| **Grade 8 Unit 10 Cold War Carolina & Beyond** | |
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| **Unit Overview** | |
| This unit explores life in South Carolina from the Cold War to modern day. Students will explore the conflicts and resulting tensions surrounding the Cold War Conflict. Students will also investigate the modern Civil Rights Movement, including key activists and events in South Carolina. This unit will also allow students to examine the political shift in the South, including the challenge of the “Dixiecrats” and the end of the Solid South. This unit concludes with the students analyzing the changes that come to South Carolina in the modern era, including the boost in tourism, growth of technical colleges, and the impact of new industries.  *This unit and subsequent units addresses difficult racial topics. The teacher would be wise to read about how to navigate these topics in the classroom. An excellent site for teachers to examine to learn about how to discuss difficult topics is a general guide provided by tolerance.org. The organization also provides suggestions for teaching slavery specifically at* [*Teaching Hard History: American Slavery*](https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery)*.* | |
| **Overarching Inquiry Question** | |
| ***What causes a society to change?***  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Civic Participation** – 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.  **Cultural Interactions** – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.  **Development of Political Ideas and Institutions** – The Development of Political Ideas and Institutions theme encourages the study of South Carolina’s leading role in establishing founding principles and documents that serve as the basis for our federal system of government. Citizens continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.  **Economic Decision Making** – The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.  **Geographic Relationships** – The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United State | |
| **Skills Emphasis at a Glance** | |
| **Indicator 8.5.CE** Analyze the factors contributing to the shifts in the political party platforms between 1946–1972. This indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from Elmore v. Rice to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.  **Indicator 8.5.P** Analyze the transformation of South Carolina’s economy from the Great Depression to its current economic diversification. This indicator was designed to promote inquiry into the devastation of the Great Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases.  **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.  **Indicator 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 indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.  **Indicator 8.5.E** Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S. | |
| **Standard(s)** | |
| **Standard 5:** Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present. | |
| **I Can Statement(s)** | |
| I can describe life during the Cold War Era.  I can contextualize the state and national events and leaders of the Civil Rights Movement.  I can analyze the factors contributing to the shifts in the political party platforms between 1946 to 1972.  I can evaluate the impact of individuals and groups effecting social change.  I can analyze the changes in South Carolina’s economy. | |
| **Unit 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 are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence. |
| **Unit Introduction**  The students will brainstorm a list of ideas of things that make a society change. Their list may include new technology, social movements, and outside events. The teacher will explain that in this unit they will be examining what caused South Carolina society to change from World War II to today. | When brainstorming, a student scribe can be used to record the ideas on the board, or anywhere else the entire class can see the list. 1:1 schools can also use a collaborative document for this list |
| **I can describe life during the Cold War era.** | |
