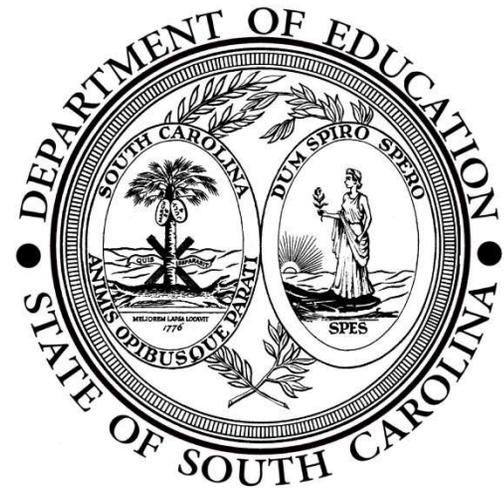


Grade 8

Civil Rights Movement: The Untold Stories

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



Grade 8, SC/US History: Civil Rights Movement: The Untold Stories

This unit focuses on the Civil Rights Movement addressing contextualization and synthesis; historical thinking skills. It also focuses on citing evidence, writing, and communication (literacy skills) to produce clear and coherent writing, and gather relevant information from multiple print and digital sources. Students will review primary and secondary source documents to create a calendar and website, while participating in a critical analysis of their peers work. These tasks will require critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 3-4 days of approximately 65 minutes per day of instruction.

Teacher note: Weebly is a free online site that allows students to create blogs and websites. Teachers are able to monitor students' progress. <https://education.weebly.com/>

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:

Standard: I.8.3.2- Examine historical, social, cultural, or political context to broaden inquiry.

RI.8.5.1-Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.6.1-Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

W.8.2.1-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

C.8.2-Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

C.8.3-Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

“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 various primary and secondary sources that address Civil Rights Movement. (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*
- *Day 2: I can formulate an evidence-based claim regarding Civil Rights Movement. (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*
- *Day 3: I can critically analyze a peer’s work using a rubric. (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry. (This statement must be included in each plan.)

- How did the Civil Rights Movement impact South Carolina?
- Which landmark case had the greatest impact on South Carolina?
- Which landmark case has the biggest impact on your life presently?

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. (This statement must be included in each plan.)

- equalization
- landmark
- integrate
- demonstrations

Prior Knowledge

In Grades 3 and 5, students have previously studied the Civil Rights Movement in South Carolina, *Briggs v. Elliott*, Desegregation of schools and other public facilities, *Brown v. Board of Education*, Martin Luther King, Jr., Rosa Parks, Malcolm X, and the Voting Rights Act. (3.5.5 and 5-5.3)

Subsequent Knowledge

In USHC, the students will study the Civil Rights Movement through different lenses including initial strategies, landmark court cases and legislation, the roles of key civil rights activities, the roles of key civil rights advocates, and the influence of the Civil Rights Movement on other groups seeking equality. (USHC 9-5)

Potential Instructional Strategies

Day 1: I can analyze various primary and secondary sources that address Civil Rights Movement. (8-7.2, RI8.5.1.4, I.8.3.2, C8.2 and C8.3)

Introduction: (3 minutes). Student will watch <https://www.youtube.com/watch?v=XtIBBcR8De0&feature=youtu.be>: The 3-minute clip is an introduction to James L. Felder. The students will gain understanding of South Carolina’s role in Civil Rights Movement, voting registration, and equal pay case for African American teachers. James L. Felder played a large role in Civil Rights Movement along with Septima P. Clark, Modjeska Simkins and U.S. District Judge Matthew J. Perry.

Note: The teacher may direct students to take quick notes from the clip. The students will look for information in regards to people and events in South Carolina that were a part of the Civil Rights Movement. Student’s will need to have notes to support the Civil Rights Movement existed in South Carolina.

Direct Instruction: (15 minutes) Teacher will lecture on South Carolina Civil Rights Movement.

- Landmark cases in SC
- Defining the Civil Rights Movement
- The purpose of NAACP

Discussion: (5 minutes) The students discuss how the Civil Rights Movement changed South Carolina. The teacher may want to pre-select groups of 2 to 3 students.

Activity: (45 minutes) The students will create a calendar based on landmark cases of Civil Rights Movement and leaders of the Civil Rights Movement in South Carolina. (show 2018 South Carolina African American History Calendar to the students as an example) The teacher will divide the months between each group. For example, if there are four groups each group has three months. See calendar resources page.

