| **United States History and the Constitution - The Life and Times of Amy Northrop** | | |
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| **Lesson Overview** | | |
| Amy Surginer Northrop lived throughout several periods in American history that saw great change for women and African Americans. To live and be successful as an African American woman throughout the century that she lived would have been a great feat. Yet, her life and work extended well beyond what anyone could have expected. In this lesson, students will explore how the life and work of one African American female, Amy Surginer Northrop, supports a much more encompassing body of work aimed at influencing America’s identity. | | |
| **Overarching Inquiry Question** | | |
| **How was the life and work of Amy Surginer Northop indicative of changes in America’s identity?**  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | | |
| **Theme** | | |
| American Culture and Identity  The lesson examines the life and work of one extraordinary African American female that exemplifies the struggle for civil rights among blacks and the struggle for influence and inclusion among women. During the period women and African Americans worked to influence society, thus altering American identity. | | |
| **Skills Emphasis at a Glance** | | |
| **Periodization-** Students will analyze major events during the period  **Contextualization-** Students will analyze various events as microcosms of well-known events  **Continuities and Changes**- Students will evaluate the how work changed over time  **Evidence**- Students will interpret evidence from multiple sources | | |
| **Standard(s)** | | |
| **USHC.4.CX:** Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles. This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism. This indicator also supports inquiry into the effects of nativism on government policy, continued discrimination against marginalized groups, and economic hardships on American culture during the 1920s and 1930s.  **USHC 5.CC:** Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator. | | |
| **Background Information** | | |
| “Amy G. Surginer Northrop was born in Dixiana in 1905. She earned a bachelor’s degree from Allen University and continued studies as far as the Manhattan Trade School.  After school, Northrop lived in Pennsylvania, New Jersey, and New York, operating a beauty shop. In 1935, she returned to Columbia, establishing Amy’s Beauty Shop. Northrop hosted the first clinic for the S.C. State Cosmetology Association in 1936. She became a charter member of the Columbia Citywide Cosmetology Association in 1938, negotiating their affiliation with the National Beauty Culturist League in 1941.  She was appointed the first African American state inspector of beauty shops in S.C. Northrop founded the Gamma Epsilon Sorority, a chapter of Alpha Chi Pi Omega Sorority. In 1974, she was S.C. State Cosmetologist Association’s “Woman of the Year.” An entrepreneur, she secured the purchase of the city’s beauticians association building and the State Cosmetology Headquarters.  Northrop held life memberships in the NAACP, National Council of Negro Women, and at Mt. Pisgah AME Church. In the 1940s, she fundraised for the Good Samaritan Waverly Hospital, served as vice-president of the Columbia Women’s Council, and led the Missionary Society of the historic Sidney Park CME Church. She supported the October 1946 meeting of the Southern Negro Youth Congress, featuring Dr. W. E. B. Du Bois. In the 1950s and 1960s, she joined civil rights activist John H. McCray as a member of the South Carolina Progressive Democrats.” | | |
| **I Can Statement(s)** | | |
| 1. I can read and interpret information to create a timeline of key events in the life of Amy Northrop 2. I can contextualize events of Amy Northrop’s life to changes in American society during the 1930s 3. I can summarize events within the Civil Rights Movement 4. I can contextualize events of Amy Northrop’s life to events within the Civil Rights Movement | | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question**  **Instructional** **Guidance and Resources** | | *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can read and interpret information to create a timeline of key events in the life of Amy Northrop** | | |
| Begin the lesson by explaining to students that they will learn about an influential leader from South Carolina.  Print and distribute or link to the following excerpts of Amy Surginer Northrop’s life. [Link 1](https://scafricanamerican.com/amy-surginer-northrop/), [Link 2](https://www.govinfo.gov/content/pkg/CRECB-2005-pt15/pdf/CRECB-2005-pt15-Pg20605.pdf).  Direct students to develop a timeline of her life and work using the summary from the calendar. Students will need to identify dates from the passage then write out a brief description of what happened on each date. | You can provide students with a blank timeline template to help with this. You could choose from a [vertical](https://www.smartsheet.com/sites/default/files/2020-12/IC-Vertical-Blank-Timeline-8869-PDF.pdf) or [horizontal](https://www.smartsheet.com/sites/default/files/2020-12/IC-Horizontal-Blank-Timeline-8869_PDF.pdf) template or choose one of your favorites.  It may also be helpful to demonstrate using the first couple dates of her life. e.g.   * established Amy’s Beauty Shop - 1935 * hosted the first clinic for SC State Cosmetology Association - 1936 | |
