| **ELA: Grade 9 - Resilience in Action: The Greenville Eight** | |
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| **Lesson Overview** | |
| In this unit, students will understand the contributions that Calendar Honoree, Dorris Wright, has made to the Civil Rights Movement. Students will explore informational texts that will guide understanding of Ms. Wright’s purposeful actions and resilience that impacted the state of South Carolina and the country. At the end of this unit, students will write a brief narrative to show how resilience has played a part in their lives. | |
| **Overarching Inquiry Question** | |
| What is resilience and its impact on today’s society?  *All lesssons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| This unit best supports the themes of exploring vocabulary, identifying historical figures, and connecting one’s self with the elements of the unit. This unit supports these themes through vocabulary practice, text analysis, and personal narrative writing. | |
| **Skills Emphasis at a Glance** | |
| Annotation- Students will read and identify elements of an informational text.  Evidence- Students will read texts and view media to understand historic events.  Contextualization- Students will make connections between events and explain their impact locally and nationally.  Narrative Writing - Students will write about a time they showed resilience in their life. | |
| **Standard(s)** | |
| List the main standard (s) this lesson supports  **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.  **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.  **Standard 10**: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.  **10.1** Use context clues to determine meanings of words and phrases  **Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences. | |
| **Background Information** | |
| Ms. Dorris “Dee Dee” Wright is a part of the “Greenville Eight,” a group of eight students including a young (Rev.) Jesse Jackson in a sit-in protest of the Greenville County Public Library. Ms. Wright was president of the [NAACP Youth Chapter](https://digital.tcl.sc.edu/digital/collection/idn/id/509/rec/1) during the time of her arrest for the Greenville Library sit-in. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can learn and understand vocabulary pertinent to the Civil Rights Movement in context. 2. I can analyze and annotate informational texts that inform the reader of historical moments. 3. I can write a personal narrative that demonstrates what resilience looks like in my life. | |
| **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 learn and understand vocabulary pertinent to the Civil Rights Movement in context.** | |
| * Students will complete a [vocabulary carousel](http://therealteachersoforangecounty.blogspot.com/2013/02/around-we-go-vocabulary-carousel.html) to determine the extent of prior knowledge of words that will be used in the lesson. * Students will write down vocabulary words and definitions to have on hand for the duration of the lesson | * A vocabulary carousel can be replaced by a KWL chart (if moving around the room is not conducive to learning) or another instructional strategy that will assess how much the students know before instruction. * Suggestion: Read through the articles for this lesson prior to teaching and pull out words that correspond to the Civil Rights Movement that are pertinent to understanding the text. * To add rigor: Have the students complete a chart that includes the term, definition provided, and draw an image that they feel represents the term. * Having music playing softly in the background as students complete their vocabulary carousel may help set the mood of the lesson. Look up playlists for “social justice” for song ideas. * ELL Students: [A gallery walk doodle or another visual association](https://www.readingandwritinghaven.com/10-ways-to-add-rigor-to-vocabulary-instruction-with-picture-associations/) may help to visualize the words |
| * Students will work collaboratively to create a definition of the word *resilience*. * Students will connect the Civil Rights Movement terms with *resilience*. | * Be sure to post the students’ definition of resilience on the board for reference later on in the lesson.   Question to ask: How are today’s vocabulary words associated with *resilience*? |
| **I can** **analyze and annotate informational texts that inform the reader of historical moments.** | |