- Calendar should have pictures to illustrate the month
- Each month assigned should display five Civil Rights Movements events that occurred within the assigned months.
- The calendar should have a written overview of the person or event that occurred during the assigned months.
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Closure: Student will watch video: <http://study.com/academy/lesson/the-civil-rights-movement-during-the-1960s.html>. Students will be able to add additional information into calendar and gain additional knowledge about the Civil Rights Movement. Student will use the video as springboard to quick write assign for homework: Prompt: How did the Civil Rights Movement effect the world we live in 2017?

Day 2: I can formulate an evidence-based claim regarding Civil Rights Movement. (8-7.2, RI8.5.1.4, I.8.3.2, C8.2 and C8.3)

Hook: (7 minutes) Student can watch: <http://www.goupstate.com/news/20120819/author-highlights-battle-for-civil-rights>

Discussion: (5 minutes) Students will discuss with group the video. Students will compare different perspectives of the Civil Rights Movement.

Activity: (40 minutes) Students will be given the names of the Civil Rights activist in the video:

- S.J. McDonald Sr.
- Septima P. Clark
- James L. Felder
- Modjeska Simkins
- U.S. District Judge Matthew J. Perry

Each student will be assigned one of the five activists. Each student will write an essay of one event that had the biggest impact on South Carolina and/or Civil Rights Movement. Students should use resources that require research and investigation. Suggested websites are:

<http://library.sc.edu/p/Collections/Digital>

<http://www.columbiasc63.com/>

Note: Some students may need additional time to obtain support and directive.

Closure: Students will go over vocabulary words for understanding. A suggested strategy is to have students discuss the meaning of each word. Breaking the words down to relevance.

Day(s) 3 and 4: I can critically analyze peers work product using a rubric. (8-7.2, RI8.5.1.4, I.8.3.2, C8.2 and C8.3)

Hook: Students will listen speech from Federal Judge Mathew Perry (<https://knowitall.org/video/judge-matthew-perry-jr-road-trip>). Students will understand how the Civil Rights Movement impacted lives in South Carolina. Allow students to define Civil Rights Movement while guiding a dialogue to understanding the impact.

Note: Have students go to student safe website building application. Suggested site is <https://www.weebly.com/websites>. Have students review the tutorial on how to create website. It is suggested the teacher view the tutorial and create a website to link students work for comment, student reflection and grading. Please provide a rubric for assignment.

Activity: Students will create a website. The students will use the information from the essay, videos, and sites to create a website that introduces the assigned Civil Rights activist. The website will should have the following components:

- Name of the activist
- Philosophy of life/civil rights
- Accomplishments
- Impact on the Civil Rights Movement and South Carolina
- What questions would the student ask the activist
- Pictures and illustrations
- Resources

Potential Assessment Task

Day 1: *Calendar of landmark cases of Civil Rights Movement and leaders (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*

Day 2: *Informative essay on civil rights activist (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*

Day 3: *Website design of assigned activist (8-7.2, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)*

Resources

Cola SC 63. Our Story Matters. (n.d.). Retrieved December 29, 2017, from <http://www.columbiasc63.com/>

Conley, L. (2012, August 19). Author highlights battle for civil rights. Retrieved December 29, 2017, from <http://www.goupstate.com/news/20120819/author-highlights-battle-for-civil-rights>

Create a Website with Weebly's Powerful Website Builder. (n.d.). Retrieved December 29, 2017, from <https://www.weebly.com/websites>

ETV (Knowing it All). (2017). Judge Matthew Perry, Jr. Road Trip [broadcast]. Available from <https://knowitall.org/video/judge-matthew-perry-jr-road-trip>

Richards, A. (n.d.). The Civil Rights Movement During the 1960s. Retrieved December 29, 2017, from <http://study.com/academy/lesson/the-civil-rights-movement-during-the-1960s.html>

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

The South Carolina State Department of Education. (The Auntie Karen Foundation). (2017). James Felder. Available from <https://www.youtube.com/watch?v=XtIBBcR8De0&feature=youtu.be>

University Libraries - Digital Collections. (n.d.). Retrieved December 29, 2017, from <http://library.sc.edu/p/Collections/Digital>

WACH FOX 57 (Andrea Butler). (2017) Civil Rights activist James Felder honored in Columbia [newscast]. Available from <http://wach.com/news/local/civil-rights-activist-james-felder-honored-in-columbia>