| **The Cold War**  To introduce the Cold War, the students will be presented an article about the nuclear bomb accidentally dropped in Mars Buff - “[The U.S. Air Force Dropped an Atomic Bomb on South Carolina in 1958](https://history.howstuffworks.com/american-history/nuclear-bomb-air-force-south-carolina-1958.htm)” The teacher will then review the use of nuclear bombs in World War II. Then students will generate questions using the information in the article.  The students will watch this brief [overview of the Cold War](https://www.youtube.com/watch?v=uBeKucnWlm4). As students watch it, they will add answers to their list of questions as well as any new questions they might have.  After the video, the students will discuss their questions and answers with a partner. Then as a class students will share any questions they did or did not find answers to. Once students have finished sharing, the teacher should clarify the Cold War was a conflict between the US and the USSR. The two nations fought each other indirectly, but people still died.  Next, the students will examine photographs that show different ways the tension and competition between the US and USSR manifested itself. The students will discuss one photograph at a time with a partner as the photographs rotate throughout the room. Suggested resources are in the Instructional Guidance column to the left.  After students have finished looking at all the photographs they should try to identify specific cause and effect relationships between elements of the Cold War and the new American identity.  Students should be able to identify a cause for each of these ideas:   * “Us versus Them” mentality * New focus on education * Capitalism synonymous with patriotism   Then, as a whole class, students should brainstorm ways in which they think South Carolina was impacted by the Cold War. Either the teacher or a designated scribe should write this list down.  Afterwards, in groups, students will be assigned topics to research using either their books, an approved website such as *South Carolina Encyclopedia*, the Library of Congress, the Digital Public Libraries of America, or U.S. military websites. Each group will be responsible for creating a three paragraph summary of how their topic related to South Carolina during the Cold War. They also must create a presentation to share their findings with the class.  Topics:   * Immigration and Migration: Hispanic Immigration, Post-War Jewish Refugees, White Flight * National Defense Education Act (1958) * Savannah River Nuclear Plant * South Carolina Military bases   Students should be given explicit instruction on expectations such as the ones listed below:  Presentation Requirements   * Title * The group’s definition of the Cold War (in their own words) * What their topic is and how it relates to South Carolina during the Cold War * The presentation must include at least three primary source pictures that are explicitly explained during the presentation.   Once all groups have presented, the class should revisit the list of predictions. Any incorrect ones should be edited to be correct.  After looking at specific changes in South Carolina, students will compare and contrast changes in general American society, with specific changes that occurred in South Carolina. This could be done verbally as a class, or as a small writing assignment as individuals or in groups.  As a wrap up, students will read this article on the [increase of military bases in South C](http://www.scencyclopedia.org/sce/entries/cold-war/)arolina during the Cold War and complete a GIST activity.  Students will then read this article about the [increase in South Carolina military base](https://www.businessinsider.com/us-middle-east-central-command-south-carolina-sitting-duck-iran-2019-9) and complete a GIST activity.  The teacher will tell students that many historians compare the tensions in the Middle East to the Cold War and that the increase of military bases in South Carolina during the Cold War correlated with the bases being used with modern tensions in the Middle East. The students will then use this article [modern tensions in the Middle Eas](http://www.internationalaffairs.org.au/resource/a-comparative-look-at-the-new-cold-war-of-the-middle-east/)t to engage in a whole class discussion “popcorn style” on any idea that they have to compare the two previous readings. This discussion will also consider the theme of continuity and change (What has changed or stayed the same?). | An understanding of the Cold War is important background context for the South Carolina history standards. However, it is not a central focus. Therefore, teachers may want to keep the overview brief, and basic to help students prioritize their attention.  