| * The students will read the article, [“The Greenville Eight: The Sit-in that Integrated Greenville Public Library](https://americanlibrariesmagazine.org/2017/06/01/greenville-eight-library-sit-in/)” and annotate the article. * The students will identify the vocabulary words in context. * The students will work in pairs to identify the Greenville Eight and their roles in the Civil Rights Movement on the local, state, and national levels. | * There are several methods for annotating a text. This [site](https://www.waterford.org/resources/strategies-for-teaching-students-how-to-annotate/) has several resources from which to choose a method that will work best. * Explicit Language Warning - the “n” word is quoted in this article * As a whole group, discuss some of the elements that students annotated. For example, what did they find interesting, what do they have questions about, what surprised them in the article. |
| * Students will focus on Dorris Wright’s role as one of the Greenville Eight. * Students will take guided notes on the presentation. | * Create a slide deck of biographical information on Dorris Wright and her active role in the Civil Rights Movement. * To add rigor: Assign student groups a category to research and report to the class their findings. Example: Ms. Wright’s early years, organizational memberships, education, and professional accomplishments. Have students write their facts on large sheets of butcher paper and report out to the class or tape the paper to the wall for a gallery walk so students can take notes. * This [video](https://www.youtube.com/watch?v=jPUa4Xbczlk) can be used as supplemental material to accompany the article. \*\*Explicit language warning - use at teacher’s discretion. * Ms. Wright was part of the march at the South Carolina Statehouse that resulted in over 200 arrests and the Supreme Court case, Edwards v. South Carolina. This case protected the rights of peaceful protest. * [Integration Demonstrations at State House](https://digital.tcl.sc.edu/digital/collection/localtvnews/id/7/rec/1) * [Edwards Convicted for Demonstrations at State House](https://digital.tcl.sc.edu/digital/collection/localtvnews/id/33/rec/2) * ELL: Students can be provided with a copy of the notes |
| **I can write a personal narrative that demonstrates what resilience looks like in my life.** | |
| * The students will reflect on the class definition of *resilience*. * The students will understand how Dorris Wright and the Greenville Eight showed resilience during the protests and sit-ins. | * Connect the lesson to the overarching question. * Lead a group discussion how Dorris Wright showed resilience after her arrest in the Greenville Public Library.   Questions:   * What do you think would have happened if Ms. Wright and her seven counterparts would have accepted “Whites Only” as an answer when they walked into the library? * How would that have impacted other Civil Rights activists that came after those eight students in Greenville, SC? * If no one protested and stood up for civil rights, what would America look like today? Would there be a difference? * Add rigor: Find a current news article from a credible source about a protest and compare it to the Greenville Eight’s protest at the library, lunch counter, or bus. Compare the purposes of the protests. How are the protests similar? How are they different? |
| The students will reflect and write a one-pager answering the following questions: How did the resilience of Dorris Wright and the Eight impact the town of Greenville, the state of South Carolina, and the nation? Write about a time you were resilient. What did that situation teach you? What can the resilience of the Greenville Eight teach you? | Be sure to review MLA format for typing purposes.  ELL: Students can create a collage of pictures (electronically or on paper) or images that represent the term *resilience*. |

**References**

“The Greenville Eight.” *American Libraries Magazine*, 25 May 2017, americanlibrariesmagazine.org/2017/06/01/greenville-eight-library-sit-in/.

Mark Wineka. Tuesday, October 23. “DeeDee Wright Recalls the Time When the 'Greenville Eight' Were Arrested, Not Celebrated.” *Salisbury Post*, 23 Oct. 2018, www.salisburypost.com/2018/10/23/wright-recalls-time-when-greenville-eight-were-arrested-not-celebrated/.

“7 Strategies for Teaching Students How to Annotate.” Waterford.org, 23 Jan. 2019, www.waterford.org/resources/strategies-for-teaching-students-how-to-annotate/.

Kruse, Melissa, and Melissa KruseAn avid reader and writer. “10 Ways to Add Rigor to Vocabulary Instruction with Picture Associations.” *Reading and Writing Haven*, 21 June 2019, www.readingandwritinghaven.com/10-ways-to-add-rigor-to-vocabulary-instruction-with-picture-associations/.

**Additional Resources**

Wiegand, Wayne A., and Shirley A. Wiegand. *The Desegregation of Public Libraries in the Jim Crow South: Civil Rights and Local Activism*. Louisiana State University Press., 2018.