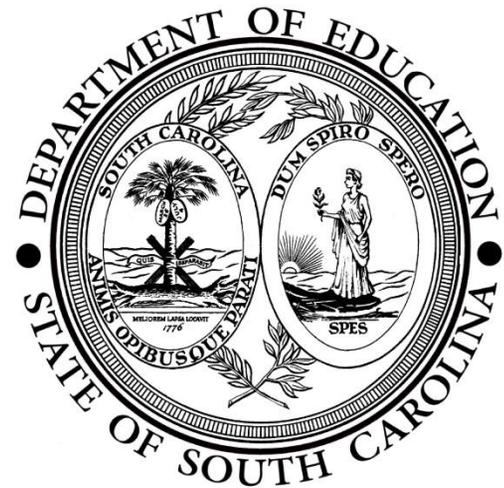


Grade 8

What is Your Dream?

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/U.S. History: What is Your Dream?

This lesson focuses on key civil rights activists from South Carolina and their work as advocates for the constitutional rights of African-Americans. Beginning with the story of J. Arthur Brown, students will research, summarize, analyze, and interpret primary sources based on two landmark court cases and key civil rights activists. After conducting research, the students will be able to identify and explain the relationships among multiple causes and multiple effects. They will also attribute perspective to the influences of individuals, including themselves. These are critical social studies literacy skills as defined by the South Carolina Department of Education and the Profile of the South Carolina Graduate. This instructional plan is intended for two, 50-minute classes.

Standard(s) and/or Indicator(s)

Targeted:

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

Indicator 8-7.2 Analyze the movements for Civil Rights in South Carolina, including the impact of the landmark court cases of *Elmore v. Rice*, and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeka Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts in integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

Embedded:

Reading Informational Text

Standard 6: Summarize key details and ideas to support analysis of central ideas.

Indicator 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Writing

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Indicator 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences

“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 summarize two Civil Rights landmark court cases that began in South Carolina. (8-7.2)

- *Day 2:* I can match key Civil Rights activists from South Carolina with their work. (8-7.2)

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- What were the civil rights issues in South Carolina?
- Who was behind the drive for civil rights in South Carolina?

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.

- Jim Crow Law
- Segregation
- desegregation
- integration
- Thirteenth Amendment
- Fourteenth Amendment
- Fifteenth Amendment
- *Elmore v. Rice*
- *Briggs v. Elliot*
- Civil Rights
- Supreme Court
- “separate but equal”
- white primary
- “all deliberate speed”
- “jail, no bail”

Prior Knowledge

In Grade 3, students studied the Civil Rights Movement in South Carolina, including the desegregation of schools (*Briggs v. Elliot*) and other public facilities and the right to vote. (3-5.5) In Grade 5, students studied the new rights granted by the Thirteenth, Fourteenth, and Fifteenth Amendments. (5-1.2) They also studied discrimination, the passing of discriminatory laws, and their impacts on the lives of African-Americans, including the Jim Crow laws. (5-3.2) The events and people in the civil rights movement

throughout the United States, the desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, Malcolm X, and the Voting Rights Act were also studied. (5-5.3)

Subsequent Knowledge

In United States History, students will further analyze the Civil Rights Movement; including initial strategies, landmark court cases and legislation, 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 summarize the two landmark Civil Rights court cases that began in South Carolina. (8-7.2)

Introduction – Teacher reviews the three branches of government: executive, legislative, and judicial by having students use a review strategy such as Think-Pair-Share or other game to recall the names and roles of each branch (ILA/NCTE, 2017). Teacher should lead discussion for accurate answers. Remind students that they have studied Civil Rights before in grades 3 and 5 (3-5.5, 5-1.2, 5-3.2, and 5-5.3) Teacher asks for student input on what they know about this issue.

Note: Teachers may prefer to introduce this lesson using an online review game or a graffiti board: have a variety of different colored dry erase markers on the front board, give students the review topic, and randomly call about three to five students at a time to the board. The students' goal is to think of any word that associates with the given topic. Students can write the word any way they like. The one rule is that students cannot repeat any word that is on the board. Once all the students have had a turn, pair them up and have each student tell their partner about five of the words on the board.

Engagement Activity: Teacher will read the story of J. Arthur Brown from the South Carolina 2018 Calendar. The teacher should emphasize the fact that Mr. Brown was an ordinary citizen who worked with other more famous activists. Ask students that as they do their research to note if they come across any of the people whom Mr. Brown supported in their efforts. The teacher may want to provide the calendar link to students or make copies of the background information for Mr. Brown (American, 2017).

