

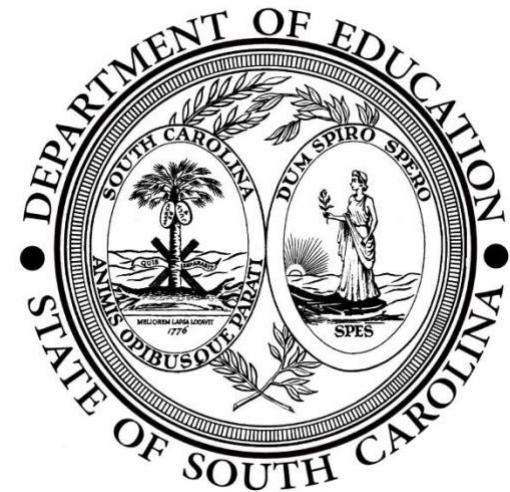
Instructional Unit Resource for the
South Carolina College- and Career-Ready for 2019 African American
History Calendar Nominee.

Grade: 8th Grade Social Studies South Carolina History

Unit Title: Bessie Moody-Lawrence, PhD

Politician, Educator, Activist

January 2019



Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the standards in course name/grade level/unit title can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

Instructional Unit Resource Matrix for African American History Calendar Nominee.

Grade: 8th

Unit Title: Bessie Moody-Lawrence, PhD

Politician, Educator, Activist

Standards/Indicators:

(1) Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution.

8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.

(2) Standard 8-3: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.

8-3.3 Explain the basic principles of government as established in the United States Constitution.

(3) Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

(4) 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.

8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; 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.

Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1.1 Write arguments that: a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;	1.3 Apply effective communication techniques based on a variety of contexts and tasks.

Instructional Unit Links	Instructional Unit Links
Unit Overview	Standard(s)
Clarifying Note(s)	Learning Target(s)
Assessment Task(s)	Prior Knowledge
Instructional Strategy(ies)	Academic Vocabulary
Resources	

Unit Title**Bessie Moody-Lawrence, PhD *Politician, Educator, Activist*****Unit Overview**

Throughout this instructional unit, students will be able to take a contextual study of the life of Bessie Moody-Lawrence, PhD. This thematic unit of study surveys her life through the theme of “improving the human condition”. Additionally, the unit may be used in direct correlation to SC 8th grade Social Studies standards. The social studies disciplines addressed in this unit include, but are not limited to the evolution of government, civil rights, and issues of social justice and equality. The two main sub themes of mobility and civic engagement also provide the necessary perceptual framework for teaching, learning, and assessing the standards within this unit of study. The theme of social mobility, supported by the social studies discipline of economics, categorizes this unit of study into the following: education, desegregation, feminism, and South Carolina politics.

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Learning Targets

1. SWBAT *compare* and *contrast* issues of social injustice during the time of the revolutionary war as to the life and times of Bessie Moody-Lawrence, PhD.
2. SWBAT *list* and *describe* the three branches of the SC government.
3. SWBAT *summarize* the evolutionary developments of education for African Americans since the era of reconstruction.
4. SWBAT *interpret* the intent of the civil rights movement on improving the disenfranchisement, under marginalization, and overall condition of African Americans during the life and times of Bessie Moody-Lawrence, PhD.

Assessment Tasks

Moot Congressional Debate

(Product) E-M-H Bloom's Questions created by the student in day 1.

Used as Bell Ringers for Day Two or Used as a Formal Assessment (i.e. Quiz)

Prior Knowledge

In third grade, students learned about the causes of the American Revolution and the events leading up to writing the *Declaration of Independence*. In fourth grade students similarly studied the *Declaration of Independence*, though in this grade students were expected to explain the major ideas and philosophies of government reflected in the *Declaration of Independence*. The concepts of life, liberty, and the pursuit of happiness were introduced as summary learning for the student. In seventh grade students were introduced to the concepts of limited vs. unlimited government as well as the philosophies of the enlightenment thinkers. Specifically, students learned about John Locke, whose writings greatly inspired Thomas Jefferson's work on the *Declaration of Independence*.

