis (8-7.2)*

Day 3:

1. *Research Analysis Presentations (8-7.2)*
2. *Class Debate on Historic Preservation (8-7.2)*

### Resources

Classroom Debate Rubric (2017). [PDF File] Retrieved from

[https://www.niu.edu/facdev/\\_pdf/guide/strategies/classroom\\_debate\\_rubric.pdf](https://www.niu.edu/facdev/_pdf/guide/strategies/classroom_debate_rubric.pdf)

RubiStar4Teachers (2017). Retrieved from

<http://rubistar.4teachers.org/index.php?ts=1512048446>

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from

<https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

South Carolina Department of Education (2015). *Profile of the South Carolina graduate*. [PDF document]. Retrieved from

<http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf>

South Carolina African American Heritage Foundation. (2015). *A teacher's guide to African American historic places in South Carolina*. Retrieved from <http://shpo.sc.gov/pubs/Documents/TGAAHPfull.pdf>

**Day 1: Guided Reading Activity**

*Directions: Please fill in the chart as your team researches the following events that happened in Orangeburg, South Carolina.*

Group Name: \_\_\_\_\_

<b>Movement</b>	<b>What is it?</b>	<b>When was it?</b>	<b>What was the outcome?</b>	<b>What was the impact on South Carolina during the Civil Rights Movement?</b>
<i>Orangeburg Sit-Ins</i>				
<i>Orangeburg Movement</i>				
<i>Orangeburg Massacre</i>				

**Day 2: Graphic Organizer**

**Hook:**  
**Thesis:**  
**Introduction:**

**Supporting Detail #1**

**Supporting Detail #2**

**Orangeburg, South Carolina Events**  
**(Main Topic of Essay)**

**Supporting Detail #3**

**Supporting Detail #4**

**Conclusion:**



**Persuasive Essay: The Importance of Historic Preservation**

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).

	counter-argument.			
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.
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