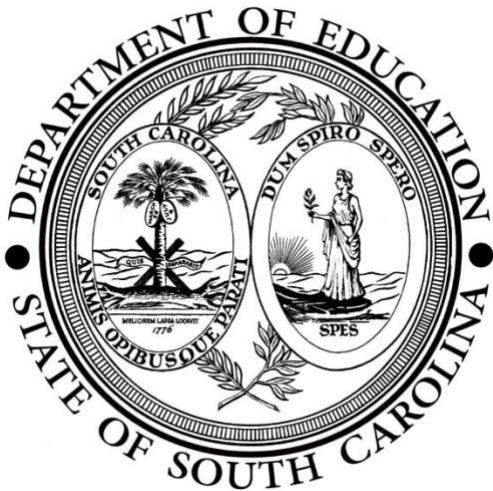


Instructional Unit Resource for the
South Carolina College- and Career-Ready for English-
Language Arts and Social Studies

Grades Three, Five, Eight and Eleven

Unit Title: The Power of Protest

South Carolina Department of Education Office of Standards and Learning



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 [Click here to enter text.](#)

Grades: 3, 5, 8, 11

Unit Title: The Power of Protest

Standards/Indicators (ELA)				
Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication
<p>Standard 1: formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>Standard 2: transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>(MC) Standard 1: interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</p> <p>1-1.1 Develop a range of questions to frame inquiry</p>	<p>(LCS) Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>(LCS) 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>(P) Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>(P) Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>(MC) Standard 5: Determine meaning and develop logical</p>	<p>(LCS) Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>(LCS) 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>(P) Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>(P) Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>(MC) Standard 5: Determine meaning and develop logical interpretations by making</p>	<p>(L) Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(L) Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(MCC) Indicator 1.1 write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p>	<p>(MC) 1-1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.</p> <p>(MC) 1-1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p> <p>(MC) 1-1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p>

<p>for new learning and deeper understanding.</p> <p>2-2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p>	<p>interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>(MC) Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>(MC) Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p> <p>(L) Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(L) Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>(MC) Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>(MC) Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p> <p>Indicator 4-4.1 Read grade level text with purpose and understanding.</p> <p>Indicator 5-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Indicator 6-6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p> <p>Indicator 10-10.1</p>	<p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>h. establish and maintain a formal style and objective tone; and</p> <p>i. provide a concluding statement or section that follows from and supports the argument.</p> <p>(L) Indicator 4-4.1</p>	<p>(MC) 1-1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>(MC) 1-1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>
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		<p>Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p>	<p>When writing:</p> <ul style="list-style-type: none"> a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood. <p>(L) Indicator 5-5.2</p> <p>Use:</p> <ul style="list-style-type: none"> a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission. 	
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Instructional Unit Links	Instructional Unit Links
Unit Overview	Standard(s)
Clarifying Note(s)	Learning Target(s)
Assessment Task(s)	Prior Knowledge
Subsequent Knowledge	Academic Vocabulary
Instructional Strategy(ies)	Resources

Unit Title

The Power of Protest

Unit Overview

Protests are an integral part of our society. People protests ideas and events that they do not like or agree with. In the United States, many African Americans wanted the rights that they were granted with the 13th, 14th and 15th amendments of the United States Constitution. Because of the nature of the time, they were not getting the rights that they were supposed to be getting. Many times, African Americans were met with violent opposition while trying to gain those rights. Because of the laws, many African American protests aimed to be non-violent, so that the laws would not affect them as much. Today our society witnesses protests through a new medium, social media. Because protesting is accessible to everyone, at any given moment, we must educate our students on the power of protest. By understanding the power of protest, students will understand the power of their words and actions. By understanding this, students will be prepared to perform their duties as citizens in our growing society. This unit will focus on the power of protest.

Standards (Social Studies)

3-5 demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth centuries.

5-5 demonstrate an understanding of the social, political, and economic events that influenced the United States after the Cold War Era.

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

USHC 8-1 demonstrate an understanding of social, economic and political issues in Contemporary America.