Academic Vocabulary

Bicameral

Separation of Powers

Senator

Representative

Popular Sovereignty

Individual Rights

Separation of Power Checks and Balances

Limited Government Representative Democracy

Black Codes

Freedmen's Bureau

13th, 14th and 15th Amendment

Prevailing

White Flight

Primary

Disenfranchise

Filibuster

Instructional Plan

- *Day 1:*
 - “I can” statement: *I can provide **evidence** about the importance that equality of opportunity meant to the founders of our nation, and how Bessie Moody-Lawrence, PhD, continued the fight for such opportunity.*
 - Essential Question: *What enduring issues of the Revolutionary Era prompted the authors of the Declaration of Independence to include the phrase, “Life, Liberty and the pursuit of Happiness.”*
 - Essential Question: *What challenges of inequality existed during the life of Bessie Moody-Lawrence, PhD, that motivated her to become engaged in political, civic, and education issues?*
 - Presentation/Demonstration: *TTW lead the students in an annotative study of the Declaration of Independence as a primary source document highlighting examples of the importance of equality of opportunity. TSW cite specific examples of historical and contextual importance highlighting the equality of opportunity to the founders of our nation. These examples will be on a notecard, and after gathering these examples, TSW engage collaboratively to T-P-S (Think Pair, and Share) their results.*
 - Independent Practice: *TSW analyze the calendar reading about the life of Bessie Moody-Lawrence, PhD. TSW use red, yellow, green (easy, medium, or hard) level Bloom’s word’s to construct one low, one medium, and one high level question. (TTW use these question for opening bell ringer on Day 2 or some other formative assessment.)*
 - Closing: *TSW choose one injustice from the GP t-chart. TSW construct a 140 character tweet expressing their discontent with the specific injustice.*
- *Day 2:*
 - “I can” statement: *I can list and describe the three branches of federal and state governments, and how Bessie Moody-Lawrence, PhD participated with legislation in the SC General Assembly.*
 - Essential Question: *How did Bessie Moody-Lawrence, PhD, serve the State of South Carolina through her role as a member of the General Assembly?*
 - Presentation/Demonstration: *TSW recall the functions of the three branches of government. TSW construct non-linguistic representations of the three branches of SC government and their functions. TTW lead the class in a whole group discussion on Bessie Moody-Lawrence’s, PhD role as member of the General Assembly of SC.*
 - Guided Practice: *TTW lead the class in a jigsaw activity. Each group will become subject matter experts on specific legislation that Bessie Moody-Lawrence, PhD was instrumental in passing through the SC General Assembly.*
 - Independent Practice: *TSW conduct independent research and identify three other members of the SC Black Caucus that prompted significant legislation intended to improve the human condition.*
 - Closing:
- *Day 3:*

- “I can” statement: *I can **periodize** the opportunities for social empowerment of African Americans throughout the Reconstruction Era, and how Bessie Moody-Lawrence, PhD was a direct product of these advancements.*
 - Essential Question: *What educational advancement opportunities were made for African Americans after the reconstructions era?*
 - Presentation/Demonstration: *TSW select one of the major HBCUs in SC and provide the necessary evidence linking them back to the era of post reconstruction and the influence on the African American culture within South Carolina. TTW lead the class on a whole group instruction linking the HBCU to a concept map of the post reconstruction era.*
 - Guided Practice: *TSW engage in a T-P-S activity brainstorming advances made by African Americans during the Reconstruction era.*
 - Independent Practice: *TSW create trading cards of notable SC State alumni and the essential achievements.*
- **Day 4:**
 - “I can” statement: *I can **contextualize** important civil rights events within SC, and explain how this environment directly influenced Dr. Bessie Moody-Lawrence to become civically engaged.*
 - Essential Question: *How did important events during the life of Bessie Moody-Lawrence, PhD and the Civil Rights Movement impact South Carolina?*
 - Hook: *TTW play civil rights music. TSW write down major descriptive adjectives describing the mood, tone, and message of the song.*
 - Presentation/Demonstration: *TSW construct a T-chart comparing major events, key figures, and places of both time eras.*
 - Independent Practice: *TTW give the students major events that occurred during the life of Dr. Moody-Lawrence. TSW in pairs engage in independent research and physically place themselves on the running time line denoting the sequence of these events.*
 - Closing: *TTW facilitate a class discussion of how major events impacted Dr. Lawrence during her life.*

Resources

Dys, A. (2012, December 20). *Bessie Moody-Lawrence, retired Rock Hill lawmaker, dies at 71*. Retrieved from The Herald Online: <https://www.heraldonline.com/news/local/news-columns-blogs/andrew-dys/article12285197.html>

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Winthrop University. (2012, December 19). *Retired faculty member and former S.C. Rep. Bessie Moody-Lawrence dies*. Retrieved from Winthrop University: <https://www.winthrop.edu/news-events/article.aspx?id=27373>

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