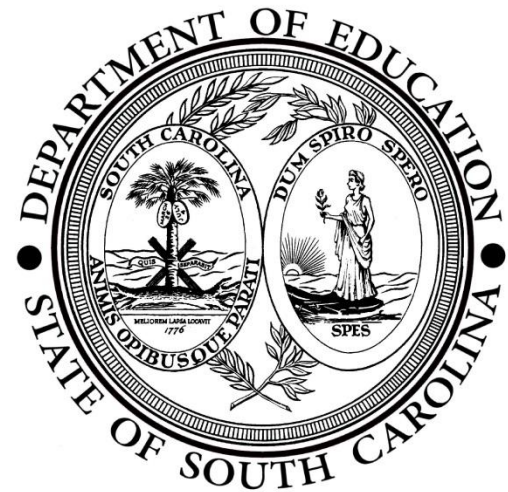


Modern World History

Defining Moments for Freedom

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



Modern World History: Defining Moments for Freedom
This lesson examines the relationship of the present to the past and use of knowledge of the past to make informed decisions in the present while considering continuities and changes and analyzing evidence, a literacy skill. Students will analyze evidence, compare and contrast this evidence and make connections to the modern world. These are critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for three days of 45-50 minute per day instruction.
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.
Embedded:
Standard 6 The student will demonstrate an understanding of the creation of nation states in Europe and the struggle by non European nations to gain and/or maintain sovereignty.
Indicator 6.2 Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century South American rebellions.
Indicator 6.3 Analyze various movements for individual rights, including worldwide abolitionism, the end of slave trade movements in England and Latin America, the liberation of serfs in Russia, and the growing movement for women’s rights.
Standard 8 The student will demonstrate an understanding of the causes and consequences of decolonization in the second half of the twentieth century and the beginning of the twenty-first century.
Indicator 8.5 Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.
“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 identify and understand terms and ideas that define independence movements. (6.3)</i> • <i>Day 2: I can analyze primary source documents. (6.2)</i> • <i>Day 3: I can compare and contrast evidence and apply the implications for modern day movements for independence. (6.3)</i>
Essential Question(s)

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

- What does it mean to be free?

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.

- Privileges
- Equality
- Equity
- Justice
- Injustice
- Equity
- Freedom
- Activism
- Social Justice
- Grassroots Movements

Prior Knowledge

Students should already have the skills to compare and contrast, analyze evidence, and synthesize information.

Subsequent Knowledge

Students will grow in their ability to compare and contrast, analyze evidence, and synthesize information.

Students will grow in their ability to apply knowledge and skills to modern day events.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can identify and understand terms and ideas that define independence movements. (6.3)

Activity: Have students read the information from the African American Calendar concerning Nathan Frederick. Lead the class in a conversation about his attempts at furthering the cause for civil rights and eliminating social injustice in South Carolina.

Activity: The students will complete a vocabulary activity for the following words: justice, injustice, equality, equity, rights,

privileges, freedom, activism, social justice, grassroots movements

- This vocabulary activity consists of the teacher having each word and definition projected for the students
- The students will either use index cards or use their own paper fashioned into cards – they will need 10 sections (one for each word) instruct students to place definitions for the words on individual cards
- On one side of the card, instruct students to write the definition in their own words, and on the other side, they should be creative and add a drawing that depicts each word – under this drawing, they should write a sentence for why the term is important to movements for freedom and justice. Students should be directed not to write the word on either side of their cards.
- Once they've completed these definitions, they should partner with one person in the room and each should guess which of their squares are which words – discussing their choices for pictures and individual definitions as the activity progresses.

Day 2 “I Can” Statement: I can analyze primary documents. (6.2)

Activity:

- Divide the class into two or four stations separated into different parts of the room.
- Choose six to eight photos from the link provided through the link that speak to different ideas about justice versus injustice, equality versus equity, rights versus privilege.
- Choose three to four writings that speak to different movements for independence, calls for equality, and calls for justice.
 - Two stations will be dealing with the pictures you've chosen and two stations will be dealing with the writings you've chosen.
 - Have students randomly sit in desks and take out a computer or a sheet of paper – students will spend half the period in one station and then switch to the other station.
 - For the Photo Stations:
 - Students will examine the photos provided and based on their definitions from the previous day for justice, injustice, equality, equity, rights and privilege – they will analyze and make an argument for which term goes best with the photo provided.
 - For the Writings Stations:

- Students will read the calls for liberty, justice, equality, equity, rights and privileges and complete a t-chart about the similarities and differences between what was being called for in each.

Day 3 “I Can” Statement: I can compare and contrast evidence and apply the implications for modern day movement for independence. (6.3)

Activity:

- Students should sit with a partner.
 - In these partnerships, students should discuss their decisions about the photos and how they compared and contrasted the documents from the previous day.
- After a short time, the teacher should begin placing the individual photos and readings on the projection screen in the classroom, opening up discussion on each of the pieces of evidence having the students discuss why they believed that the terms they chose for each picture is valid and allow them to report out what they saw as similarities and differences between the calls for independence, justice, rights, etc.
- Upon completion of this activity – describe to students that these were all artifacts from history that made major worldwide movements happen using famous grassroots activists as examples.

Potential Assessment Task

Day 1: *Ticket out the door: Ask students to write down one word from the list defined and have them define it in their own words. (6.3)*

Day 2: *T-chart turned to gauge student understanding of the task. (6.2)*

Day 3: *Socratic Seminar where teacher includes each student in conversation about what they discovered after their work the previous day. (6.3)*

Resources

33 iconic photos of people standing up to injustice. (n.d.). Retrieved November 28, 2017, from <https://matadornetwork.com/change/33-iconic-photos-people-standing-injustice/> Please note that image 22 contains a cuss word in the quote. Please use with discretion or use the images as documented below.

(n.d.). Retrieved November 28, 2017, from <http://www.sojust.net/speeches.html>



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[Stonewall Riots](#)



[Olympic Black Power](#)



[Fall of the Berlin Wall](#)



[Rosa Parks](#)



[Flower Power](#)



[MLK Jr.](#)



[Suffragettes in London](#)



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