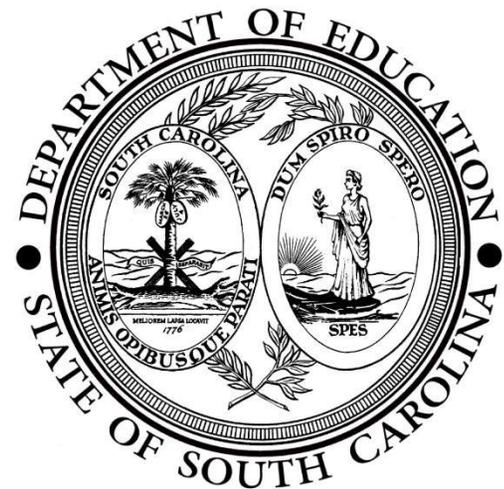


Grade 12

J. Arthur's Brown Influence on the US
Government

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



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

12th Grade/US Government: J. Arthur Brown Influence on US Government
<p>This unit covers the role of the Civil Rights Movement on government. The literacy skills addressed in this unit include: analyze and evaluate evidence, arguments, claims, and beliefs and utilize contextual information to support the analysis of primary and secondary sources. The purpose of this lesson is to expose students to the pioneering roles of J. Arthur Brown, Matthew Perry, and Thurgood Marshall on the courts of South Carolina during the Civil Rights Movement. This lesson provides students with the world class skills of critical thinking and problem solving as determined by the Profile of a South Carolina Graduate. This lesson was made for one, 90-minute class period.</p>
<p>Standard(s) and/or Indicator(s)</p> <p>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.</p> <p><u>Targeted:</u> Standard USG-4: The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture. Indicator USG 4-4.5: Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.</p> <p><u>Embedded:</u></p>

<p>Standard USG-4: The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.</p> <p>Indicator USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.</p>
<p>“I Can” Statements</p>
<p>“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).</p> <ul style="list-style-type: none"> ● <i>Day 1: I can analyze how J. Arthur Brown, President of the NAACP Charleston Chapter, Thurgood Marshall, and Matthew Perry influenced the Civil Rights Movement through South Carolina court cases.</i>
<p>Essential Question(s)</p>
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> ● What was J. Arthur Brown’s impact on the Civil Rights Movement? ● How did J. Arthur Brown’s leadership in the NAACP influence the court cases represented by Thurgood Marshall and Matthew Perry? ● How were court cases represented by J. Arthur Brown, Thurgood Marshall, and Matthew Perry instrumental during the Civil Rights Movement?
<p>Academic Vocabulary</p>
<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"> ● NAACP ● Charleston Movement ● segregation ● indictment ● Non-violent protest ● Civil Rights ● Supreme Court ● Chief Justice ● Civil Liberties

Prior Knowledge
Prior knowledge the student should have comes from their U.S. History and Constitution class. In U.S. History, students are exposed to the Civil Rights Movement and should have a significant understanding of what the Civil Rights Movement was and key events and people from the era.
Subsequent Knowledge
After reviewing court cases that J. Arthur Brown, Matthew Perry, and Thurgood Marshall were instrumental in during the Civil Rights Movement, students will then look at other court cases and determine their impact on social justice such as <i>Brown v. Board of Education (1954)</i> , <i>Roe v. Wade (1973)</i> , and <i>Miranda v. Arizona (1966)</i> .

