| **Grade 5, 8, and United States History and Constitution: School Desegregation** | |
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| **Lesson Overview** | |
| The students will examine the US Supreme Court Case of Brown vs. Board of Education, Topeka, Kansas. Students will then learn about desegregation in South Carolina with a closer examination of Greenville County schools, which Mr. Whittenberg and his daughter, Elaine Whittenberg, helped desegregate. Students will also examine information about the NAACP and sit-in protests. | |
| **Overarching Inquiry Question** | |
| What made schools desegregate in South Carolina?  Why did it take so long to desegregate schools in South Carolina?  How can one individual’s experience reflect the struggles of an entire state and nation?  *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** | |
| In 5th grade, the theme of Social and Cultural Development is addressed as students investigate the social and cultural groups in the United States and South Carolina. Students also examine how citizens can impact multifaceted national and state identities.  In 8th grade, the theme of Civic Participation and Development of Political Ideas and Institutions are addressed as students investigate the role of participation and the impact on institutions in S.C.  In US History, the theme of Natural Rights and Social Development are addressed as students examine the issues of social reform and the movement to secure the rights and the blessings of liberty to disenfranchised groups.  In Government, the themes of Civic Engagement and Process of Law are addressed as students examine how individuals are involved in their community to support the process of law. | |
| **Skills Emphasis at a Glance** | |
| Students will utilize the six themes of Comparison, Causation, Periodization, Context, Continuities and Changes and finally Evidence.  In the theme of Comparison, students will identify characteristics of Mr. Whittenberg, Brown vs. Board of Education of Topeka, NAACP and sit-ins.  In the theme of Causation, students will interpret the long-term effects of Brown vs. Board of education and how the protests led to desegregation.  In the theme of Periodization, students will organize major historical events chronologically, in order to understand the events of the time.  In the theme of Context, students will use evidence to explain the progression of historical events in South Carolina.  In the theme of Continuities and Changes, students will identify the turning points in historical events.  In the theme of Evidence, students will examine images from the time period to assist in developing connections to further understand the time period. | |
| **Standard(s)** | |
| 5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.  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.  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.  USG.4.CC Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities. This indicator was developed to encourage inquiry into how individual rights have evolved through social movements, constitutional provisions, and landmark legislation. Further investigation prompts inquiry into how marginalized Americans have struggled and continue to push for equality and expanded rights. | |
| **Background Information** | |
| [Abraham Jonah Whittenberg](https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/5720/rec/9) was born in 1918, one of fourteen children in Fork Shoals, S.C. At sixteen he moved to Simpsonville to attend St. Alban’s Training School, graduating in 1931. In 1941, Whittenberg married Eva McGowan, and together they were active members of Springfield Baptist Church, where Whittenberg served as a trustee and taught Sunday School. He opened Whittenberg’s Service Station in Greenville, but he was forced to close it due to reprisals against his business due to his civil rights activities. In 1959, Whittenberg was the president of the Greenville NAACP when he hosted Jackie Robinson to speak at the South Carolina NAACP conference. After Robinson and other African Americans were threatened with arrest for sitting in a “whites only” section of the Greenville Airport, [Whittenberg helped organize a major march on January 1, 1960](https://digital.tcl.sc.edu/digital/collection/localtvnews/id/405/rec/1), which drew over a thousand participants and attracted national attention.  For the Whittenberg family, civil rights was a shared commitment. [A. J. Whittenberg, Jr](https://digital.tcl.sc.edu/digital/collection/gravely/id/167/rec/18). **[Content Warning: lynching]** was arrested for demonstrating against segregation in 1960. In 1963, Whittenberg and his attorneys filed a lawsuit that enabled his daughter, Elaine, to transfer schools, leading her to become one of the first African American students to desegregate Greenville schools in 1964. Since Whittenberg’s early membership in the South Carolina Progressive Democratic Party in the 1940s, he regularly pursued public office. He served as chairman of the Greenville City Election Commission, vice chairman of Voter Registration for the Greenville County Democratic Party, and as a delegate to the 1972 Democratic Party National Convention. Not long after Whittenberg’s passing in 2001, a Greenville elementary school was named in honor to his civil service. | |
| **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 summarize the decision of the US Supreme Court Case of Brown vs. Board of Education of Topeka. 2. I can discuss integrating schools in SC. 3. I can discuss the contributions of community members and organizations, such as the NAACP, that assisted in integrating schools and communities. 4. I can discuss sit-ins and protests that helped desegregate schools in South Carolina after the US Supreme Court Case of Brown vs. Board of Education Topeka Kansas. | |
| **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 summarize the decision of the US Supreme Court Case of Brown vs. Board of Education of Topeka.** | |
| The teacher will start the lesson with an introduction and historical [overview](https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka) of the Supreme Court case of Brown vs. Board of Education of Topeka from the History Channel.  The teacher will present the [video clip](https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka) from the History Channel. | Teacher provides resources to examine and understand the court case of Brown vs. Board of Education of Topeka.  The teacher will have students create a concept map of Brown vs. Board. |
| Students will create a concept map about Brown vs. Board of Topeka. This will help them summarize the court case. | The teacher will have students create a concept map of Brown vs. Board of Topeka. The teacher may use probing questions such as:  Who was involved?  When did this occur?  What were other cases that were related?  What are important details to remember? |
| **I can discuss integrating schools in SC.** | |
| The teacher will provide the students with the [reading](https://digital.scetv.org/teachingAmerhistory/lessons/pdfs_and_docs/DesegregationofPublicSchoolsinSouthCarolina.html) on [desegregation](http://www.scequalizationschools.org/desegregation-at-last.html#:~:text=In%20September%201963%2C%20eleven%20African,courtesy%20Charleston%20Post%20and%20Courier.) of South Carolina schools. The teacher will utilize the various resources from the link based on students. | The teacher will provide the reading and guide students through understanding the content. The teacher will choose links from <http://www.scequalizationschools.org/equalization-schools.html> to provide students with information concerning the integration of schools in SC. |
| The teacher will place students in small groups to formulate a summary of schools integrating in S.C. | The teacher may use probing questions to help students formulate a summary.  The summary may be in the form of a written expression, collage, timeline, or another form of expression to express the turbulence of integration. |
| **I can discuss the contributions of community members and organizations, such as the NAACP, that assisted in integrating schools and communities**. | |
| The students should first read the biographical summary of Mr. Whittenberg. The teacher should lead a brief discussion to reinforce the points of his contribution to integration.  Then the students should read the summary of the [NAACP](https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/5676/rec/30) from the [SC Encyclopedia](https://www.scencyclopedia.org/sce/entries/national-assocation-for-the-advancement-of-colored-people/).  The teacher then shows the video on Mrs. Elaine Whittenbergs views on integrating the school in Greenville County.  The teacher will share the information from the [Friendship 9](https://friendship9.org/timeline/) website and information about sit-ins. | The teacher will provide students with the summary on Mr. [Whittenberg](https://scafricanamerican.com/aj-whittenberg/), and the video from [Greenville schools about Elaine Whittenberg](https://www.facebook.com/watch/?v=341365419829672). The teacher will also provide an overview of the [NAACP](https://www.scencyclopedia.org/sce/entries/national-assocation-for-the-advancement-of-colored-people/) in SC, the [Friendship 9](https://friendship9.org/timeline/), and the impact of [sit-ins](https://civilrightstrail.com/experience/student-led-sit-ins-across-the-south-lead-to-desegregated-businesses/) in communities.  The teacher will use probing questions, such as to discuss how sit-ins affected the United States and South Carolina differently. |
| Students then create a reflection on the contributions of community members and organizations in integrating schools. Students should incorporate information from the lesson including NAACP, sit-ins and personal stories about integration. The reflection could be a visual or written expression. | Teachers should encourage students to research the community and make personal connections between the community and the struggle to integrate public schools.  Teachers should encourage students to reflect on the topic of why it took ten years for Elaine Whittenberg to enter the all white public school in Greenville, SC. This question could also have students consider why there is a space of ten years between Brown vs. Board of Topeka and when African- American students were allowed to enter SC public schools. |