Clarifying Notes

Lesson activities can be differentiated according to grade level. Clarifying notes for each lesson are embedded.

Learning Targets

- *Activity 1:* I can analyze Civil Rights era court case arguments, and evaluate them based on their strengths and weaknesses. (MCC Indicator 1.1 a-d)
- *Activity 2:* I can analyze persuasive writing. (MC Indicator 6-6.1)
- *Activity 3:* I can defend a position with evidence. (MCC Indicator 1.1 a-h)
- *Activity 4:* I can defend a position with evidence. (MCC Indicator 1.1 a-i)

Assessment Tasks

“Extra, Extra, Read All About It!”

Isaac Washington, a 2019 AT&T African American History Calendar honoree, participated in the protests that were highlighted during *Edwards vs. South Carolina* (1963). As a teenager, he and a group of his peers demonstrated the method of a peaceful protest as they marched towards the S.C. State House in 1961. As an adult, Washington created “The Black Pages” newspaper serial. The paper is geared specifically towards the support of African Americans and the community in which Washington grew up. Students will have an opportunity to create a live blog or newspaper that is geared towards their protest/interests.

Newspapers must include:

- At least two full pages of articles and advertisements
- Articles must be from previous assignments from the lessons in this unit
- At least two articles must include some kind of illustration
- Newspapers/Blogs must have a creative title that illustrates a connection to the chosen topic
- Advertisements must be for products/places that you think will support your cause or be from the area that your topic is about
- Newspaper articles/blogs must be typed

Note: This assignment is designed so that it could be started at the beginning of the unit. Students should meet in peer editing groups at least once a week to discuss paper/blog layout and design. If students would like to design an electronic version of their paper via Google sites or Google docs, they may do so. However, the teacher may choose to require students to submit written or typed articles for review, prior to publishing.

“Case Study--Eras of Protest”

In honor of Isaac Washington’s involvement in protests instrumental in challenging various social injustices of his time, students will complete a case study which will examine causation, and continuity and change of protests--specifically, The Orangeburg Massacre, The Friendship Nine, Letter from Birmingham Jail, Black Lives Matter, kneeling among NFL players, and editorials about protest. Also, students will examine the effects of the addition of technology, specifically social media and protests. Does social media help or hinder the cause of protest?

Case Study findings may be presented in various forms. The teacher may offer student groups the option of completing a research paper, Google Slides/oral presentation both of which could include charts displaying identified comparisons and contrasts. Students may also design a website detailing their findings.

The Case Study will include the following requirements:

- Research papers must be at least three to five pages in length
- MLA Citation (at least five (5) scholarly articles) and a works cited page
- Google Slides/Oral presentation must include slide notes and a works cited page
- Website must be at least three to six pages and must cite any named sources
- All sources must be pre-approved
- All Case Studies must compare and contrast Civil Rights Era protests with present day protests
- Case Studies must also examine, compare and contrast causation (Civil Rights Era with present day)

Note: The teacher may meet with student groups at predetermined times throughout the Case Study to monitor student progress through the use of a shared Google document and/or the Case Study Research Log (see Appendix) to ensure all group members are contributing to the assignment.

“Letter from Birmingham Jail...Letter from Me”

Following an examination of the Letter from Birmingham Jail by Dr. Martin Luther King, Jr., students will then write a letter to one or both of following people/persons: Representative James Clyburn who was involved in the Orangeburg Massacre or one of the surviving members of the Friendship Nine who participated in lunch counter sit-ins.

The purpose of this assignment is for students to correspond with living persons of the historical eras examined in this unit, and to examine their own passions with regard to any needs of social change. As with the Letter from Birmingham Jail, the teacher may encourage students to express a

current call to arms with regard to current issues that matter to them, explain the significance and importance of those issues, and offer an persuasive appeal of expediency and the need to act upon these issues in a timely fashion.

Prior Knowledge

Beginning in the third grade, students will begin to focus on the Civil Rights Movement, as it pertains to South Carolina. The material will be revisited again in grades five and eight.

