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| **2022 South Carolina African American History Calendar Lesson**  **A Gaither Family Tradition - Fighting for Civil Rights** | |
| **Lesson Overview** | |
| This lesson is designed to show students that they do not need to be famous or prominent to contribute to the fight for social justice. The Gaither family was a regular family whose members contributed to the Civil Rights Movement in the communities where they lived. | |
| **Overarching Inquiry Question** | |
| How did one African American family – the Gaithers – contribute to the Civil Rights Movement?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| 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. This lesson will examine how the Gaither family participated in the Civil Rights Movement to work toward social justice for African Americans in their local community and beyond. | |
| **Skills Emphasis at a Glance** | |
| *CX: Context* – Students will examine how the Gaither family’s civic involvement for change fit within the larger Civil Rights Movement. | |
| **Standard(s)** | |
| **Indicator 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. | |
| **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 write a timeline that contextualizes the Gaither family’s involvement in education and the Civil Rights Movement. 2. I can explain the contributions of the Friendship Nine and the Freedom Riders to the Civil Rights Movement, including the roles of Dr. Thomas Walter Gaither and Glenda Jean Gaither. | |
| **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 write a timeline that contextualizes the Gaither family’s involvement in education and the Civil Rights Movement.** | |
| Students will write a four-column vertical timeline (see Appendix 1 at the end of this lesson) featuring the following events:   * Founding of Claflin College * Founding of Friendship Junior College * Founding of Benedict College * *Brown versus Board of Education* * Founding of Morehouse College * Founding of Boston’s Museum of Fine Arts * Founding of the National Center of Afro-American Artists * Friendship Nine’s Challenge of Racial Segregation * The Freedom Rides * Founding of the University of Cincinnati   Column 1 will list the above events in chronological order; column 2 will provide the date; column 3 will briefly summarize the event; and column 4 will explain the Gaither family connection to or involvement with the event or topic. For example, the Gaither family did not help establish or found any universities or museums, but they were involved in or affected by them in some way. In order to complete columns 2 and 3, students will need to research the topics. Column 4 will be filled out by reading the biography of the Gaither family found on the month of May of the *2022 South Carolina African American History Calendar.* | There are a number of excellent sources on these events. Some of these include:  Founding of Claflin College – available [here](https://www.claflin.edu/about/history)  Founding of Friendship Junior College – available [here](https://hbcucampaignfundnews.wordpress.com/2016/02/10/remembering-hbcu-friendship-junior-college/)  Founding of Benedict College – available [here](https://www.benedict.edu/about-benedict/history/)  *Brown versus Board of Education* – available [here](https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka)  Founding of Morehouse College – available [here](https://www.morehouse.edu/about/our-history/)  Founding of Boston’s Museum of Fine Arts – available [here](https://www.mfa.org/about)  Founding of the National Center of Afro-American Artists – available [here](https://ncaaa.org/welcome-to-the-ncaaa/ncaaa-history/)  Friendship Nine’s Challenge of Racial Segregation – available [here](https://www.scpictureproject.org/york-county/friendship-nine.html)  The Freedom Rides – available [here](https://www.history.com/topics/black-history/freedom-rides)  Founding of the University of Cincinnati – available [here](https://magazine.uc.edu/editors_picks/fun/briefhistory.html)  The teacher could have students complete this timeline individually or in groups. Another alternative is to have the class jigsaw components of the timeline and create a single class timeline. For an explanation of the jigsaw strategy, see [The Jigsaw Method Teaching Strategy by Misty Hance](https://www.teachhub.com/teaching-strategies/2016/10/the-jigsaw-method-teaching-strategy/). |
| *Formative Performance*: Once the timeline(s) are completed, the students will share what they learned about how the Gaither family was involved in the colleges, institutions, and civil rights events. | There are a variety of ways students can share their timelines if they created them individually or in pairs. One way is for students to stand and share one of the ten topics in chronological order. The teacher should confirm that the student information is accurate and that students explain the role of the Gaither family. The teacher will then explain that the next step of the lesson is to look more closely at the Friendship Nine and Freedom Riders. |