The Stanford History Education Group has an excellent [lesson plan](https://sheg.stanford.edu/history-lessons/cold-war) that is primarily focused on who started the Cold War and covers events through 1955.  If the teacher needs some additional information about Think, Pair, Share, visit [NCTE](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html).  **Resources for the cause and effect picture activity**  This is a picture of a page from the [National Defense Education Act](https://history.house.gov/HouseRecord/Detail/15032436195), it specifically mentions education as a defense act.  Crowd gathered on street to see Soviet leader Nikita Khrushchev in Des Moines, Iowa; man holds sign reading "[The only good communist is a dead communist](https://www.loc.gov/item/2015647177/)”  [Rocky IV movie poster](http://www.all80smovies.com/action/675-rocky-iv-1985/). Shows that US v USSR rivalry stretched into pop culture.  A poster that says “[Help Truth fight Communism ... Join the Crusade for Freedom](https://repository.duke.edu/dc/outdooradvertising/AAA0022)”  [This site](https://coldwareraswag.weebly.com/change-and-continuity.html) includes primary course posters at the bottom. Two particularly useful ones are “Capitalism, our children’s heritage” and “It can happen here, so let’s nuke ‘em first”  Not every example on [this site](https://www.designer-daily.com/examples-of-american-cold-war-propaganda-2918) would be classroom appropriate, however, it does include several Cold War propaganda posters, advertisements, and movie posters  An [advertisement](https://ballouonvisualcomms.files.wordpress.com/2016/06/1949_comes_the_revolution.jpg) linking capitalism with American freedoms.  Part of a page from the [1970s booklet that used Charles Schulz’s Peanuts](https://images.theconversation.com/files/317192/original/file-20200225-24659-s8egp4.png?ixlib=rb-1.1.0&q=45&auto=format&w=1000&fit=clip) comic strips to explain the benefits of America’s economic system.  Propaganda with the phrase “[Do we actually know where to fight communism?](https://live.staticflickr.com/2505/4185167906_b61d1be230_z.jpg)” to promote education in the fight against the USSR.  Protestors holding “[better dead than red](https://teachingamericanhistory.org/wp-content/uploads/2019/04/cold-war-1.jpg) signs”  This video clip was widespread [Duck and Cover (1951)](https://youtu.be/IKqXu-5jw60) and geared towards children.  This is a [poster](https://oregonhistoryproject.org/articles/historical-records/duck-and-cover-civil-defense-pamphlet/#.Xr_sPWhKiUk) of the Bert the Turtle’s Duck and Cover campaign  Teachers need to give students clear expectations for the presentation assignment. Students need to be explicitly told requirements (i.e., sources, length, pictures). A rubric would be helpful to pass out with the directions. ([RubiStar Home](http://rubistar.4teachers.org/) is an excellent resource for building rubrics or discovering pre-built ones tailored to your needs)  If teachers need some additional information about the GIST strategy visit NCTE’s [ReadWriteThink](http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html).  If the teacher needs some additional information about “popcorn style” discussions, visit the [Teaching Channel](https://learn.teachingchannel.com/video/student-participation-popcorn-share) |
| **I can contextualize the state and national events and leaders of the Civil Rights Movement.**  **I can analyze the factors contributing to the shifts in the political party platforms between 1946 to 1972.**  **I can evaluate the impact of individuals and groups effecting social change.** | |
| The students will work in groups to create a class Civil Rights Movement museum. They will be assigned one of the following categories: Political Actions, Protests Actions, Important South Carolina Figures, Education, and Assassinations. The groups do not need to have an equal number of students. The teacher can determine the number based on the number of topics in each category. The students will use classroom resources such as textbooks and library books. The teacher is encouraged to work with the media center specialist in pulling titles for the classroom. In addition, students could use online resources including the sites suggested in the right column of this unit plan.  Each group will create exhibits for their topics that should include text briefly explaining the basic facts, a primary source quote, and an artifact (photograph of a person or place). Once the groups have finished, students will initially put them on the wall. As a class, they will discuss and put them in a chronological order in two parallel rows (the top for more national events and the bottom for state events).  