**May 2023 African American History Calendar**

**Rose Gibbs**

| **Title** | Rose Gibbs |
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| **Lesson Author** | Dawn Lisk |
| **Grade Level** | 5 or 8 |
| **Lesson Length/ Time** | 1 90 minute class period or two 45 minute class periods |
| **Theme(s)** | Grade 5: Social and Cultural Development  Grade 8: Civic Participation |
| **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/) | Grade 8:  Standard 5: Demonstrate an understanding of the impact of world events on South  Carolina and the United States from 1929 to present.  8.5.CX Analyze the correlation between the Modern Civil Rights Movement  in South Carolina and the U.S.  8.5.CC Analyze the continuities and changes in South Carolina’s identity  resulting from the civic participation of different individuals and  groups of South Carolinians.  This lesson could also be modified to fit the following standards from grade 5. Teachers would need to break down the reference material and potentially guide students through the storyboard activity.  Grade 5:  Standard 4: Demonstrate an understanding of the conflicts, innovations, and social  changes in the United States, including South Carolina, from 1950–1980.  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. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | 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.   1. Explain how the events surrounding Briggs v. Elliott impacted education in South Carolina. 2. Explain the major contributions of Rose Gibbs. 3. Illustrate the course of action that led to Briggs v. Elliott what changes took place due to the decision. 4. Analyze how the decision impacted race issues in South Carolina. 5. Illustrate important events in the life of Rose Gibbs. 6. Compare and Contrast the impact of Briggs v. Elliott on South Carolina and the life of Rose Gibbs. |
| **Success Criteria** | Students must successfully answer the guided questions about Briggs v. Elliott and analyze a modern historian’s view of the legacy of the case. Students will also answer guided questions about the life of Rose Gibbs, as well as produce three story boards to reflect the continuities and changes in South Carolina due to school integration. |
| **Setting the Purpose and Activating Strategy** | The strategy allows students to create a new product and work collaboratively. The strategy allows students to synthesize previously learned information with new knowledge and connect a historical event to a modern figure. The strategy allows students to contextualize modern views to access continuities as well as changes.  Students will build on a previous lesson involving Briggs v. Elliott and Brown v. Board during the Civil Rights Era. |
| **Instructional Sequence** | 1. The teacher will briefly review previous content on school segregation and the court decisions of Briggs v. Elliott and Brown v. Board. 2. The teacher will separate students into groups of four. (This could be done via seating arrangements, ability based grouping, or another strategy that best fits the particular set of students.) 3. Each group will be responsible for answering guided questions about Briggs v. Elliott, an excerpt giving a modern take on the impact of Briggs v. Elliot, and answering questions about the life of Rose Gibbs. (The information on Rose Gibbs will be provided from the [AAHC Calendar](https://scafricanamerican.com/wp-content/uploads/2022/10/SCAAHC_2023.pdf) or students may look up their own information on the internet or using the school’s media center. (The teacher will move from group to group to assess whether students are correctly answering the questions as well as to check for understanding.) [Briggs v. Elliott Article](https://www.scencyclopedia.org/sce/entries/briggs-v-elliott/); [Ambiguous LegacyArticle](https://drive.google.com/file/d/1Fj5xSolI7_w-AgAe7hrEG_1_KJ5OFlr0/view?usp=share_link); [Ambiguous Legacy Article Excerpt](https://docs.google.com/document/d/1y9ssM3HCgY401PyhIc6hkEND4MsyzdiJKH7o2G5aTrM/edit?usp=share_link); [Guided Questions](https://docs.google.com/document/d/1nwUw67w33HAcI0dkGktTMs7SfjEIi7rnQW3LQ4pPmEo/edit?usp=sharing) 4. Within the groups, students will use a teacher given template to create three story boards: one five panel story board outlining the events surrounding the Briggs v. Elliott case and school integration; one five panel story board outlining important events from the life of Rose Gibbs; and one three panel story board that connects the previous two. (Depending on time constraints, the teacher can choose to have students present their story boards, or simply place them on display.) [Story Board Template for *Briggs v. Elliott*](https://docs.google.com/document/d/1ZQq9TzehW7ap7HfpKs7iqyJ7B_QaKgZ8AYnGyfPqsyU/edit?usp=share_link); [Story Board Template for Rose Gibbs](https://docs.google.com/document/d/1MjNuYQgdDwyQEytqAWO3mCplVSZL6EbGoHrE33GbLVs/edit?usp=share_link); [Story Board Template for Both](https://docs.google.com/document/d/1U1dDWh8I0aca4yaqkCVP1-b_ANIJSZs1sfC2N2ZVryQ/edit?usp=share_link); [Rubric for Story Boards](https://docs.google.com/document/d/1hw3x9hVRvt5sNfhCmTA-brOCl7LJsMAkNQS6YxnoMsw/edit?usp=share_link) 5. Students will complete an exit ticket to provide a closure to the lesson. [Exit Ticket Example](https://docs.google.com/document/d/1nwUw67w33HAcI0dkGktTMs7SfjEIi7rnQW3LQ4pPmEo/edit?usp=sharing) |
| **Differentiation and Extension** | Struggling learners can answer fewer guided questions or complete a modified storyboard.  The teacher can use the information from assessments throughout to determine if additional remediation is needed or to guide students in a direction for further research if necessary. |
| **Assessment/ Product** | Students will provide the answers to guided questions as a check for understanding and produce three story boards. |
| **Lesson Reflection/ Closure** | Students will fill out an [exit ticket](https://docs.google.com/document/d/1nwUw67w33HAcI0dkGktTMs7SfjEIi7rnQW3LQ4pPmEo/edit?usp=share_link) with two questions:   1. What is the biggest change you see today due to the Briggs v. Elliott/Brown v. Board decision? 2. What do you believe to be the most important contribution made by Rose Gibbs?   Teachers will be able to use the information gleaned from the story boards, questions for understanding, and the exit tickets to ascertain whether the students achieved the learning goals. Students will also be able to reflect on their learning through the materials produced and to draw conclusions as to how *Briggs v. Elliott* impacted life in South Carolina, and what has changed and yet stayed the same in its aftermath.  [References](https://docs.google.com/document/d/1rQfOCLAla1vg80ASFdZTzXs8b_vBVLwehf3sinZVe6Y/edit?usp=share_link) |