| **Grade 8/South Carolina and the United States: Civil Rights in SC, a Case Study of the Fielding Brothers** |
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| **Lesson Overview** |
| This lesson is designed to fit within a larger look at the modern Civil Rights movement in both the nation and the state. Through a case study of the Fielding brothers, students will examine how famous events and trends actually affected the lives of individuals. |
| **Overarching Inquiry Question** |
| How did the Civil Rights Movement in South Carolina impact its citizens?*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** |
| **Civic Participation** – The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.  |
| **Skills Emphasis at a Glance** |
| Context- Students will be examining trends in both the national Civil Rights movement and the movement in South Carolina and explaining their relationship to the lives of individuals. |
| **Standard(s)** |
| 8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre. |
| **Background Information** |
| Bernard and Herbert Fielding were active politically, economically, and socially in Charleston from the early fifties through the late nineties. Their lives are an excellent example of how individuals could both be impacted by the changes brought about by the Civil Rights movement and also how those same individuals contributed to that larger movement. This lesson, then, is a perfect companion to already planned lessons on the modern Civil Rights movement both on the national and the state level. It allows students to see the tangible impact of these events of people from their own state. For ideas on how to teach the modern Civil Rights movement, please see the **Additional Resources** section for a link to an exemplar unit that meets the new SCCCR 2019 standards for 8th grade SC History.  |
| **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 contextualize the lives of the Fieldings within the national and state level Civil Rights movement.
2. I can evaluate how the lives of the Fieldings impacted and were impacted by the events of the Civil Rights movement.
3. I can describe the impact of the Civil Rights movement on the lives of South Carolinans.
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| **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 contextualize the lives of the Fieldings within the national and state level Civil Rights movement.** |
| To open this lesson, ask your students how they think life in South Carolina changed for the average person as a result of the Civil Rights movement.Discuss student answers. Then post the overarching inquiry question somewhere visible to students on a chart. Add their ideas underneath. (See example in Appendix A).  | The major events and trends of both the Civil Rights movement should already have been covered by the start of this lesson. See the link in the **Additional Resources** for one suggestion on how to do so.This chart can be physically present, such as drawn on a white board or on poster paper. It could also be digital. |
| Explain to students that they will be conducting a “case study” to better understand how the Civil Rights movement impacted South Carolina citizens and also how South Carolina citizens impacted the Civil Rights movement. Then, have students use their prior knowledge (with the aid of notes or texts) to create a timeline of events that happened in the Civil Rights movement.  | For more information on teaching with case studies, check out this article from [Vanderbilt University.](https://cft.vanderbilt.edu/guides-sub-pages/case-studies/#:~:text=Case%20studies%20are%20stories%20that,where%20multiple%20solutions%20are%20possible.) If time is an issue, the teacher could have a fully or partially constructed timeline ready for students to use. Teachers could use this [timeline from Infoplease](https://www.infoplease.com/history/us/civil-rights-timeline) as a reference. Be sure to have students include events beyond 1968, as many timelines end with the death of MLK Jr.  |
| Next, assign students to read the entry in the African American History Calendar about the Fieldings as well as to either read the news article covering Herbert or Bernard.As they read, ask students to add significant events from the life of their assigned Fielding brother to their Civil Rights Movement timeline. It would be helpful if these entries were in a different color, bolded, or somehow marked as different from the previous entries. Finally, have students share their findings with the class so that every student can have events from each brother’s life on their timeline. | [Calendar entry for the Fielding Brothers](https://scafricanamerican.com/bernard-herbert-fielding/)[News article covering Bernard Fielding’s life and passing.](https://www.postandcourier.com/news/bernard-fielding-former-judge-and-activist-remembered-as-giant-in-civil-rights-movement/article_fa0da28e-0fc0-11eb-8c81-43c10265ba95.html)[News article covering Herbert Fielding’s life and passing.](https://www.postandcourier.com/archives/former-lawmaker-fielding-dies-at-92/article_27c031cc-f44f-5e3f-a71d-54cd73e4e450.html)It is fine to allow students to add events from the Fieldings’ lives that do not give an exact date. Help students make an educated guess about when to put certain events.  |
| **I can evaluate how the lives of the Fieldings impacted and were impacted by the events of the Civil Rights movement.** |
| Once the timelines are done, have students work with a partner to identify one point in either Herbert or Bernard’s life that seems to them to be a result of the Civil Rights movement. Give students time to discuss. Then ask the partners to share their answer with another pair. Finally have the groups of four share out their answers with the entire class. Repeat this same process, but this time asking students to find one example of when the actions of Herbert or Bernard’s life seemed to impact the lives of others during the Civil Rights Movement. Hold a brief discussion about how these men could both be affected by the Civil Rights Movement and also impact the movement themselves. | The teacher may need to scaffold this step for students by finding an example together as a class and then asking them to find an additional event.This is a great opportunity to discuss with students how history shapes our lives but also how our lives can also shape history.  |
| **I can describe the impact of the Civil Rights movement on the lives of South Carolinans.** |
| Have students return their attention to the chart started at the beginning of class. Ask them to add ideas to the middle column about what they learned from the case study of the Fieldings. Finally, have students list anything else they would like to know about the impact of the Civil Rights movement on the lives of South Carolinians.  | This can again be done as a think/pair/share or in some other format of the teacher’s choosing.Take this opportunity to discuss how answers to historical questions often raise new questions. If possible, answer students’ questions. Or, teachers may choose to have students do some independent research to try and answer the new questions.  |

**References**

Kropf, S. (2016 November 2). Former lawmaker fielding dies at 92. Retrieved from <https://www.postandcourier.com/archives/former-lawmaker-fielding-dies-at-92/article_27c031cc-f44f-5e3f-a71d-54cd73e4e450.html>

Dennis, R.C. (2020 October 16). Bernard Fielding, former judge and activist remembered as ‘giant’ in civil rights movement. Retrieved from <https://www.postandcourier.com/news/bernard-fielding-former-judge-and-activist-remembered-as-giant-in-civil-rights-movement/article_fa0da28e-0fc0-11eb-8c81-43c10265ba95.html>

South Carolina African American History Calendar. (2021). *Bernard and Herbert Fielding*. Retrieved from

<https://scafricanamerican.com/bernard-herbert-fielding/>

Civil rights timeline (2017 February 13) Infoplease. Retrieved from <https://www.infoplease.com/history/us/civil-rights-timeline>

**Additional Resources**

South Carolina Department of Education (2020). *Cold War Carolina and Beyond Unit Plan*. [PDF] Retrieved from <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/grade-8-unit-10-cold-war-carolina-beyond-june-2020/>

Primary Source for the Fieldings:

* [Reverend Dr. Martin Luther King, Jr. Speech in Charleston, South Carolina](https://digital.tcl.sc.edu/digital/collection/localtvnews/id/425/rec/1)
* <https://digital.tcl.sc.edu/digital/collection/idn/id/3629/rec/11>
* <https://digital.tcl.sc.edu/digital/collection/idn/id/5133/rec/19>
* <https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/5719/rec/4>

**Appendix A**

| **How did the Civil Rights Movement in South Carolina impact its citizens?** |
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| **What do we already know?** | **What did we learn from the Fieldings?** | **What do we still want to find out?** |