Next, each group will present their part of the exhibit wall to the class. Students will take notes on these presentations.  Students will then be given time to visit the museum exhibits to examine them more closely and add to their notes.  The class will then engage in a Socratic discussion on the following question:   * What lessons can we learn from the Civil Rights Movement about the challenges and impact of social activism?   **Political Actions**   * Isaac Woodard Case (1946) * Executive Order #9981 (1948) * *Elmore v. Rice* (1947) * Civil Rights Act of 1964 * Voting Rights Act of 1965 * Dixiecrats (1948) * Realignment of Political Parties (1948-1972) * *Loving v. Virginia* (1967)   **Protests Actions**   * National Association for the Advancement of Colored People * Friendship Nine (1961) * Kress Sit-In (1960) * Charleston Nurses Strike (1969) * Montgomery Bus Boycott (December 1955 - November 1956) * March from Selma to Montgomery (March 1965) * March on Washington, DC (August 28, 1963) * Freedom Riders (1961) * Orangeburg Massacre (1968)   **Important South Carolina Figures**   * Septima Clark * Modjeska Simkins * Ernest Finney * James Clyburn * Matthew Perry * J. Waties Waring   **Education**   * *Briggs v. Elliott* (1947) * School Equalization in South Carolina (1951-1960) * *Abbeville v. South Carolina* (2014) * Desegregation of the University of South Carolina and Clemson University * *Brown v. Board of Education* (1954) * Little Rock Nine (September 3, 1957) * White Citizens Councils   **Assassinations**   * Assassination of Malcolm X (February 21, 1965) * Assassination of Martin Luther King, Jr. (April 4, 1968) * Mother Emanuel A.M.E. Church Massacre (2015) and Removal of Confederate Flag at the State Capitol in Columbia, South Carolina | The Columbia, South Carolina 63 group has developed a [Civil Rights Timeline](https://columbiasc63.com/history/civil-rights-timelinee/).  Another resource the teacher may consider using as “Get Started” activities during this unit is the Library of Congress’s repository of political cartoons available [here](https://www.loc.gov/collections/cartoon-drawings/?fa=subject:civil+rights&sp=1). If the teacher needs some additional information about analyzing political cartoons visit the [Library of Congress](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html).  If the teacher wants to use a gallery walk to have students examine the exhibits, then visit [Facing History and Ourselves.](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk)  If the teacher needs some additional information about Socratic Seminars, visit [ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html).  **Political Actions**  Among the South Carolina Department of Education’s African American Instructional Materials is a primary source unit written by the author of this unit plan. It examines the impact of the blinding of Sargent Isaac Woodard, an African American World War II veteran. This extensive unit can be accessed [here](https://sites.google.com/richland2.org/aaim/middle?authuser=0). It examines how President Truman’s desegregation of the military (Executive Order #9981 in 1948 and his President’s Committee on Civil Rights) changed the Democratic Party’s platform. In addition, the federal trial against the police officer who beat Woodard changed the racial views of Federal Judge Waties Waring, who went on to hear important civil rights cases in South Carolina, including *Elmore v. Rice* (1947) ending South Carolina’s all-white primary and *Briggs v. Elliott* (1947), which was heard by the Supreme Court as part of the *Brown v. Board of Education* case.  An image and background of Executive Order #9981 (1948), which desegregated the military can be accessed at [Executive Order 9981: Desegregation of the Armed Forces (1948)](https://www.ourdocuments.gov/doc.php?flash=false&doc=84).  A thorough article on *Elmore v. Rice* (1947) is available at [Elmore v. Rice](http://www.scencyclopedia.org/sce/entries/elmore-v-rice/). Judge Waring’s decision can be read [here](https://scholar.google.com/scholar_case?case=12479622253530396499&q=Elmore+v.+Rice&hl=en&as_sdt=6,41&as_vis=1).  