| **Civil Rights in SC and the US** |
| --- |
| **Unit Overview** | **Instructional Guidance** |
| Viola Duvall Stewart was born in 1919 in Charleston, S.C. After earning a B.S. in chemistry from Howard University, she came back to Charleston to teach. The SC NAACP asked her to be the plaintiff in a case regarding equal pay for African American teachers. Although she was ostracized from her community for participating, the case was ruled in her favor thanks to her attorney former Supreme Court justice Thurgood Marshall. *Duvall v. J.F. Seignous et al*. led to more lawsuits challenging the inequalities that African American teachers faced. She went on to teach special education and was a Charter Life member of Alpha Kappa Alpha. In 1945 she met her husband, Nathaniel Stewart, on a blind date. They were married for fifty years. Nathaniel was a Second Lieutenant in the 99th Pursuit Squadron of the United States Army Air Corps as a member of the infamous Tuskegee Airmen. After his service he went to pharmacy school and eventually became the first African American to hold a senior position (Director of Pharmacy) at Philadelphia General Hospital. They marched with Dr. Martin Luther King Jr. when he delivered his “I have a dream” speech, and remain influential figures in the fight for civil rights. This unit honors their legacy by having students research individuals involved in the civil rights movement and write a tribute to them.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze informational sources to make connections. They will use inquiry to connect actions to a larger movement.
 |  |
| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College-and-Career Ready Standards 2020:* 8.5.CX-Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.
 |  |
| **Resources and Materials** | **Instructional Guidance** |
| * [Congressional Record Volume 156, Number 83](https://www.govinfo.gov/content/pkg/CREC-2010-05-28/html/CREC-2010-05-28-pt1-PgE997-2.htm)
* [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)
* Computer with internet access
* Writing utensils
* Paper
 |  |
| **“I Can…” Statements** | **Instructional Guidance** |
| * I can make connections in order to develop and present a tribute.
 |  |
| **Lesson Sequence** | **Instructional Guidance** |
| * Students will be introduced to Viola and Nathaniel Stewart. There are numerous methods teachers could use to do this, a web search with focus questions or a Google Slides presentation the teacher creates are options. Students will be put in small groups and asked to draw connections between the activism of the Stewarts at the state level and how it impacted national policies. A graphic organizer might assist their thinking. The teacher will facilitate a discussion either in small groups or whole class discussing their conclusions and possible extensions.
* Students will be given a copy, either paper or electronic, of Representative James E. Clyburn’s Tribute to Viola Duvall Stewart that was entered into the Congressional Record on May 28, 2010. The students should read the document, possibly taking turns to read aloud in class. The teacher will facilitate a conversation on tone and audience, particularly focusing on why students think someone would be honored in this way.
* Students will research an influential person in South Carolina that was involved in the civil rights movement in order to write a tribute in the same style as Representative Clyburn’s tribute to Viola Stewart. Teachers should conduct mini-lessons as needed on source bias and reliability. Students should be given a list of events that they could research in order to find a person, including but not limited to:
	+ *Briggs v. Elliott*
	+ *Flemming v. South Carolina Electric and Gas*
	+ Friendship Nine
	+ Orangeburg Massacre
* Once a person is identified as their focus, the students should research the circumstances involving the person’s involvement in the Modern Civil Rights movement and gather as many details as possible. Once students have engaged in the research process, the teacher will assist them in beginning the writing process. An outline of their tribute should be created in order to organize the writing in a logical way. Students will use the outlines to create a first draft of their tribute. Students should type their drafts into a Google Doc that has been shared with the teacher. The teacher will monitor their drafts and provide comments and corrections as needed.
* Students will be paired with another student to read their first drafts aloud for peer feedback. Classmates should be looking for adequate detail that explains the person’s actions, as well as their influence on the civil rights movement in SC and the nation. If further editing is needed the teacher might have students not only read their drafts aloud to a partner, but have a partner read the draft and correct it for grammar and coherence.
* Students will use the feedback to revise and/or edit their first drafts into a final draft. After completion, the teacher will provide time for students to share their tributes to the class or a broader audience. This could be reading their tribute aloud to their classmates, recording a video, or posting them all in a shared space so students can read them individually.
 | * Teachers could prod student thinking by asking them questions like: How were African-American teachers across the country impacted by Viola’s court case?
* Teachers should encourage students to refer to Representative Clyburn’s tribute as a model. Teachers should explain that tributes are essentially speeches, therefore writing could be less formal than other types of writing.
* Teachers should model this activity in order to encourage constructive criticism and respectful conversation.
* Optional extension activities include sending the tributes to the person or family members, reading them aloud during a Black History Month celebration, or sending them to legislators for them to consider entering the person into the Congressional Record at the state or national level.
 |

References

South Carolina Social Studies College and Career Ready Standards 2020