Potential Instructional Strategies
Day 1 “I Can” Statement: I can analyze how J. Arthur Brown, President of the NAACP Charleston Chapter, Thurgood Marshall, and Matthew Perry influenced the Civil Rights Movement through South Carolina court cases. (USG-4.5)
Instruction:
<ol style="list-style-type: none"> 1. To begin class, students will be given the biography of J. Arthur Brown from the African-American calendar found at the following link: http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf 2. Students will be given a handout entitled SC Court Case Worksheet in which they will have to use a technology device and research to determine which leader or leaders, Matthew Perry, Thurgood Marshall, and J. Arthur Brown, are associated with each case listed. 3. Students will be divided into three defense teams: Matthew Perry, Thurgood Marshall, and J. Arthur Brown. 4. The members of the defense team will then use their court case worksheet and research each case for their civil rights leader. The teams will have 30 minutes to research this information, answering the questions provided by the instructor to the students. Students will write down key facts on the handout entitled Research Questions from each court case that pertains to the Civil Rights Movement as they research. 5. The speaker of each group will then present their information to the class. As each student presents, the rest of the class will fill in their charts. 6. Students will then work together with the instructor to generate ideas of a conversation that the three men could have. These ideas will be written down either on the white board or Promethean Board for the entire class to reference.

7. Students will then work individually to create a 5-minute transcript between the three men. The goal of the transcript is for students to be knowledgeable on key civil rights cases in South Carolina and be able to argue which cases are the most important to the Civil Rights Movement and why? The transcript can be typed or written. The transcript must include but is not limited to:
- a. A connection between the cases of Brown, Marshall, and Perry.
 - b. At least three court cases in South Carolina during the Civil Rights movement that at least one of the men were a part of.
 - c. At least two Civil Rights Movements in South Carolina; at least one has to be the Charleston Movement.
 - d. Students must have a debate between two of the three lawyers about which cases had the biggest impact on the Civil Rights Movement and why?

Potential Assessment Task

Day 1:

1. *SC Court Case Worksheet(USG-4.5)*
2. *Research Questions Worksheet (USG-4.5)*
3. *An Attorney's Transcript (USG-4.5)*

Resources

Arthur Brown Papers [PDF document]. Retrieved from http://avery.cofc.edu/archives/Brown_JArthur.pdf

Justia (2017). *Barr v. City of Columbia*, 378 U.S. 146. Retrieved from <https://supreme.justia.com/cases/federal/us/378/146/case.html>

Justia (2017). *City of Columbia v. Bouie*. Retrieved from <https://law.justia.com/cases/south-carolina/supreme-court/1962/17875-1.html>

Justia (2017). *Harvey B. Gantt, a minor, by his father and next friend, Christopher Gantt, Appellant, v. the Clemson Agricultural College of South Carolina*. Retrieved from <https://law.justia.com/cases/federal/appellate-courts/F2/320/611/38711/>

Justia (2017). *J. Arthur Brown et al., Appellees, v. Davis Lee*. Retrieved from <https://law.justia.com/cases/federal/appellate-courts/F2/331/142/445814/>

Justia (2017). *Millicent F. Brown, a Minor, by J. Arthur Brown, Her Father and Next Friend, et al., Plaintiffs, Appellees, v. School District No. 20, Charleston*. Retrieved from <https://law.justia.com/cases/federal/appellate-courts/F2/328/618/418794/>

Justia (2017). *Sarah Mae Flemming, Appellant, v. South Carolina Electric and Gas Company*. Retrieved from <https://law.justia.com/cases/federal/appellate-courts/F2/239/277/108578/>

Leagle (2017). *Brown v. South Carolina State Forestry Commission*. Retrieved from <https://www.leagle.com/decision/1963872226fsupp6461746>

National Park Service (2017). *Brown v. Board of Education*. Retrieved from <https://www.nps.gov/brvb/learn/historyculture/socarolina.htm>

South Carolina Department of Education (2017). *2018 South Carolina African American Calendar*. [PDF document]. Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.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 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/FINALAPPROVEDSSSStandardsAugust182011.pdf>

South Carolina Court Cases

Directions: Please match each court case with its correct representative. Some of the cases may be tied to more than one person.
Persons to choose from: J. Arthur Brown, Matthew Perry, Thurgood Marshall. Links have been provided to help get you started.