An introductory article on the Civil Rights Act of 1964 can be read at [Civil Rights Act of 1964 (US National Park Service)](https://www.nps.gov/articles/civil-rights-act.htm). The law itself along with more background from the Our Documents series may be found at [Civil Rights Act (1964)](https://www.ourdocuments.gov/doc.php?flash=false&doc=97). The National Archives has a lesson the teacher may consider using at [The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission](https://www.archives.gov/education/lessons/civil-rights-act).  An introductory article on the Voting Rights Act of 1965 can be read at [Voting Rights Act of 1965 (US National Park Service)](https://www.nps.gov/articles/votingrightsact.htm). The law itself along with more background from the Our Documents series may be found at [Voting Rights Act (1965)](https://www.ourdocuments.gov/doc.php?flash=false&doc=100)  The *South Carolina Encyclopedia* examines the 1948 [Dixiecrats](http://www.scencyclopedia.org/sce/entries/dixiecrats/).  The realignment of political parties from 1948 to 1972 and the end of the Solid South can be read at [How Republicans and the 'Southern Strategy' Won Over the Once Democratic South](https://www.history.com/news/how-the-party-of-lincoln-won-over-the-once-democratic-south).  The site [Loving v. Virginia](https://www.oyez.org/cases/1966/395) covers the basic facts of the 1967 case and includes audio of the arguments and the decision itself.  **Protests Actions**  For an introduction to the National Association for the Advancement of Colored People, the teacher should consult its website at [NAACP](https://www.naacp.org/).  A South Carolina Picture Project article including photographs of the McCrory’s where the sit-in took place can be accessed at [Friendship Nine](https://www.scpictureproject.org/york-county/friendship-nine.html). SCETV has a series of videos including interviews with members of the Friendship Nine at [Knowitall.org](https://www.knowitall.org/collections/friendship-nine).  Another South Carolina Picture Project article on the Kress Sit-In (1960) is available at [SH Kress Building](https://www.scpictureproject.org/charleston-county/s-h-kress-building.html). The United States Civil Rights Trail places the Kress Sit-In within the context of other civil rights sit-ins at [The Sit-In Movement Takes a Stand](https://civilrightstrail.com/experience/student-led-sit-ins-across-the-south-lead-to-desegregated-businesses/).  The *South Carolina Encyclopedia* examines the 1969 [Charleston hospital workers' strike](http://www.scencyclopedia.org/sce/entries/charleston-hospital-workers-strike/).  Secondary articles on the Montgomery Bus Boycott (December 1955 - November 1956) can be found at [Montgomery Bus Boycott (1955-56)](https://www.blackpast.org/african-american-history/montgomery-bus-boycott-1955-56/), [Montgomery Bus Boycott - Facts, and Significance & Rosa Parks](https://www.history.com/topics/black-history/montgomery-bus-boycott). Primary sources can be accessed at [Rosa Parks: A Primary Source Gallery - Classroom Presentation | Teacher Resources](https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/rosa-parks-gallery/).  A secondary article on the Selma March can be read at [Selma to Montgomery March - MLK, Purpose & Distance - HISTORY](https://www.history.com/topics/black-history/selma-montgomery-march) and civil rights leader John Lewis’s federal testimony on Bloody Sunday is at [Eyewitness](https://www.archives.gov/exhibits/eyewitness/html.php?section=2).  One of the highpoints was the March on Washington on August 28, 1963. An introductory article is [March on Washington - HISTORY](https://www.history.com/topics/black-history/march-on-washington). Primary sources including audio are available at [LibGuides: Primary Sources: The 1960s: March on Washington (1963)](https://cnu.libguides.com/psthe1960s/marchonwashington) and at [SCETV](https://scetv.pbslearningmedia.org/collection/primary-sources/).  The 1961 Freedom Riders are introduced at [Freedom Riders - Facts, Timeline & Significance - HISTORY](https://www.history.com/topics/black-history/freedom-rides) and the *Smithsonian Magazine’s* [The Freedom Riders, Then and Now | History](https://www.smithsonianmag.com/history/the-freedom-riders-then-and-now-45351758/). Firsthand sources are [Civil Rights Movement Archive: Freedom Rides and freedom riders.](https://www.crmvet.org/riders/frhome.htm)  SCIWAY provides a thorough article with primary sources on the 1968 Orangeburg Massacre - [Orangeburg Massacre: South Carolina State, 1968](https://www.sciway.net/afam/orangeburg-massacre.html). In addition, teachers may also use clips from this interview of Cecil