| **I can contextualize events of Amy Northrop’s life to changes in American society during the 1930s** | | |
| Have students read through the suggested resources to identify events in women’s history that Northrop would have encountered during the early part of her life?  Students will add these events to the timeline.  You will need to guide students by identifying some events that directly relate to the work of Mrs. Northrop  e.g. In 1935, Mary McLeod Bethune helped start the National Council of Negro Women of which Mrs. Northrop was a lifetime member  Then have students identify others for practice before finalizing the timeline. Students should select events that are closely related or that contrast her work against what’s considered the major movement. | Visit and read through the [Women’s Suffrage Timeline](https://www.sccgov.org/sites/we2020/Pages/Timeline-Womens-Suffrage.aspx)  Information on African American Women and the Women’s Suffrage Movement:   * [African American Women and the Nineteenth Amendment](https://www.nps.gov/articles/african-american-women-and-the-nineteenth-amendment.htm#:~:text=African%20American%20women%2C%20though%20often,the%20basis%20of%20their%20sex) * [Between Two Worlds: Black Women and the Fight for Voting Rights](https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm) * [How Black Suffragists Fought for the Right to Vote and a Modicum of Respect](https://www.neh.gov/article/how-black-suffragists-fought-right-vote-and-modicum-respect)   Read through the presentation entitled “A Historical Snapshot” found under “[Our History](https://ncnw.org/ncnw/our-history)” at the National Council for Negro Women’s website to collect background on the goals of the organization.  Also read [Why Many Married Women Were Banned From Working During the Great Depression](https://www.history.com/news/great-depression-married-women-employment) to learn of a little-known employment law targeting women.  This article, [The 1930s: Women’s Shifting Rights and Roles in United States](https://www.thoughtco.com/womens-rights-1930s-4141164), gives a comprehensive contextual reference for the roles and rights of women during the period.  If you can access the article entitled “[Review of Beauty Shop Politics: African American Women’s Activism in the Beauty Industry](https://www.jstor.org/stable/10.5406/blacwomegendfami.6.2.0099?seq=1), it will help students to clearly understand the context of Mrs. Northrop’s work within the period. | |
| At this point, you’ll want to direct students to examine the life and work of Mrs. Northrop at the beginning of her career.  Then direct students to develop a written summary of the role she played in the larger movement for women’s rights.  Questions you may want to have students address:   1. How was Mrs. Northrop’s work effective in influencing the lives of women? 2. How did Mrs. Northrop’s work support the larger movement for women’s rights? |  | |
| **I can summarize events within the Civil Rights Movement** | | |
| Now direct students to read and summarize the article, [Southern Negro Youth Congress](https://www.blackpast.org/african-american-history/southern-negro-youth-congress-1937-1949/#:~:text=The%20Southern%20Negro%20Youth%20Congress%20(SNYC)%20was%20formed%20in%201937,implement%20its%20call%20for%20action.) by Johnetta Richards and read [About The NAACP](https://www.naacp.org/about-us/).  You could have students address the following questions to support their reading and analysis   1. What was the Southern Negro Youth Congress? 2. Who was involved? 3. What was the goal of the organization? 4. How did the organization impact the lives of people throughout the state? | You may want to use a graphic organizer template to help students summarize information like this [Summarizing Graphic Organizer](https://freeology.com/graphicorgs/summarizing-graphic-organizer/).  The video and article entitled [NAACP](https://www.history.com/topics/civil-rights-movement/naacp) by history.com could prove useful in establishing background information.  Additional Primary Sources for the Southern Negro Youth Congress:   * [Modjeska Simkins Papers](https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/450/rec/1) * [John McCray giving a speech at the Southern Negro Youth Congress](https://digital.tcl.sc.edu/digital/collection/mccrayjh/id/9658/rec/4) * [Newspaper Clipping from Birmingham News](https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/11774/rec/9) | |
| **I can contextualize events of Amy Northrop’s life to events within the Civil Rights Movement.** | | |
| Now ask students or have them address the following questions about the life and work of Mrs. Northrop  How did Mrs. Northrop’s work support the larger movement for social justice and civil rights?  Use evidence from her life to support your findings.  Have students create a written reflection that addresses the questions from the section.  Or  Have student create a visual reflection or representation entitled “The Life and Times of Amy Surginer Northrop”  Or  Engage students in a group discussion or forum that has them evaluate the inquiry question, How was the life and work of Amy Surginer Northop indicative of changes in America’s identity? | [Canva.com](https://www.canva.com/) is a great resource to have students design a poster, infographic, or magazine cover page that reflects the information learned. | |

**References**

Hoff, T. (2012). *Black Women, Gender Families,* *6*(2), 99-102. doi:10.5406/blacwomegendfami.6.2.0099