Subsequent Knowledge

In United States History, the focus will be on the landmark cases that shaped the Civil Rights Movement.

Academic Vocabulary

Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.

- Bias
- Cite
- Evidence
- Persuasion
- Speech
- Tone
- Voice
- Compare
- Contrast

Instructional Plan

Activity 1

“I can”... analyze the Civil Rights Movement in South Carolina and the United States with a focus on peaceful protests and other forms of expression.

What is a protest?

Hook:

Journal Entry:

Have students answer the following journal prompt: Have you ever been treated unfairly? Did you respond with some kind of violence? If so, what was the outcome? How could you change your response?

Direct Instruction:

Gallery Walk

Set up several stations around the classroom with pictures of different scenes of protesting. (Pictures are provided with this lesson.) As students move from station to station, they will be asked to analyze each photo using the analysis worksheet that is provided with this lesson. **Note:** Instead of rotating groups, students could also work in stationary groups by providing each photo for each group or students can also work individually.

Guided Practice:

Peace Protest: Cause and Effects

Using either butcher paper or a copy of the Cause and Effect worksheet (provided for you at the end of this lesson plan), conduct a class discussion on the results of different ways to protest. Some “cause” ideas could include yelling/chanting, singing, fighting, kneeling, etc.

Materials:

Photo #1- The Boston Tea Party

[Depiction of the Boston Tea Party of 1773, Copy of lithograph by Sarony & Major, 1846.]. (2014, August 21). Retrieved July 12, 2018, from <http://annapoliscurator.blogspot.com/2014/08/the-rocky-road-to-american-constitution.html>

Photo #2- Martin Luther King Marches to Montgomery

Alderman, B. (2015, January 18). [Martin Luther King, Jr. , Coretta Scott King, and others are marching to Montgomery, Alabama after the arrest of Rosa Parks]. Retrieved July 12, 2018, from <https://www.miamiherald.com/news/local/community/miami-dade/article7402157.html>

Photo #3- Colin Kaepernick Kneeling in Protest at a San Francisco Football Game

Sanchez, M. J. (2016, September 26). Colin Kaepernick Started His Protest One Month Ago [Digital image]. Retrieved July 12, 2018, from <https://www.rollingstone.com/culture/culture-sports/colin-kaepernick-what-his-one-month-of-protest-means-112799/>

- The Consequence of Protest Worksheet
- Photo Analysis Worksheet

Activity 2

“I can”... compare the motives of the Friendship Nine, Edwards v. South Carolina Participants, and the Orangeburg Massacre.

How can young people influence society?

Hook: “Advise the Participant” On a powerpoint presentation, the students will be required to read and answer the following scenario in their journals: Pretend that you are provided an opportunity to march towards the South Carolina State House as a form of protesting guns in schools (you can change the topic). Advising your friends, what would you say to them? Allow students to share their responses.

Direct Instruction:

Continuing with the powerpoint presentation, the teacher will introduce the students to The Friendship Nine incident, Letter From Birmingham (1963) and the Orangeburg Massacre. Students will follow along with guided notes (provided with this lesson).

Guided Practice:

As a class, brainstorm a list of topics that may be important to students today. Students can also brainstorm different ways that they would be able to protest legally.

Independent Practice:

“Design a Protest”

In pairs, students will choose a topic that is already been discussed in whole group. When they have settled on a topic, students will have the option of either drawing a poster for their protest, or come up with a theme song for their protest. If students choose a poster, the poster must have a creative slogan that describes their protest, and a cartoon or picture that creatively illustrates the point of their protest. If the song is chosen, students must have a copy of the lyrics, set to a tune that students already know, correctly demonstrates their protest idea and be appropriate. Each student will need to turn in an assignment.

Activity 3

“I can”... analyze Civil Rights era court case arguments, and evaluate them based on their strengths and weaknesses.

Were the rulings of *Feiner vs. New York (1951)* and/or *Edwards vs South Carolina (1963)* just?

