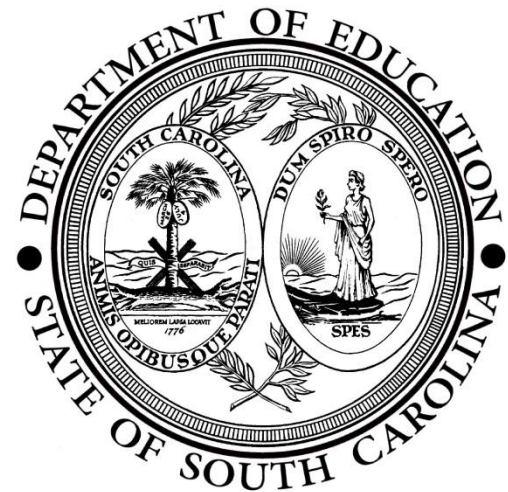


High School US History and Constitution: A Front Row View of South Carolina Civil Rights

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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U.S. History: Civil Rights
In this lesson, students will analyze and evaluate ideas in order to improve and maximize creative efforts, make inferences and draw conclusions. The purpose of this activity is to have students gain a new perspective of the Civil Rights Movement by looking at the events from one man’s perspective. This lesson plan promotes world-class skills with the use of teamwork, collaboration, communication, and knowing how to learn. This lesson also enhances the life and career characteristics of self-direction and interpersonal skills in order for students to display world-class knowledge as outlined by the profile of the South Carolina graduate. This lesson is expected to take three, ninety-minute class periods.
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u> Standard USHC-8 In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Indicator USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.</p> <p><u>Embedded:</u> Standard USHC-8 In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Indicator USHC- 8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.</p>
“I Can” Statements
<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> I can perform a script in front of the class and take notes on other’s presentations. (8.5) • <i>Day 2:</i> I can collaborate with my partner in researching and creating a poster around a Civil Rights Movement event. (8.5) • <i>Day 3:</i> I can present knowledge of my Civil Rights Movement event and discuss the evolution of events. (8.5)
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • How did the Civil Rights Movement grow and change?
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.

- desegregate
- recuse
- savior
- desegregation
- nonviolence
- seniority
- registration
- meld
- viral
- segregation

Prior Knowledge

Students were introduced to major figures and events of the Civil Rights Movement in fifth grade (5-5.2). In eighth grade, students learned about famous South Carolinians involved in the Civil Rights Movement (8-7.2).

Subsequent Knowledge

When students take their required United States Government class, they will evaluate documents and court cases related to this topic. Additionally, students will further explore the role of the national government in protecting civil rights and liberties.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can perform a script in front of the class and take notes on other’s presentations. (8.5)

Script Reading – Divide the script from the interview of James Felder on the South Carolina Department of Education website into multiple mini-scripts. This script is from the oral history project as posted on the SCDE website (<https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>). The script can be trimmed to account for time and content. In pairs, and in chronological order, have students present their section of the interview to the class. While they are not presenting, students should take notes on major events that are discussed in the script.

Note: Teachers should utilize a note-taking format that students are familiar with.

Assign Research Topics- After all the presentations are complete, have each pair begin to research the important event that is contained in the portion of the interview they presented. Inform students this is preparation for them to create a poster to present the significance of the event to the class.

Day 2 “I Can” Statement: I can collaborate with my partner in researching and creating a poster around a Civil Rights Movement event. (8.5)

Resume Research and Begin Poster Creation– Have students continue to research their topic and have them create their posters.

Note: Create a rubric and hand it out before students begin to create their posters. This will let your students know exactly what your expectations are. Teachers may also ask the students what makes a great presentation and then devise the rubric together based on their responses. Depending on the level of the students, and time available, certain elements like pictures or even background research may be emphasized.

Day 3 “I Can” Statement: I can present knowledge of my Civil Rights Movement event and discuss the evolution of events. (8.5)

Presentations- Students should present and explain their poster/event to the class. You may or may not want to have students add brief descriptions of each event to the notes they took during the initial interview presentations.

Discussion- After all presentations are complete, lead a class discussion on extensive change seen in one man’s lifetime. Optionally, this activity could be extended into a writing assignment that also includes their predictions for social changes they expect to see in their lifetime, or a narrative analyzing the continuities and changes seen in an individual’s lifetime.

Potential Assessment Task

Day 1: Script reading; completed timeline notes (8.5)

Day 3: Poster, presentation, optional writing assignment (8.5)

Resources

Felder, J. (2017). An oral history with James Felder/Interviewer: Tre Tailor. *Documenting South Carolina civil rights oral history from 1950-1979*. Columbia.

- SCASA Superintendents Roundtable. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>
- South Carolina Department of Education (2012). Support documents for United States History and Constitution. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/USHistorySupportDocuments.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/FINALAPPROVEDSSStandardsAugust182011.pdf>
- South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf