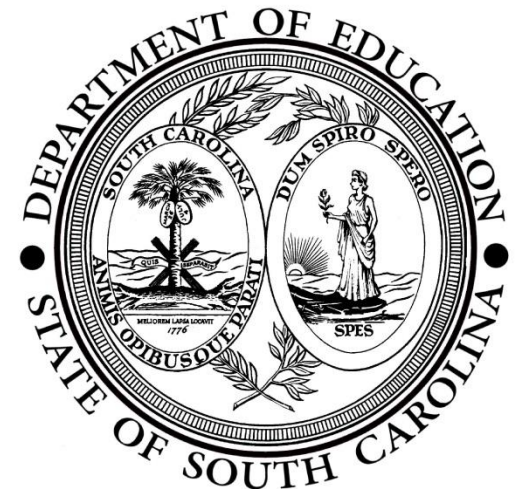


Grade 5

Perseverance through Protest

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
January 2017



Grade/Course Level: Title

This unit is the advancement of the modern Civil Rights Movement. The Social Studies and Literacy skills addressed will enable the student to identify and describe cause-and-effect relationships, identify multiple points of view or biases, and ask questions that clarify opinions. The purpose is to explain the advancement of the modern Civil Rights Movement including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King, Jr., Malcolm X, the Civil Rights acts, and the *Voting Rights Act*. This unit connects to the Profile of the South Carolina Graduate in the area of Life and Career Characteristics perseverance and work ethic. This lesson will take two 45 minute class periods.

Standard and/or Indicator**Targeted:**

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the *Voting Rights Act*.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can explain how people protested during the Civil Rights Movement of the 1960s. (5-5.3)*
- *Day 2: I can compare the different approaches of Malcom X and Martin Luther King, Jr. (5-5.3)*

Essential Question

These are **suggested** essential questions that will help guide student inquiry.

- How did African Americans work for change and civil rights during the 1960s Civil Rights movement through perseverance and protest?

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 for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Perseverance
- Protest
- Abolition
- Civil Rights
- “Separate-but-Equal”
- Nonviolence
- Literacy Test

Prior Knowledge

In kindergarten, students were introduced to Dr. Martin Luther King, Jr. and the national holiday that celebrates his birth (K-3.2). In third grade, students summarized the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*), the desegregation of other public facilities, and the acceptance of African Americans’ right to vote (3-5.5).

Subsequent Knowledge

In seventh grade, students will compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi’s role in the nonviolence movement for India’s independence and the emergence of nationalist movements in African and Asian countries (7-6.2).

In eighth grade, students will analyze the movement for civil rights in South Carolina including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*, civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry, the South Carolina school equalization effort and other resistance to school integration, peaceful efforts to integrate beginning with colleges, and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre (8-7.2).

In United States History and the Constitution, students will analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality (USHC-8.1).

Potential Instructional Strategies

Day 1 Learning Target: I can explain how people protested during the Civil Rights Movement of the 1960s. (5-5.3)

Hook:

- Students will use the Library of Congress Primary Source Analysis (<http://www.loc.gov/teachers/primary-source-analysis-tool/>) to analyze the following photograph: <https://www.nps.gov/nr/travel/civilrights/ak1.htm>
- Students will submit their analysis to the teacher and then pair-share

Strategies/Procedures:

- The first part of today's lessons will focus on African Americans persevering through racial discrimination in public schools.
 - Students will conduct jigsaw learning by breaking into two groups to study monumental court cases in African American education: *Plessy vs. Ferguson* (1896) and *Brown vs. Board of Education* (1954). Students will create a visual presentation stating the key points of each case. Students should focus on why *Plessy vs. Ferguson* was deemed constitutional (separate but equal facilities) and what led to the overruling of this case through *Brown vs. Board of Education*.
 - Groups will share their discoveries of each case.
 - Discuss as a class the types of protests that came from the court cases. Discuss how many protests were not peaceful and how the African American students had to persevere despite the violence.
 - Students will watch the following video: <https://www.flocabulary.com/unit/ruby-bridges/video/>
 - Groups will discuss the merits of the video and how they would feel in her shoes.
- Rosa Parks and Montgomery Bus Boycott

- Student pair-share discussion on the Montgomery Bus Boycott and the protest that evolved from the event. Stress the peacefulness of the protests. Examples:
 - Rosa Parks: peaceful
 - Yearlong boycott of Montgomery bus system by African Americans: peaceful

Closing:

- Pair-share how the peaceful protests launched this revolutionary Civil Rights movement.

Day 2 Learning Target: I can compare the different approaches of Malcom X and Martin Luther King, Jr. (5-5.3)

Hook:

- Students will use the Library of Congress Primary Source Analysis (<http://www.loc.gov/teachers/primary-source-analysis-tool/>) to analyze the following photograph: <http://www.loc.gov/pictures/resource/ppmsca.03128/>
- Students will submit their analysis to the teacher and then pair-share
- Teacher will discuss the effectiveness of this type of protest.

Strategies/Procedures:

- Begin with showing <https://www.flocabulary.com/unit/civil-rights/video/>. Discuss as a class the types of protests observed in this video and who was participating in the protests.
- Martin Luther King, Jr.
 - Stress that the core foundation of Martin Luther King, Jr.'s philosophy in gaining civil rights was through peaceful protest.
 - Students will watch <https://www.flocabulary.com/unit/voting-rights-act-selma-march/video/> to illustrate an example of one peaceful protest.
- Malcolm X
 - In contrast to MLK, Jr., Malcolm X wanted swift change and did not oppose to using any means necessary to obtain equal rights.
- Students will work in pairs to discuss the different approaches between MLK, Jr. and Malcolm X. Discussion should focus on the following questions: What were the core differences between the two men? What gains did both men achieve? What

shortcomings did both men have?

Closing:

- Discuss the outcome and the rights gained during the Civil Rights Movement of the 1950s and 1960s. How did the practice of peaceful protest help propel this movement forward?

Contemporary South Carolina Connection- Mother Emanuel 9

- Use the calendar to center class discussion around the Mother Emanuel 9 tragedy.
- Discussion focus should be around the protest that evolved after the Mother Emanuel 9 tragedy. Focus on the peaceful response and outpouring of affection around the church after the event and then the protest to remove of the Confederate Flag from the South Carolina State House.
- Compare the peaceful protests and gatherings that occurred at Mother Emanuel with nonviolent protests (i.e. 9/11, Caesar Chavez, Gandhi, civil disobedience) to those violent ones in Baltimore, Ferguson, and various other current non-peaceful protests.

Potential Assessment Task

Day 1:

- Group share of court cases

Day 2:

- Group discussions

Resources

AT&T South Carolina. (2017). *South Carolina African-American history calendar: Remembering the Emanuel 9 and the survivors*. [PDF document]. Retrieved from <http://scafricanamerican.com/download/>.

Flocabulary. (2016). *Ruby Bridges*. Retrieved from <https://www.flocabulary.com/unit/ruby-bridges/video/>.

Flocabulary. (2016). Civil rights: Let freedom ring. Retrieved from <https://www.flocabulary.com/unit/civil-rights/video/>.

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National Park Service. (n.d.). *Little Rock high school national historic site*. Retrieved from <https://www.nps.gov/nr/travel/civilrights/ak1.htm>.

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