Hook: Instruct students to access the following video:

“A Season Of Protests For The NFL | NBC News”

<https://www.youtube.com/watch?v=RTW7ciTuccQ>

Note: After the video, present today’s essential question: **“Does protest bring about change, or does change bring about protest?”**

Direct Instruction:

Students may be placed in pairs, groups of three or four, or a variation of the three.

- Once the video is complete, open the floor to brief whole-group discussion. Allow students to voice their opinions about protests (specifically and/or generally). You may guide the instruction by posing the following question(s):

Is protest necessary? Should individuals be punished for protesting?

- After the whole group discussion, provide students with a brief overview of the lesson for today. Introduce facts about Isaac Washington relevant to today's lesson (i.e. his involvement in Edwards vs. South Carolina). Present students with the following lesson materials:
 - * Video interview (via C-SPAN) / Edwards vs. South Carolina (<https://www.c-span.org/person/?isaacwashington>)
 - * Comic strip featuring Feiner vs. New York (<http://flippedtips.com/plegal/compulegal/cartoons/feiner.gif>)
 - * Say-Mean-Matter Graphic Organizer (*see appendix*)

(Note--some materials may be presented electronically via Google Classroom and/or Google Docs, or students may be provided with a hard copy)

- After students have looked at the video and comic strip, student groups will participate in a Think-Pair-Share using the Say-Mean-Matter graphic organizer (*see appendix*), noting what the video was about, (or what Isaac Washington said), what the court case meant to the participants then, and/or what it means to the student now, and finally, why the court case matters.

(Note--The teacher may alter the components of the 'Say-Mean-Matter' graphic organizer as needed or desired. The teacher may also guide student responses, or allow students to develop their own responses without specific guidelines)

During small group discussion, the teacher will visit groups ensuring students remain on topic and on task.

- During the whole-group share portion of the Think-Pair-Share, student groups will discuss their charts, the video, and the comic strip.
- Next, introduce today's task: students will analyze two court cases, and evaluate each case based on the strengths and weaknesses of their arguments, and fairness.

Guided Practice:

- Students will use the argument graphic organizer (*see appendix*), where students will note strengths and weaknesses of each case. Students will also evaluate each case and state if they felt as if the rulings were just, or fair. Students will also need to cite evidence from the cases to support their evaluations of each ruling.

- The first case is *Edwards vs. South Carolina* (1963) featuring African American Calendar honoree Isaac Washington. The second case is *Feiner vs. New York* (1951) featuring Irving Feiner. The court cases may be accessed at the following links:

Edwards vs. South Carolina: <https://www.oyez.org/cases/1962/86>

Feiner v. New York: <https://www.oyez.org/cases/1940-1955/340us315>

As student groups work, the teacher should visit each group, addressing any questions, providing further explanations when needed, and ensuring students remain on topic and on task. The teacher should also ask questions as students are working to verify understanding of the material as a whole, and to encourage a robust debate.

Independent Practice:

- Students will also be challenged to write a dissent, detailing their opinions on the rulings' fairness. The teacher may prep students by providing examples of dissents written by judges who ruled on the aforementioned court cases (*See Judge Tom C. Clark's dissent from Edwards v. South Carolina*-- https://www.law.cornell.edu/supremecourt/text/372/229#writing-USSC_CR_0372_0229_ZD **Note-the dissent is located near the bottom of the website)
- Student dissents must include cited evidence both from the cases, and a predetermined number of outside sources. The dissent activity can be saved for a separate day as students complete their investigations of each case. The length, number of required sources, and required content of the dissent may be differentiated to fit a variety of levels and academic abilities. The dissent may be handwritten or typed via Google Docs, at the discretion of the teacher.

Activity 4

“I can” ... defend a position with evidence.

How powerful are our words?

Hook: Instruct students to access the following video:

“I Just Sued the School System!”