Harvey B. Gantt vs. Clemson Agricultural College of South Carolina

<https://law.justia.com/cases/federal/appellate-courts/F2/320/611/38711/>

Persons Associated With: _____

Sarah Mae Fleming v. South Carolina Electric and Gas Company

<https://law.justia.com/cases/federal/appellate-courts/F2/239/277/108578/>

Persons Associated With: _____

City of Columbia v. Simon Bouie

<https://law.justia.com/cases/south-carolina/supreme-court/1962/17875-1.html> Persons Associated With:

Briggs v. Elliot (Apart of Brown v. Board of Education)

<https://www.nps.gov/brvb/learn/historyculture/socarolina.htm>

Persons Associated With: _____

Millicent F. Brown vs. School District No. 20 Charleston, South Carolina

<https://law.justia.com/cases/federal/appellate-courts/F2/328/618/418794/>

Persons Associated With: _____

Brown v. South Carolina State Forestry Commission

<https://www.leagle.com/decision/1963872226fsupp6461746>

Persons Associated With: _____

J. Arthur Brown v. David Lee

<https://law.justia.com/cases/federal/appellate-courts/F2/331/142/445814/>

Persons Associated With: _____

Barr v. City of Columbia

<https://supreme.justia.com/cases/federal/us/378/146/case.html>

Persons Associated With: _____

Research Questions

Directions: As you research the cases assigned to your defense team, carefully fill in the chart.

Matthew Perry

Court Case	Details of Case	Outcome of Case	Event (if any) that this case is associated with	Key People in Case

Thurgood Marshall

Court Case	Details of Case	Outcome of Case	Event (if any) that this case is associated with	Key People in Case

J. Arthur Brown

Court Case	Details of Case	Outcome of Case	Event (if any) that this case is associated with	Key People in Case

Rubric for Transcript

	Above Average	Average	Below Average	Unsatisfactory
Information	Student is detailed in their writing with evidence from the Orangeburg movements.	Student is detailed in their writing but lacks evidence from the Orangeburg movements.	Student is lacking detail in their writing but provides evidence from the Orangeburg movements.	Student is lacking detail and evidence in their writing.
Connections	A detailed connection is made between the attorneys of J. Arthur Brown, Matthew Perry, and Thurgood Marshall. There is evidence that the student understands their importance to the Civil Rights Movement.	A connection is made between the attorneys of J. Arthur Brown, Matthew Perry, and Thurgood Marshall but is lacking in evidence that the student understands their importance in the Civil Rights Movement.	A connection is made between the attorneys of J. Arthur Brown, Matthew Perry, and Thurgood Marshall but there is no evidence that the students understands their importance to the Civil Rights Movement.	A connection is not made between the attorneys of J. Arthur Brown, Matthew Perry, and Thurgood Marshall.
Debate	A debate is held within the transcript between the three attorneys with great detail	A debate is held within the transcript but lacks great detail.	A debate is held but there are no details provided about the Civil Rights Movement.	A debate is not held in the transcript between the three attorneys.

	about the Civil Rights Movement.			
Charleston Movement	The Charleston Movement is detailed in the transcript as to its impact on the Civil Rights Movement.	The Charleston Movement is mentioned in the transcript and there are little details as to its impact on the Civil Rights Movement.	The Charleston Movement is mentioned in the transcript but there are no details as to its impact on the Civil Rights Movement.	The Charleston Movement is not mentioned or detailed in the transcript.
Civil Rights Cases	At least three Civil Rights cases from South Carolina are detailed in the transcript.	Two Civil Rights cases from South Carolina are detailed in the transcript.	One Civil Rights case from South Carolina is detailed in the transcript.	There is not any evidence of a Civil Rights Case from South Carolina detailed in the transcript.
Transcript Length	The transcript is 5 minutes or more.	The transcript is 4-5 minutes.	The transcript is 3-4 minutes.	The transcript is under 3 minutes.
Punctuation, Grammar, Spelling	There are no punctuation, grammar, or spelling mistakes.	There is only 1 to 3 mistakes in punctuation, grammar, or spelling.	There is 4 to 5 mistakes in punctuation, grammar, or spelling.	There is more than 6 mistakes in punctuation, grammar, and spelling.