J. Williams to give students a firsthand perspective on life during Jim Crow, the *Briggs v. Elliot* case and the Orangeburg Massacre, of which he took [photographs. This interview is available here.](https://www.loc.gov/item/2015669125)  **Important South Carolina Figures**  The following persons will appear in much of the other sources listed in this column, but biographies from the *South Carolina Encyclopedia* are provided below:  [Clark, Septima Poinsette](https://www.scencyclopedia.org/sce/entries/clark-septima-poinsette/)  [Simkins, Modjeska Monteith](https://www.scencyclopedia.org/sce/entries/simkins-modjeska-monteith/)  [Finney, Ernest Adolphus, Jr.](https://www.scencyclopedia.org/sce/entries/finney-ernest-adolphus-jr/)  [Perry, Matthew J., Jr.](https://www.scencyclopedia.org/sce/entries/perry-matthew-j-jr/)  [Waring, Julius Waties](https://www.scencyclopedia.org/sce/entries/waring-julius-waties/)  A biography of James E. Clyburn can be read at [Biography](https://clyburn.house.gov/about-me/full-biography).  A video interview with Judge Ernest Finney can be viewed at the [Library of Congress](https://www.loc.gov/item/2015669124/).  A video interview with Judge Matthew J. Perry can be seen at the [Library of Congress](https://www.loc.gov/item/2015669123/), and his obituary from *The State* newspaper can be read at [Matthew Perry Obituary - Columbia, South Carolina | The State](https://www.legacy.com/obituaries/thestate/obituary.aspx?n=matthew-perry&pid=152828512).  **Education**  Introductory articles on this important court case can be found at [Briggs v. Elliott](https://www.scencyclopedia.org/sce/entries/briggs-v-elliott/) and [Briggs v. Elliott](http://www.scequalizationschools.org/briggs-v-elliott1.html). The dissenting opinion of Judge J. Waties Waring can be accessed at [Documents Related to Brown v. Board of Education](https://www.archives.gov/education/lessons/brown-v-board). Two websites on school equalization can be read at [South Carolina's Equalization Schools 1951-1960 - Home](http://www.scequalizationschools.org/) and SCIWAY’s [South Carolina African Americans - Separate But Equal Schools, Equalization Schools](https://www.sciway.net/afam/sc-equalization-schools.html). The National Park Service examines this topic as well at [Equalization Schools of South Carolina (US National Park Service)](https://www.nps.gov/articles/equalization-schools-of-south-carolina.htm).  The effort to equalize public schools in South Carolina continues in the 21st century in *Abbeville v. South Carolina* (2014). Documents and statistics of the case are available [here](http://ed.sc.gov/scdoe/assets/File/stateboard/documents/Equity_Lawsuit.pdf). The South Carolina Supreme Court’s original 1999 case and the 2014 reversal is examined in *The State* newspaper, which can be read at [South Carolina Supreme Court retreats from enforcing constitutional duty in education](https://www.thestate.com/opinion/op-ed/article186489863.html).  A timeline of the desegregation of private and public colleges and universities is available at [South Carolina - College and University Desegregation](https://www.sciway.net/edu/sc-college-university-desegregation.html).    Sources on the desegregation of the University of South Carolina include secondary articles at [50th Anniversary of Desegregation](https://www.sc.edu/desegregation/) and [USC in ’63: Black students step onto campus, into history](https://www.thestate.com/news/local/civil-rights/article14440106.html).  In addition, textual and visual primary sources are located at [1963 desegregation of USC-Columbia](https://www.scribd.com/doc/160818237/1963-desegregation-of-USC-Columbia).  Clemson’s integration is explained in an online book [Integration with Dignity: A Celebration of Harvey Gantt's Admission to Clemson](https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=1021&context=cudp_mono). It contains secondary articles, photographs, and an appendix with a number of primary textual sources on Harvey Gantt’s experiences.  Articles on the *Brown v. Board of Education* (1954) case can be read at [Brown v. Board of Education: Summary & Ruling - HISTORY](https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka) and [History - Brown v. Board of Education Re-enactment](https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment). Two excellent videos include the Georgia State Bar’s [Brown v. Board of Education (1954) | Separate Is NOT Equal](https://www.youtube.com/watch?v=aX9Dmo24_cc) and the Bill of Rights Institute’s [Brown v. Board of Education | BRI's Homework Help Series](https://www.youtube.com/watch?v=1siiQelPHbQ).  