<https://www.youtube.com/watch?v=dqTT0jTija8>

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Note: After the hook, present today’s essential question: **“How can you make a good argument to call people to action?”**

Direct Instruction:

Students may be placed in pairs, groups of three or four, or a variation of the three.

- Once the video is complete, pose the following questions for a brief Think-Pair-Share:
What is the main argument in the speech? How does the speaker defend his argument?
- After the whole group discussion (Share), provide students with a brief overview of the lesson for today: Students will analyze persuasive writing using editorials and then write a persuasive essay on a topic of their choice.
- Present students with an example of a persuasive essay. The teacher may use his/her own source, or access an example using the following link: <https://www.studentnewsdaily.com/archive/editorials-for-students/> (Student News Daily)
(Note--This is a website of student-friendly editorials which will be accessed later in the lesson. However, the teacher may opt to use one of these editorials for the sake of introducing today’s lesson.)

Guided Practice:

- Students will access the following YouTube video: “How to Write an Argument Essay by Schmoop”
<https://www.youtube.com/watch?v=-lzGy5gizKg>
Instruct student pairs, groups, etc., to write down (or type in a Google doc) the points that they feel are important as they watch the video. Provide students with the option to watch and take notes as a group, or to use earbuds individually. Either way, student pairs and/or groups should discuss their notes as a group once they have finished watching and recording their notes.
- As the students work, the teacher should move about the classroom and provide guidance about what students should write down (if needed), redirection when needed, and/or to ask questions based on group discussions to guide discussion.
- After students have watched the video and discussed their notes, the teacher should open the floor to group discussion. Allow students to come up to the board (promethean or dry erase), and write down their findings. Encourage students to explain why they chose the points that they wrote down, in an effort to reinforce the importance of each part of the argument essay for the entire class. The teacher may provide additional instruction using his/her own notes *(Note--this could include a PowerPoint made available to students via a shared Google Slides presentation or a posted Microsoft PowerPoint presentation made available via Google Classroom)*. The teacher may choose to discuss

student points as they are shared with the class, or he/she may present the class with their own points, once the students have shared.

- The teacher should provide students with an outline of an argument essay (*Note--if needed; students may already be familiar with the parts of argument essay, or they may have noted the outline presented in the YouTube video. The teacher may use discretion about whether or not students need instruction about the format of an argument essay, specifically the addition of a thesis statement, properly documented evidence that supports the argument, etc. Additional lessons may be needed.*)
- Finally, present students with the following website: <https://www.studentnewsdaily.com/archive/editorials-for-students/> (Student News Daily). Instruct students to access an article of your choosing from the list of articles from the website. You may allow students to read a portion(s) of the article aloud, or as groups. It is suggested that the teacher choose parts of the article, rather than the entire article for the sake of time. The teacher's goals for students are as follows:
 - * identify the main argument of the article
 - * identify evidence presented that supports the argument
 - * record questions for the author of the article
 - * state whether or not the reader agrees or disagrees with the author and why
- Allow students to work with their groups to complete this fairly brief assignment. As students work, the teacher should circulate the room, and provide feedback, direction, redirection, or additional instructions as needed.
- The teacher may also post two sheets of chart paper, one labeled 'Agree' and the other 'Disagree'. Allow students to anonymously record their reasons for agreeing or disagreeing on sticky notes. The teacher may read some of the statements, and allow whole-group student debate. This will reinforce student abilities to defend their positions.

Independent Practice:

- **(Optional)** The teacher should instruct students to return to the aforementioned website, and choose one (or two) editorials to read. Students will be instructed to complete the same exercise individually, and submit their findings to the teacher. The teacher will use this information to ascertain the student's ability to analyze persuasive text, as a precursor to writing their own persuasive essay, and the need for any small group instruction with regard to identifying main arguments, providing evidence, and/or defending an argument.
(Note--This exercise can be used as a separate homework assignment, a graded in-class assessment or for additional practice for those students who may be struggling.)

