| **The Desegregation of the Military** |
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| **Unit Overview** | **Instructional Guidance** |
| Rear Admiral (Retired) Reubin B. Bookert was born in Columbia, S.C. in 1950. A graduate of North Carolina A&T State University, he was commissioned into the United States Navy in 1975. His first assignment was a Communications Officer aboard the U.S.S. *Truett*, and he was one of only two black men aboard the ship. His illustrious career includes Executive Officer aboard the U.S.S. *Blakely*, Commanding Officer of the U.S.S. *LaMoure County* and the U.S.S. *Kearsarge*. He continued to work his way up the ranks, eventually becoming Deputy Director of Expeditionary Warfare in the Pentagon before being promoted to the rank of Rear Admiral in 2002. In 2004 he was named Commander of Amphibious Group Two. His command includes twenty-seven warships, thirty-eight shore commands, and fifteen thousand sailors and Marines. He is highly decorated and respected. Bookert retired from the Navy in 2006 and currently serves as the Chief of Support Services in the Columbia Regional office of the Department of Veterans Affairs.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze primary and secondary sources to deconstruct cultural and legal changes in America. They will use inquiry to evaluate a primary source for relevance in current times.
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| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College and Career Ready Standards 2020* 8.5.CC-Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.
* 8.5.E-Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.
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| **Resources and Materials** | **Instructional Guidance** |
| * [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
* [Z-Gram #66; dated 17 December 1970 Equal Opportunity](https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/z/list-z-grams/z-gram-66.html)
* [Executive Order 9981: Integration of the Armed Forces](https://armyhistory.org/executive-order-9981-integration-of-the-armed-forces/), Patrick Feng, January 2015
* [Why a Town is Finally Honoring a Black Veteran Attacked by its White Police Chief](https://www.nytimes.com/2019/02/08/us/sergeant-woodard-batesburg-south-carolina.html), Audra D.S. Burch, February 2019
* [Written](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf) Document Analysis worksheet
* [Executive Order 9808](https://www.trumanlibrary.gov/library/executive-orders/9808/executive-order-9808)
* [Executive Order 9980](https://www.docsteach.org/documents/document/executive-order-9980-dated-july-26-1948-in-which-president-truman-sets-regulations-governing-fair-employment-practices-within-the-federal-establishment)
* [Executive Order 9981](https://www.ourdocuments.gov/doc.php?flash=false&doc=84)
* [President Truman’s Special Message to Congress on Civil Rights](https://glc.yale.edu/special-message-congress-civil-rights)
* Computers with internet access
* Flipgrid
* Writing utensils
* Paper
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can analyze how primary and secondary historical documents develop over time in order to offer a solution for a modern issue.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Prior to beginning this unit, students should have already been introduced to the Modern Civil Rights Movement and its impact on South Carolina and the nation. Teachers could have used a variety of ways to teach this material with the result being that students have used inquiry to examine the civil rights movement as a whole and how national leadership, protests, and events were related to events in South Carolina.
* Students will be introduced to Isaac Woodard. Teachers will give students access to the NY Times article from February 2019 (linked in resources) to learn about the incident that blinded Woodard. Students will then be tasked with creating a timeline that details the circumstances leading to Executive Order 8891. The teacher may create a timeline template or allow students to create their own. The timeline must include descriptions of the following events:
	+ The beating of Isaac Woodard
	+ Executive Order 9808
	+ Executive Order 9980
	+ Executive Order 9981
	+ President Truman’s Special Message to Congress on Civil Rights
* Each of these events should include not only the date in which the event occurred but also at least a sentence summarizing the event and another sentence summarizing the historical significance of the event. Students can work individually, in pairs, or groups at the teacher’s discretion. Students should be given access to three copies of the Written Document Analysis worksheet from the Library of Congress to analyze the Executive Orders which the teacher will provide copies, electronically or paper, of. The teacher will provide adequate time for students to research these events, monitoring and guiding the research as necessary. This could be in the form of individual conferences, whole group discussion, or reading skill mini-lessons. The teacher will facilitate small group discussions on the student’s findings. Students should modify their own findings if necessary to reflect a more accurate portrayal of the events. In summary, students will write a four-sentence-summary answering the prompt: *How did the Woodard incident impact civil rights in America?* Teachers will provide guidance and clarity as necessary with individual students.
* Students will be introduced to Rear Admiral (Ret.) Reubin B. Bookert. The teacher could choose to do this is in a variety of ways, for example web research or a Google Slides presentation the teacher created.
* The teacher will provide copies of Z-Gram #66 to the students, either electronically or paper as well as the Written Document Analysis worksheet from the Library of Congress. The teacher will pair students and allow them to collaboratively analyze the document. The teacher will pose the questions
	+ If the military was desegregated in 1948, why do you think this Z-Gram needed to be issued in 1970?
	+ How do you think a young black man like Rear Admiral Bookert felt when he joined?
* Teachers will allow students time to record their thoughts and reasons in their notes before asking them to create a Flipgrid video explaining their answers. The videos should be shared with the class so students can ponder and reflect on their classmate’s responses.
* The teacher will ask students to consider the question “Where do you see examples of this in your life?” Allow students time to personally reflect on this question in their notes before launching discussions in small groups. Teachers should provide a focus for the discussions, so they have a chance to apply their understanding of how the fight for civil rights was a process that took much effort and time. Students will be asked to write their own version Z-Gram that addresses an issue that they identified during their reflections and conversations. Students will again be paired to discuss their chosen issue and make connections between prior knowledge and current understandings. Students will be encouraged to start brainstorming solutions to the issue they chose with their partner. After partnering teachers will ask student partnerships to further expand up and share the connections and/or solutions they have made with the whole class or a larger group setting.
* Students will use the information from their discussions and research to outline their own Z-Gram. Teachers may feel it necessary to provide students with a template along with the rubric for the Z-Gram so students are clear on expectations and length. Providing an example that the teacher has written is encouraged. Students will use their outlines to create their first drafts, then participate in a peer review activity. This activity should allow students to read at least one of their classmates writing and offer constructive feedback. Students will use their classmate’s feedback to revise their first draft for clarity and coherence. Teachers will assist students and model the peer review process as well as the revision process. Teachers will facilitate peer editing for grammar and language conventions. Students will conference with the teacher to make final revisions prior to creating their final draft.
 | * Throughout the unit, teachers will have multiple opportunities for formal assessment. Teachers might discover that students need more direct instruction on analyzing primary documents and should provide mini-lessons on historical analysis and reading informational text as necessary. Chunking the text, highlighting, and summarizing passages are examples of strategies teachers could employ.
* To prod student thinking, teachers could ask questions like:
	+ Just because something is legal does that mean it automatically becomes normal?
	+ Why do you think the Z-Gram addressed specific things like ensuring black officers and their families had access to someone that was qualified to cut their hair?
	+ If the law isn’t preventing people from interacting, what keeps people from interacting?
	+ Is there a difference in a legal change and a cultural change? If so, what?
* It’s important that students feel safe to share their thoughts and personal opinions in class. The teacher should model constructive conversations and respect for the students and monitor for inappropriate comments.
* To prod student thinking, teachers could ask students to consider the social environments in their school, home, church, etc… Teachers should make it clear that there is no right answer to the question.
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**References**

South Carolina Social Studies College and Career Ready Standards, 2020.

“Records of Rights.” *Desegregation of the Military, 1948*, <http://recordsofrights.org/events/63/desegregation-of-the-military>.