**2023 African American History Calendar October Lesson Plan**

**Rollin Sisters**

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| **Title** | **The Rollin Sisters and Reconstruction South Carolina** |
| **Lesson Author** | Marc Turner |
| **Grade Level** | Grade 8 and Grade 11 |
| **Lesson Length/Time** | 1-2 50 Minute Periods |
| **Theme(s)** | **At a Crossroads -** The Rollin Sisters participated in the political and social debates of Reconstruction South Carolina. In the 1860s and 1870s, the state and the nation were indeed at a pivotal crossroads. Their efforts on behalf of women’s rights reflect a period in state history where, for a brief amount of time, significant change was possible. |
| **Standard(s)** [*2019 South Carolina Social Studies College- and Career-Ready Standards*](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/) *(SCSSCCR)* | **Grade 8 Standard 4**: Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.8.4.CX.: Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world.**USHC Standard 2**: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.USHC.2.CX.: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830– 1877. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | In this lesson, students will learn about the role the Rollin Sisters played in Reconstruction politics in South Carolina. They will understand their advocacy of women’s suffrage and their creation of a salon that facilitated political discussion for state leaders. The learning objectives include* Understanding the significance of the Rollin Sisters during the Reconstruction Period
* Identifying ways the sisters sought reform in social and political rights
* Explaining the role of the sisters in establishing South Carolina’s chapter of the American Woman's Suffrage Association
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| **Success Criteria**  | Students will read and interpret four primary sources and use the evidence to address the supporting question in a product of their choice (poster, infographic, brief essay). |
| **Setting the Purpose and Activating Strategy** | The role of women in 19th century political and social reform often focuses on the leaders at the Seneca Falls Convention and the abolition movement. In this lesson, students are exposed to a group of women who influenced a variety of issues in South Carolina and reflected a revolutionary vision for the future. Students will be able to contrast their prior knowledge of Reconstruction and the 19th century women’s suffrage movement with the lives and careers of the Rollin Sisters.  |
| **Instructional Sequence** | Students will identify what they know about Reconstruction South Carolina and the 19th century women’s suffrage movement using a prompt.Students will watch a segment of the documentary, [Sisterhood: SC Suffragists-The Rollin Sisters](https://www.knowitall.org/video/rollin-sisters-part-2-sisterhood-sc-suffragists) and/or read the AAHC October narrative.Students will work individually or in pairs reading the three primary source excerpts related to the Rollin Sisters. They will use the [graphic organizer](https://docs.google.com/document/d/12AVyQ0Uwy_VSn8R9t62i2MlyeP4J1Xm0saUxLam0_xY/edit) to identify information about the role of the sisters in promoting political and social change.Source #1 - [Daily Phoenix August 29, 1867](https://drive.google.com/file/d/1tepmYh6pRV5Z4DzsHG1o9I9OiXVRafr-/view)Source #2 - [The Woman’s Journal February 25, 1871](https://docs.google.com/document/d/1pGuMHBcntO47HhIuAwUmXC6_EPF-cNwwmyRsmJc7tL0/edit)Source #3 - [New York Tribune, 1871](https://docs.google.com/document/d/1tp8ihRE0D5GGw3GxRNHcTxqrJsRCJaL_FMCvG08yoaM/edit)Source #4 - [Charleston Daily Herald November 12, 1872](https://drive.google.com/file/d/1bS62fOZvoqXyrfXP70fvTUZOKQMgH3SG/view)[Primary Source Analysis Tool](https://docs.google.com/document/d/12AVyQ0Uwy_VSn8R9t62i2MlyeP4J1Xm0saUxLam0_xY/edit)Students will take evidence from the sources and answer the supporting question in a product of their choice (poster, infographic, essay). These can be done online. **Supporting Question:** How did Reconstruction create an environment for the Rollin Sisters to pursue political and social reform in South Carolina? |
| **Differentiation and Extension** | The teacher may scaffold the activity in a variety of ways. They may want to read the sources aloud to the class. It may also be read aloud by the class. Additionally, teachers may want to ask students to read the documents and highlight words or phrases that need clarification to understand the source. Students who are interested in the Rollin Sisters should read more about them from [Historic Columbia’s City of Women](https://www.columbiacityofwomen.com/honorees/rollin-sisters) site or by watching other parts of the [SCETV Rollin Sisters](https://www.pbs.org/video/sc-suffragists-the-rollin-sisters-through-1895-g6ei9k/) documentary. |
| **Assessment/Product** | Students will answer the supporting question by creating a poster, infographic or essay. These can be done digitally or on large paper. Skills in the final product (context and evidence) can be assessed with the rubrics.[Rollin Sisters Product Rubrics](https://docs.google.com/document/d/1g0OtJ55Sy5kPU2AOzTGKPUG8RqMT_iEsfiwtiQXs6d0/edit) |
| **Lesson Reflection/Closure** | Students will share their work by posting or presenting their response to the question. The teacher should ask questions to make sure students are supporting their claims with evidence from the primary and secondary sources used in the class. |