Collaborative Student Work: Students will be researching two legal cases that became part of larger cases that went on to the Supreme Court: *Elmore v. Rice* and *Briggs v. Elliot*. Students will be researching using teacher chosen materials and in small groups to find out basic information about each case: the timeline of the cases, reason for the case, location of the petitioners, key attorneys, and final outcomes. Students should work in small groups to summarize the two Civil Rights cases: *Elmore v. Rice*, and *Briggs v.*

Elliot. Resources can be found at <http://www.scencyclopedia.org/sce/entries/elmore-v-rice/> and <http://www.scencyclopedia.org/sce/entries/briggs-v-elliott/>. Students will use a compare and contrast graphic organizer to analyze the two cases <http://www.linbarconsulting.com/Instructional%20tools/new/DoubleBubble%20compare%20contrastMap.pdf> (Linbar Consulting, 2017). Teacher should facilitate student research and help them to find the necessary information, ensuring that their research is accurate. After completing the graphic organizer students will write a short summary of each case. Use of the Summary Organizer will help students that need support in writing.

Note: Teacher may direct students to use their classroom textbook or other resources; such as classroom resources, media center resources, and/or an Internet resource for information pertaining to the two cases.

Day 2: I can match Civil Rights Activists to their work. (8-7.2)

Introduction-Teacher will read selected excerpts from Dr. Martin Luther King Jr’s. speech, “I Have a Dream.” Alternative introduction would be for students to read selected paragraphs from the speech. Select students could be provided with their selection on Day 1 so that they would have time to prepare for the reading. Suggested speech resource:

<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

Collaborative Group Work: Students will research the following people: George Elmore, the Briggs Petitioners, the Friendship Nine, Septima Poinsette Clark, Modjeka Monteith Simkins, and Matthew J. Perry. Students will find out the issues that drove each person or group to become politically active. Point out to students that there is one box empty on the handout and that is for them to complete. They should pause and think about what they care about and would like to see a change in (this does not have to be political, it could be a personal goal). Students will write their own thoughts in the last square of the handout. Please have students use the Civil Rights Activists Handout for Day 2.

Extension Activity Suggestions: Teacher may want to extend this lesson using the student responses from the previous activity. Suggestions for PBL lessons on Civil Rights http://www.bie.org/blog/4_projects_about_the_civil_rights_movement

Alternate extensions: Students can complete a follow-up activity where they develop a plan of action as a class or small groups based on one dream they wrote down. Students work in small groups to create a musical playlist of songs (with age appropriate lyrics) that refer to dreams or change. After compiling their song choices, they will design the cover art for their playlist.

Potential Assessment Task

Day 1: Short written summary of *Elmore v. Rice* and the *Briggs v. Elliot* cases. (8.7.2)

Day 2: Completed SC Civil Rights Activists handout matching activists to their work. (8-7.2)

Resources

American, S. A. (2017, October 19). 2018 Calendar. Retrieved from South Carolina African American History Calendar:
http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf

Dulaney, W. M. (2017, November 25). *Briggs v. Elliot*. Retrieved from South Carolina Encyclopedia:
<http://www.scencyclopedia.org/sce/entries/briggs-v-elliott/>

ESC Region 13. (2017, October 19). *Think-Pair-Share*. Retrieved from The Teacher Toolkit:
<http://www.theteachertoolkit.com/index.php/tool/think-pair-share>

Jr, D. M. (2017, October 19). *I Have a Dream*. Retrieved from American Rhetoric:
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

Larmer, J. (2017, November 25). *PBL Blog 4 Projects About the Civil Rights Movement*. Retrieved from Buck Institute for Education: http://www.bie.org/blog/4_projects_about_the_civil_rights_movement

Linbar Consulting. (2017, October 19) *DoubleBubble compare constrastmap*. Retrieved from
<http://www.linbarconsulting.com/Instructional%20tools/new/DoubleBubble%20compare%20contrastMap.pdf>

Moore, William V. (2017, November 25). *Elmore v. Rice*. Retrieved from South Carolina Encyclopedia:
<http://www.scencyclopedia.org/sce/entries/elmore-v-rice>

South Carolina Department of Education. (2012). *Support documents for 8th grade social studies academic standards* [PDF document]. Retrieved from
<https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/Grade8SupportDocument.pdf>

South Carolina Department of Education. (2012). *Support documents for 5th grade social studies academic standards* [PDF document]. Retrieved from

<https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/Grade5.pdf>

Research these South Carolina Civil Rights Activists and summarize the issues that they fought for during the lifetime.



Figure 1 J. Arthur Brown

I have a dream...that my children and grandchildren will be able to enjoy South Carolina's public parks, golf courses, and beaches freely in their spare time.

More information about J. Arthur Brown is available at: http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf



Figure 2 Septima Poinsette Clark

I have a dream...

Research these South Carolina Civil Rights Activists and summarize the issues that they fought for during the lifetime.

