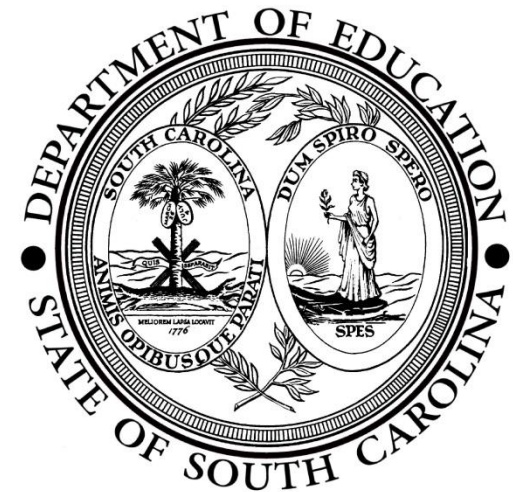


Grade 3

Emanuel A.M.E. – Controversy and Change

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
July 2016



Grade 3/South Carolina Studies: Controversy and Change
This unit focuses on change over time, a Social Studies skill, and point of view and perspective, literacy skills. Students will see how one church has impacted our state's history by identifying points of view. This critical thinking skill is defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 3 days of 30-45 minutes/day instruction.
Standard(s) and/or Indicator(s)
<u>Targeted:</u> 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina. 3.4.1- Compare the economic conditions for various classes of people in South Carolina including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans. Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century. 3-5.5-Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow law: the desegregation of schools (Briggs v. Elliot) and other public facilities; and efforts of African Americans to achieve the right to vote.
Clarifying Notes and/or “I Can” Statements
“I Can” statements are learning targets that students need to know and be able to do as it relates to the standard/indicator(s). • <i>I can explain the importance of Emanuel A.M.E. Church in history.(3-4.1, 3-5.5)</i> • <i>I can show the change over time of the Confederate Flag in South Carolina. (3-4.1, 3-5.5)</i> • <i>I can explain the reasons why South Carolina removed the Confederate Flag from the State House. (3-5.5)</i>
Essential Question(s)
These are suggested essential questions that will help guide student inquiry. • How did Emanuel A.M.E. Church impact the lives of South Carolinians in the past and present? • How has the Confederate Flag changed during South Carolina's history? • How did the Charleston Nine tragedy impact the removal of the Confederate Flag from the South Carolina State House?
Academic Vocabulary
Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction of the terms is during the modeling process. Ultimately, the student should be able to use the academic

vocabulary in conversation with peers and teachers.

- Confederate Flag
- Symbol
- Point of view
- Perspective

Prior Knowledge

The students have prior knowledge of the contributions African Americans had to American culture from 2nd grade (2-4.3). In 3rd grade, students have also explained the role Africans have had in developing the culture and economy of South Carolina during slavery. They have previous knowledge of: growth of the slave trade, slave contributions to the plantation economy, the daily lives of the enslaved people, and resistance to slavery (3-2.5).

Subsequent Knowledge

Students will enhance their knowledge in subsequent grade levels. In 4th grade students will address the introduction and development of slavery and its impact on the economy and culture of the United States (4-2.3, USHC-2.3). In grade 8, students will further analyze the concept of slavery and its impact on the cultural, economic, social, and political environment in South Carolina (8-1.4, 8-4.1). The course and effect of Reconstruction will be addressed in further detail in United States History, as well (USHC-3.3 and USHC-3.4)

Potential Instructional Strategies

Day 1 Learning Target: I can explain the importance of Emanuel A.M.E. Church in history. (3-4.1, 3-5.5)

Anticipatory Set: The teacher will present the following link/video to the students: <http://www.wsocvtv.com/news/local/friday-marks-one-year-since-charleston-church-shooting/347299619>

The teacher will display a KWL anchor chart. The students will be given a sticky note on which they will complete the K section of what they already know about the Emanuel Nine and the Confederate Flag. The students will be given another sticky note on which they will write at least two questions about what they wonder about the Emanuel Nine and the Confederate Flag. The students will share their group ideas randomly about what they know and wonder about the Emanuel Nine and the Confederate Flag. The teacher/students will place sticky notes in the appropriate places on the KWL anchor chart.

Investigate: Students will complete the Investigation Sheet on the Emanuel Nine. The students will also choose two “I wonder” questions about the Emanuel Nine to investigate. The following websites are options for student research:

- <https://www.nps.gov/nr/travel/charleston/ema.htm>
- <http://www.ed.sc.gov/scdoe/assets/File/instruction/standards/Social%20Studies/SC%20Black%20History%20Bugle%20Issue%203.pdf> (Page 10)

Reflection: After completing the research with a partner, the class will reflect on the knowledge gained. The students will complete an exit ticket about what they learned about the Charleston Nine. The students will post their exit ticket/sticky note (<http://www.theteachertoolkit.com/index.php/tool/exit-ticket>) under the L section of the KWL chart.

Day 2 Learning Target: I can show the change over time of the Confederate Flag in South Carolina. (3-4.1, 3-5.5)

Hook: Display an image of the Confederate Flag. Ask students “Where have you seen this flag?” “What did this flag represent during the Civil War, Reconstruction, and even today?”