| **I can explain the contributions of the Friendship Nine and the Freedom Riders to the Civil Rights Movement, including the roles of Dr. Thomas Walter Gaither and Glenda Jean Gaither.** | |
| The teacher will present students the following quote from paragraph 16 of Martin Luther King Jr’s “Letter from a Birmingham Jail,” but will not reveal the author:  “An individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”  The teacher will lead a class discussion of students’ thoughts about this quote. | The teacher could use the following questions to facilitate the class discussion:   * Do you agree with the quote? Why or why not? * Can you think of laws that should be challenged using this method? * Are there people in history who have followed the quote’s advice? * Have you ever found yourself challenging a rule or a law in this way? |
| The students will research the Friendship Nine and the Freedom Riders and how they fit within the larger Civil Rights Movement. They will fill in two separate graphic organizers describing who, what, when, where, why, and impact of the Friendship Nine and the Freedom Riders. | The teacher might consider dividing these two topics among the students working individually or in pairs.  A possible source for graphic organizers can be found [here](https://www.hmhco.com/blog/free-graphic-organizer-templates). One suggested organizer for this activity is the Five W’s Chart.  The South Carolina Picture Project has an excellent article on the Friendship Nine that can be found [here](https://www.scpictureproject.org/york-county/friendship-nine.html).  Primary sources, a newspaper account and a letter from one of the Friendship Nine, can be found [here](https://www.newspapers.com/image/?clipping_id=89118940&fcfToken=eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJmcmVlLXZpZXctaWQiOjc1NTM3NTUzNiwiaWF0IjoxNjM4OTA3MTk3LCJleHAiOjE2Mzg5OTM1OTd9.GwWNsQPL2SnzY4UVvqOUWE_7O8zt53X7zzXzcbpmlK0). This site requires a subscription, but the teacher can use a free trial to access it.  An overview of the Civil Rights Movement in Rock Hill, SC from the *South Carolina Encyclopedia* is available [here](https://www.scencyclopedia.org/sce/entries/rock-hill-movement/).  A student-accessible article on the Freedom Riders can be found [here](https://www.history.com/topics/black-history/freedom-rides). |
| Once students have finished their graphic organizers on the Friendship Nine and the Freedom Riders, the teacher will reveal that the author of the quote above was Dr. Martin Luther King, Jr. | If the teacher is interested in a lesson that further explores the *Letter from a Birmingham Jail*, one can be found [here](https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/martin-luther-king-jrs-letter-birmingham-jail-power-nonviolent). |
| ***Formative Performance:***Students will then write a paragraph explaining how the actions of the Friendship Nine and the Freedom Riders exemplified King’s quote. They will also include the involvement of Dr. Thomas Walter Gaither and Glenda Jean Gaither. | The teacher should confirm that students are not only explaining the actions of the Friendship Nine and Freedom Riders but also referencing specific sections of the King quote itself and the involvement of Thomas and Glenda Gaither. |
| **Summative Performance Sequence** |  |
| The students will create a museum exhibit featuring both visuals and text commemorating the Gaither family’s involvement in the crusade for civil rights and bettering the African American community. | The students could create an exhibit modeled after National History Day (NHD) projects. For information and sample projects, the teacher could consult the NHD website, particularly the page on [exhibits](https://www.nhd.org/categories).  If such an exhibit is too time intensive, the students could create a one-pager. For more information, see this [article](https://www.cultofpedagogy.com/one-pagers/). The examples feature student-created artwork. To counter the problem that many students are not artists, the teacher could allow for photographs instead. |

**References**

King, Jr., M. L. (August 1963). *Letter from Birmingham Jail*. <https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf>

SC Picture Project. (2021). *Friendship Nine*. <https://www.scpictureproject.org/york-county/friendship-nine.html>

Brown, M. A. (2021, May 13). *Rock Hill Movement*. South Carolina Encyclopedia.

<https://www.scencyclopedia.org/sce/entries/rock-hill-movement/>

History.com. (2021, March 29). *Freedom Riders*. <https://www.history.com/topics/black-history/freedom-rides>

**Additional Resources**

Lewis, J., & D’Orso. (1998). *Walking with the wind: A memoir of the movement*. Simon & Schuster.

**Appendix 1: A Vertical Timeline of the Gaither Family in the Civil Rights Movement**

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| **Event** | **Date** | **Brief summary of event** | **How the Gaither Family Was Involved or Affected** |
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