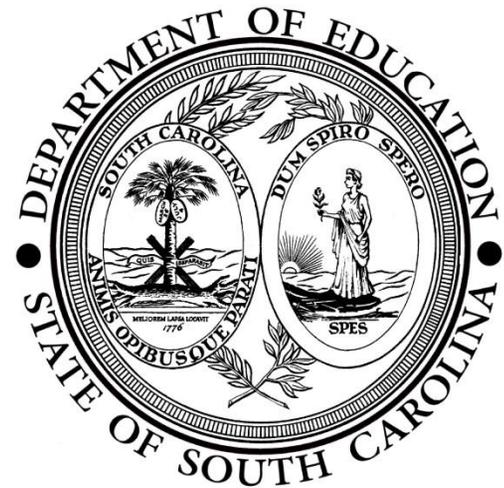


Grade 8

Segregation: Yesterday, Today, and Tomorrow

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



Grade 8: South Carolina/U.S. History: Segregation: Yesterday, Today, and Tomorrow
This lesson focuses on the Supreme Court case of <i>Briggs v. Elliott (1952)</i> . It provides an introduction to the end of segregation in the South and provides a window of what that looked like in South Carolina. Using critical thinking and problem solving aligning with the Profile of the South Carolina graduate, students will be able to understand the struggle and strain that came with integration. This instructional plan is intended for one day of 55 minute per day instruction.
Standard(s) and/or Indicator(s)
<p>Targeted:</p> <p>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.</p> <p>Standard 8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliott</i>; 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.</p> <p>Embedded:</p> <p>(ELA) Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.</p> <p>8-RL 11.1 Cite text evidence to support analysis of author’s choices in shaping content, meaning, and style.</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 can understand segregation in the mid-nineteenth century and compare it with elements of segregation today. (8-7.2)</i>
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • How can people in a society work together to create fair and integrated schools?
Academic Vocabulary
<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"> • 14th Amendment • Separate but Equal

- Supreme Court
- *Briggs v. Elliott (1952)*
- *Brown v. Board of Education (1954)*
- Segregation
- Integration
- Equalization
- White Flight

Prior Knowledge

In grade three, students learned about the keys events of the civil rights movement in South Carolina and the desegregation of schools and other public facilities. (Standard 3-5.6)

Previously in grade 8, students learned about Plessy v. Ferguson and the fourteenth amendment leading to “Separate but Equal.” (Standard 8-5.4)

Subsequent Knowledge

In grade 10, students will learn about the movements for racial equality, including landmark court cases and legislation, during the Civil Rights Movement and its effect on those seeking racial equity. (Standard USHC-9.5)

Potential Instructional Strategies

Day 1 “I Can” Statement: I can understand segregation in the mid-nineteenth century and compare it with elements of segregation today. (8-7.2)

Starter:

1. Teacher will ask the students, “What is segregation?” After defining segregation, teacher will ask “Do we still have segregation today? If so, how is this still possible?”
2. Teacher will begin the lesson by showing an introductory video on *Brown v. Board of Education (1954)* while students answer questions. Teacher will then pass out two readings – one on *Briggs v. Elliott (1952)* and the other a Washington Post article on segregation in schools today. After reading, students will have to answer the following writing prompt:
3. Based on the texts, do you agree that segregation still exists? If so, why? Cite evidence from both texts explaining your reasoning.

4. Once students are finished or with about 10 minutes left in class (whichever comes first), have a final discussion answering the following questions:
- How can people in a society work together to create fair and integrated schools?
 - How did your answer to the essential question change from the beginning of class?
 - What are the limitations of only looking at and comparing two sources?
 - How can we fix this problem of segregation?

Materials (suggested):

- Video on Brown v. Board of Education
- Reading on Briggs v. Elliott
- Article on segregation today
- Rubric for grading written responses

https://docs.google.com/document/d/1sMihnkYeZr69ESa_65Db5hw1bZtdiHMzmIcaaHPYqbE/edit?usp=sharing

https://docs.google.com/document/d/19rZVUIEistZ2jCZGybPBEQW_xf1A0hkadXvdyvnunds4/edit?usp=sharing

Note: Use teacher discretion in the length of the writing assignment based on your students’ skill level. You may allow more time outside or during class to complete the writing.

Potential Assessment Task

Day 1: *Writing Prompt on segregation today (8-7.2)*

Resources

Brown v. Board of Education | Homework Help from the Bill of Rights Institute. (2017, March 14). Retrieved November 10, 2017, from <https://youtu.be/1siiQelPHbQ>

Washington Post (Ed.). (2016, May 16). Worsening, unchecked segregation in K-12 public schools. Retrieved November 11, 2017, from <https://msblaustein.files.wordpress.com/2016/05/schools-resegregation-article.pdf>

Brown Foundation. (n.d.). Brown Case - Briggs v. Elliott. Retrieved November 11, 2017, from <https://brownvboard.org/content/brown-case-briggs-v-elliott>