Implementation of the Brown decision led to the Little Rock Nine (September 3, 1957). An introductory article can be read at [Little Rock Nine - Definition, Names & Facts - HISTORY](https://www.history.com/topics/black-history/central-high-school-integration). Numerous sources including interviews are at [LibGuides: Primary Sources: Civil Rights in America - Events: Central High (Little Rock, AK) [1957]](https://cnu.libguides.com/civilrightsevents/centralhigh) and an interview with Elizabeth Eckford, one of the Little Rock Nine can be found at [In Her Own Words: Elizabeth Eckford](https://www.facinghistory.org/resource-library/her-own-words-elizabeth-eckford).    An inquiry lesson focusing on a civil rights leader describing the treatment of the Little Rock Nine can be found at [Daisy Bates’ Letter about "Little Rock Nine," December 17, 1957](https://iowaculture.gov/history/education/educator-resources/primary-source-sets/school-desegregation/daisy-bates-letter).  Resistance against integration can be read about at [Citizens' Councils](https://www.scencyclopedia.org/sce/entries/citizens-councils/).  **Assassinations**  Sources on the assassination of Malcolm X (February 21, 1965) can be read at [Malcolm X Assassinated - HISTORY](https://www.history.com/this-day-in-history/malcolm-x-assassinated), a *Time Magazine* article at [The Mystery Surrounding Malcolm X's Assassination](https://time.com/5778688/malcolm-x-assassination/), and [LibGuides: Primary Sources: The 1960s: Malcolm X Assassination (1965)](https://cnu.libguides.com/psthe1960s/malcolmxassassination).  An introductory article on the assassination of Martin Luther King, Jr. (April 4, 1968) is at [Martin Luther King, Jr. Assassination - HISTORY](https://www.history.com/topics/black-history/martin-luther-king-jr-assassination). Photographs of artifacts, the crime scene, and documents associated with the assassination are available at [Shelandra Y. Ford](https://register.shelby.tn.us/media/mlk/index.php). The home link to the overall site is [Dr. King's Assassination](http://crdl.usg.edu/events/mlk_assassination/?Welcome).  The Mother Emanuel A.M.E. Church Massacre can be read at [The Charleston Church Massacre (2015)](https://www.blackpast.org/african-american-history/charleston-church-massacre-2015/). A review of the documentary Emanuel, which examines these tragic events is available at [Emanuel: a poignant documentary on the Charleston church massacre](https://www.theguardian.com/film/2019/oct/09/emanuel-a-poignant-documentary-on-the-charleston-church-massacre). One of the significant effects of this event was the removal of the Confederate flag from the State House grounds and USA Today covered it at [South Carolina takes down Confederate flag](https://www.usatoday.com/story/news/nation/2015/07/10/south-carolina-confederate-flag/29952953/).  **Possible Cumulative Lesson**  Another lesson could be this Document Based Question (DBQ) - [African Americans Impact with Voting](https://ed.sc.gov/scdoe/assets/File/instruction/standards/Social%20Studies/Units/DBQs/Voting.pdf). This DBQ focuses on the African American vote from Reconstruction to the 1960s. |
| **I can analyze the factors contributing to the shifts in the political party platforms between 1946 to 1972.** | |
| **Political Shifts**  Working in groups of four, students will create a timeline illustrating major political shifts. Two students from each group will cooperatively work on the Republican timeline, and two students will work on the Democratic timeline. Students will use poster paper (for digital option-see instructional guidance) to create the timeline. Each political party should have a different color. Students could review their notes, textbook, or information from the [*South Carolina Encyclopedia*](https://www.scencyclopedia.org/sce/) to create this timeline. The *South Carolina Encyclopedia* has an article on the evolution of both the [Democratic](https://www.scencyclopedia.org/sce/entries/democratic-party/) and [Republican](https://www.scencyclopedia.org/sce/entries/republican-party/) parties.  Students should annotate the timeline by explaining how the events caused the parties to shift their platform.  