Video: Students will watch the video *The Complicated History of the Confederate Flag* <http://www.pbs.org/video/2365650085/>. At pivotal points (**times to stop video: 3.18, 6.26, and 8.49**) within the video clip, students will have time to pause and reflect. Students will write down 2 “ahas” (something you learned) and 2 “huhs” (things you still have questions about). After stopping at each section, students will participate in discussion through the use of turn/talks, talking chips, or give one, get one, move on.

Notes for the Teacher/Pivotal Points Summary of *The Complicated History of the Flag*:

- **Section 1 (3.18)**
 - The Confederate Flag was originally a battle flag that began as a way to distinguish themselves from the U. S. flag.
- **Section 2 (6.26)**
 - The Confederate Flag was used as an opposition to Civil Rights (from slavery to segregation).
 - The Confederate Flag was solidified as a symbol of hate because of its adoption by the Ku Klux Klan.
- **Section 3 (8.49)**
 - The flag became a civil War fad in the 50’s, 60’s, and 70’s. In the wake of the Charleston church massacre many states began to distance themselves from the flag.

Turn and Talk: Turn and Talk is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student. As with anything in the classroom, routines are very important in implementing

structured conversation skills.

1. Determine strategic partners – Partner A and Partner B
2. Create an environment that provides partners close proximity for talk to occur – sentence frames can be used
3. Set academic expectations
4. Determine a signal to come to whole group
5. Teach flexibility and problem solving

Sample Turn and Talk Questions:

- How did the Confederate Flag change over time?
- Should the Confederate Flag be a state symbol using evidence from the video?
- Why did states distance themselves from the Confederate Flag?
- Can the Confederate Flag's meaning be separated from racism and hate?

Closure: Using a sticky note as an exit ticket, have students describe how the Confederate Flag has changed over time. Students may also pose a question that is still lingering on the exit ticket. An exit ticket is a formative assessment to check for understanding, provide reflection, answer a question after the lesson, and provide closure to a lesson.

Day 3 Learning Target: I can explain the reasons why South Carolina removed the Confederate Flag from the State House. (3-5.5)

Carousel Brainstorming Activity in which they will observe images/cartoons depicting various viewpoints of the Confederate Flag. Students will rotate in small groups, stopping at each image to brainstorm/review ideas and add new ideas by writing their comments around the image. *****Make sure the image has been placed in the center of chart paper at each table so that students can write all around the picture as they rotate around the classroom*****

Links to Sample images:

<http://thecomixnews.com/edtoons/2015/0624/flag/01.php>

<http://www.politicalcartoons.com/cartoon/ece74550-2094-42cb-8f7d-f8000a4ac1a8.html>

<http://blogs.thetimes-tribune.com/johncole/index.php/tag/confederate-flag/>

<http://politicalhumor.about.com/od/politicalcartoons/ig/Political-Cartoons-of-the-Week/Confederate-Flag-Heritage-or-Hate.htm>

<http://www.newsweek.com/hundreds-protest-confederate-flag-sc-statehouse-after-church-shooting-345580>

http://www.nytimes.com/2015/07/09/magazine/the-souths-heritage-is-so-much-more-than-a-flag.html?_r=0

After the activity, the teacher will lead a whole group discussion on each image using the following sample questions.

- What do you think is happening in the image?
- What are the most important words or phrases in this cartoon? Why are they important?
- Did the artist exaggerate any physical features of the people in the cartoon? Explain those exaggerations.
- What is the main point of this cartoon? How did the artist use persuasive techniques?
- How does the picture relate to our study of Civil Rights, Confederate Flag etc.?
- How did the image make you feel about the Confederate Flag?
- Does the image make you feel differently about the Confederate Flag?
- How would our state's history be different if the Confederate Flag never existed?
- How can we build community among ourselves even though citizens have varying views regarding the Confederate Flag?

Eyeball Illustration: The teacher will give the students the following prompt: Using the information learned over the past several days, draw an image in the eyeball to demonstrate your viewpoint of the Confederate Flag and its importance to our state's history. Guidelines for finished product: sketch first with pencil, outline in black, and color. Write two to three sentences to explain your image and what you have learned.

Potential Assessment Task

Day 1: KWL Anchor Chart

Day 2: Turn and Talk, Exit Ticket

Day 3: Eyeball Illustration

Resources

Brown, D. (2016, June 18). *Charleston church shooting: Nation mourns 9 killed in Charleston church shooting one year later*. Retrieved July 21, 2016 from <http://www.wsocvtv.com/news/local/friday-marks-one-year-since-charleston-church-shooting/347299619>

Credits Funded. (2016). *The complicated history of the Confederate flag | the good stuff: Time capsule*. Retrieved July 21, 2016, from <http://www.pbslearningmedia.org/resource/ms16.socst.us.cw.confed/confederate-iconograph>

History, F., & Ourselves. (2016). *K-W-L charts - assessing what we know/what we still want to learn*. Retrieved July 21, 2016 from <https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>

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The Teacher Toolkit. (n.d.). Retrieved July 21, 2016 from <http://www.theteachertoolkit.com/>

United States. National Park Service. (n.d.). Emanuel A.M.E. Church. Retrieved July 21, 2016, from <https://www.nps.gov/nr/travel/charleston/ema.htm>