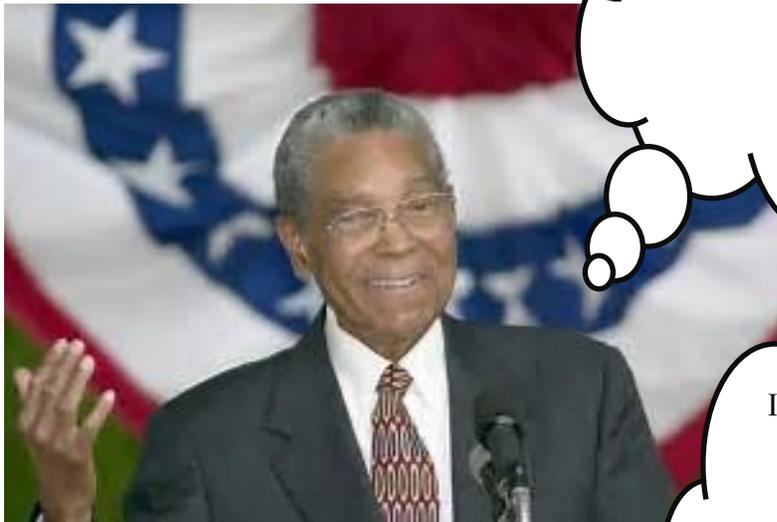


Figure 3 Matthew J. Perry

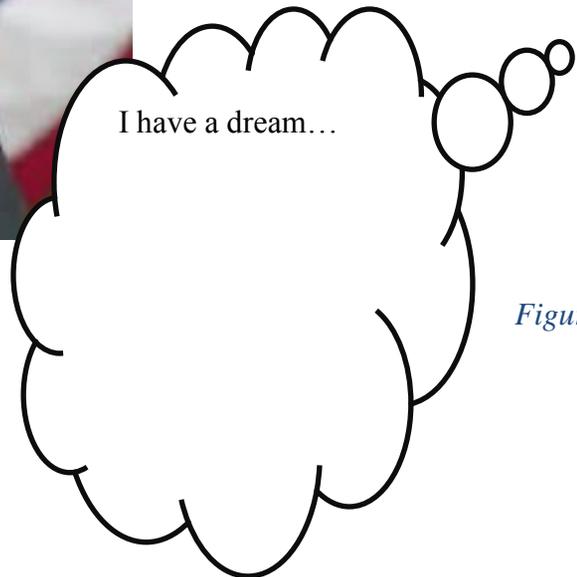


Figure 4 Modjeka Monteith Simkins

Research these South Carolina Civil Rights Activists and summarize the issues that they fought for during the lifetime.



Figure 5 George Elmore

I have a dream...

We have a dream...



Meeting of Briggs petitioners at the Liberty Hill AME Church of Summerton. (Clarendon County, 1949)

Figure 6 Briggs Petitioners

Research these South Carolina Civil Rights Activists and summarize the issues that they fought for during the lifetime.

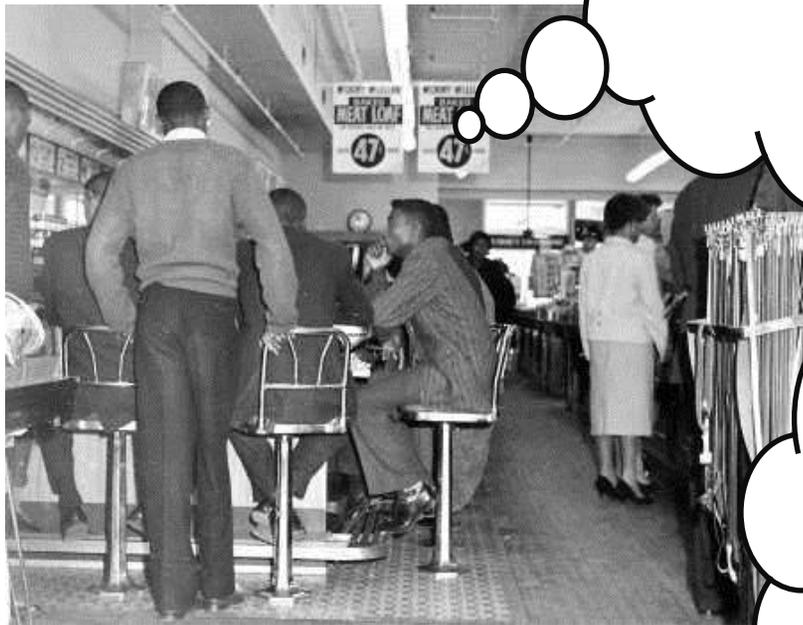


Figure 7 Friendship Nine

We have a dream...

I have a dream...

Figure 8 _____
Student Name Above