Topics   * *Elmore v. Rice* * National Democratic Party’s support of civil rights * Strom Thurmond’s Segregation/State’s Rights Platform as a Dixiecrat presidential candidate * School Equalization in South Carolina (1951-1960) * Strom Thurmond’s switch to the Republican Party and support of Barry Goldwater in 1964 Presidential race * Nixon’s Southern Strategy * Republican Party’s positions on foreign policy * Republican Party’s positions on limited government * Republican Party’s positions on free trade policies | If in a 1:1 situation, software, such as Microsoft word, or websites such as Timeline JS<https://timeline.knightlab.com/>, Timetoast<https://www.timetoast.com/>or Tiki Toki<https://www.tiki-toki.com/> may be used.  If the teacher needs additional information about annotated timelines, visit [History Matters 365](https://www.historymatters365.com/history-matters-365-blog/annotated-timeline). Alternatively, for teachers who have covered the political shifts post 1946 inside of other lessons, the timeline could be used as a potential assessment tool. One way of doing this is by the teacher putting each event on separate slips of paper. Each group should be given a complete set of events. Students then have to put the events in order and annotate how those events affected the rise and fall of political parties.  The teacher may consider providing students with resources that address how the Republican Party’s positions on foreign policy, limited government, and free trade helped grow the party in South Carolina, an impact still evident in the state today. Possible resources include:  [Welcome to The American Presidency Project | The American Presidency Project](https://www.presidency.ucsb.edu/) is an excellent resource for primary and secondary sources on the American presidents, especially the Republican ones South Carolina supported. The 1980 Republican Platform addresses key ideas of foreign policy, limited government, and free trade. It can be directly accessed at [Republican Party Platform of 1980 | The American Presidency Project](https://www.presidency.ucsb.edu/documents/republican-party-platform-1980). The teacher will need to scan through this document and pull out key quotes that address foreign policy, the support for a strong defense, limited government, and free trade. The teacher may want to read an overview of the evolution of the Republican Party at [From Lincoln to Trump: The long evolution of the Republican party](https://www.abc.net.au/radionational/programs/rearvision/the-long-evolution-of-the-republican-party/7625722). |
| **I can analyze the changes in South Carolina’s economy.** | |
| **How did we get here?- Modern Carolina**  As a class, have students brainstorm a list of ways, society has changed in South Carolina since the beginning of the Cold War. The teacher should write a list of their ideas on the board feeling free to combine any ideas that are very similar. This list should go beyond civil rights and political shifts and students should concentrate on how their lives are vastly different from someone born in the 50s. Teachers can also add changes if students are missing a major point during their brainstorm session. Students then can work in pairs to research the root causes the changes.  Students will create a presentation to present their findings to the class.  Topics to include:   * Immigration and [Migration](https://www.postandcourier.com/business/real_estate/people-relocating-from-other-states-made-south-carolina-the-9th-fastest-growing-in-us/article_999fc8e8-03a4-11e9-91e6-4ba1038fa981.html) * [School Reform](https://www.carolana.com/SC/Education/History_of_South_Carolina_Schools_Virginia_B_Bartels.pdf) - pg. 18-24 * [Industrial Boom](https://www.southcarolinamanufacturing.com/industries-2/): Amazon, BMW, Boeing, Bosch, Continental Tire, Michelin Tires * [Boom in Tourism](http://www.scencyclopedia.org/sce/entries/tourism/) * [Development of the technical college system](http://scencyclopedia.org/sce/entries/technical-education/) | Teachers need to give students clear expectations for the presentation assignment. Students need to be explicitly told requirements (i.e., sources, length, pictures). A rubric would be helpful to pass out with the directions. ([RubiStar Home](http://rubistar.4teachers.org/) is an excellent resource for building rubrics or discovering pre-built ones tailored to your needs) |

**References**

*2019 South Carolina Social Studies College-and-Career-Ready Standards*

*2019 Alignment Guide for the South Carolina Social Studies College-and-Career-Ready Standards*

**Additional Resources**

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