- **(Independent Practice Assignment)** Present students with sample persuasive essay topics. Ensure that topics are relevant to student interests, current events/ issues, and/or today's learner (see Profile of the South Carolina Graduate). Include the option for students to create their own topic, and approve topics for appropriateness.
 - Instruct students to write their first draft of their persuasive essay. Encourage students to begin by writing 3-5 inquiry questions about their topic, to guide their research. Students should also provide adequate evidence to support their claims using sources such as scholarly articles and/or online resources such as DISCUS (accessed via the school's online library). *(Note--Depending upon the class' prior knowledge, the teacher may want or need to provide additional instruction about research, citing evidence using MLA citation, etc.)*
 - Teachers may allow students to work with partners or groups to evaluate each other's writing, in the same way that students evaluated editorials at the start of the activity. Encourage students to provide meaningful feedback for each other, and monitor student progress as they are writing. Teacher discretion may be used with regard to the use of Google docs for first drafts and final copies. Student work may be shared with the teacher via Google Docs, so that teachers can provide feedback as well. Deadlines can be set for final copies.
- (Optional)** Teachers may also open the floor for students to present their papers in a creative way (Google slides presentation, oral presentation, or even as a group if multiple students chose the same topic).

Resources (Materials used to teach the lessons within the unit. Resources may be embedded within the unit and not listed in isolation)

Say-Mean-Matter Graphic Organizer

https://docs.google.com/document/d/1fl30hLI2_0enTE8VgkRvAKGsKSF9K-KINvbHQumIGqI/edit?usp=sharing

Argument Graphic Organizer

<https://docs.google.com/document/d/1p4j4de3BVQ-020qgK4f1aOfdbVW2B4Ck9S6EqFVMHGQ/edit?usp=sharing>

Case Study Research Log

https://docs.google.com/document/d/1riGXOXcl5k_UP8Vyj4AI-PFSmnAlWX4kkUiyydyVBHXw/edit?usp=sharing

Letter from Birmingham Jail

https://docs.google.com/document/d/1cWk2bMMIwf6zMy5tg2YwzW_h80Nj0YWkph3QGNf_4Do/edit?usp=sharing

Social Media PowerPoint

<https://docs.google.com/presentation/d/1o8MmXg5SG52xtPFpNmmdqfQi24LIsMMSYQLpSMqUaw0/edit?usp=sharing>

The Power of Protest PowerPoint

<https://drive.google.com/file/d/1AqDATyzKHcc8UAYqU5qIS3pdOBgKggYP/view?usp=sharing>

Protest Cause and Effect Worksheet

<https://drive.google.com/file/d/1Dn4zFxW8kD0a6AdFO9E7I59ITL7j3lQp/view?usp=sharing>

Newspaper/Blog Rubric

https://drive.google.com/file/d/1qu0hfFBz6eRM_e2cqPrCc9PF9mr62wXB/view?usp=sharing

Photo #1- The Boston Tea Party

[Depiction of the Boston Tea Party of 1773, Copy of lithograph by Sarony & Major, 1846.]. (2014, August 21). Retrieved July 12, 2018, from <http://annapoliscurator.blogspot.com/2014/08/the-rocky-road-to-american-constitution.html>

Photo #2- Martin Luther King Marches to Montgomery

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Photo #3- Colin Kaepernick Kneeling in Protest at a San Francisco Football Game

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Edwards vs. South Carolina: <https://www.oyez.org/cases/1962/86>

Feiner v. New York: <https://www.oyez.org/cases/1940-1955/340us315>

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Edwards v. South Carolina (n.d.). Legal information institute. Retrieved from https://www.law.cornell.edu/supremecourt/text/372/229#writing-USSC_CR_0372_0229_ZD

Feiner v. New York. (n.d.). *Oyez*. Retrieved June 21, 2018, from <https://www.oyez.org/cases/1940-1955/340us315>)

Photo Analysis Worksheet. Retrieved on July 19th, 2018.

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf

Isaac Washington. (n.d.). *C-Span*. Retrieved from <https://www.c-span.org/person/?isaacwashington>

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