**References**

For Teachers. (n.d.). Retrieved January 16, 2021, from <http://www.scequalizationschools.org/for-teachers.html>

Greenville County Schools. (2019, February 22). Elaine Whittenberg-Boyce. Retrieved January 16, 2021, from <https://www.facebook.com/watch/?v=341365419829672>

Lau, P. (2017, March 22). National Association for the Advancement of Colored People. Retrieved January 16, 2021, from <https://www.scencyclopedia.org/sce/entries/national-assocation-for-the-advancement-of-colored-people/>

Lesson Plan: Overview. (n.d.). Retrieved January 16, 2021, from <https://digital.scetv.org/teachingAmerhistory/lessons/pdfs_and_docs/DesegregationofPublicSchoolsinSouthCarolina.html>

Sitting Down to Take a Stand. (n.d.). Retrieved January 16, 2021, from <https://civilrightstrail.com/experience/student-led-sit-ins-across-the-south-lead-to-desegregated-businesses/>

**Additional Resources**

[A.J. Whittenberg Interview](https://www.youtube.com/watch?v=aduYx8icWaU)

Video of Whittenburg school <https://www.facebook.com/gcschools/videos/341365419829672>

<https://digital.scetv.org/teachingAmerhistory/lessons/pdfs_and_docs/DesegregationofPublicSchoolsinSouthCarolina.html>

<https://www.scencyclopedia.org/sce/entries/national-assocation-for-the-advancement-of-colored-people/>

<http://www.scequalizationschools.org/for-teachers.html>

<https://civilrightstrail.com/experience/student-led-sit-ins-across-the-south-lead-to-desegregated-businesses/>