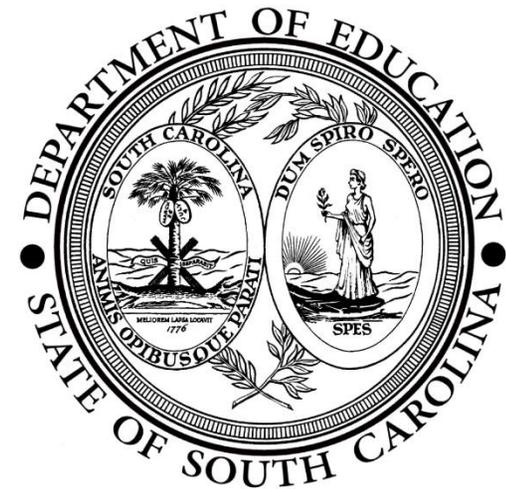


Grade 3

Friendship 9 – Breaking Laws

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: Breaking Laws
This unit focuses on causation and change over time, Social Studies skills, analysis and summarizing, and literacy skills. The historical connection of the Friendship 9 is used as a case study for understanding of the Civil Rights Movement. These instructional plans are tied to literacy skills and encourage creativity and collaboration, all components 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)
<p>Targeted:</p> <p>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</p> <p>3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.</p> <p>Embedded:</p> <p>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</p> <p>3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.</p> <p>3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations</p> <p>ELA I Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>
“I Can” Statements
<p>“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).</p> <ul style="list-style-type: none"> • <i>I can use primary source documents (photographs) to examine and understand the Civil Rights Movement.(3-5.5)</i> • <i>I can explain why people protested during the Civil Rights Movement. (3-5.1, 3-5.2, 3-5.5)</i> • <i>I can summarize the protests by the Friendship 9 and how the Friendship 9 impacted the Civil Rights movement. (3-5.5)</i>
Essential Question(s)
<p>These are suggested essential questions that will help guide student inquiry.</p> <ul style="list-style-type: none"> • What is injustice?

- When is it appropriate to challenge a law that violates basic constitutional rights?
- How does one bring about change by challenging laws that are unjust?
- How are the Jim Crow laws unjust?
- What compelled the Friendship 9 and others to challenge the Jim Crow Laws?

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

- Unjust
- Jim Crow Laws
- Violate
- Non-violent protest
- Lunch counter
- Constitutional Rights
- Civil Rights Movement

Prior Knowledge

2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes (working knowledge of what it means to be a citizen).

3-5.1 Summarize the social and economic impact of developments in agriculture, industry, and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.

3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.

Subsequent Knowledge

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.

Potential Instructional Strategies

Day 1 Learning Target: I can use primary source documents (photographs) to examine and understand the Civil Rights

Movement. (3-5.5)

Gallery Walk: Students will observe primary sources from the Civil Rights Movement during a Gallery Walk around the classroom; students record predictions, connections, and pose questions using pictures. An example is using pictures 5, 6 and 7 from http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/5.html .

As students walk around and observe primary sources, they will use a sticky note to observe, make predictions, and question the image. After time has expired the class will come back together to debrief using Hot Potato or Circle up Protocol.

Hot Potato: Students review concepts or key information learned/questions asked about the lesson. Begin play by giving the hot potato to someone in the circle. This person must then pass off the hot potato (bean bag or ball) as quickly as possible, either in an orderly manner around the circle or by throwing it across the circle to another player until the music stops. The person holding the “hot potato” answers a question or gives an idea about the learning.

OR

Circle Up Protocol: Students will join into a circle after they complete the Gallery Walk. Teacher will then lead a whole class discussion based on student observations, predictions, and questions of the images. The teacher will give the handout to two-thirds of the students. Students will crumple the paper and will pass it in the direction the teacher signals. The process should continue for several seconds. Whichever students end up with a piece of paper when the time runs out should fill in number 1. Repeat the process, changing directions as directed by the teacher, while adding in remaining papers to random students, so that each student has a copy at the end of the activity. At the end of four or five rounds, have students share responses. The teacher can also ask questions to activate previous student knowledge. Questions may include: “Why are they protesting?” “Who is protesting?” “How do we know that this issue is important to the people in the image?” “Are the people in the images breaking any laws?” Have you ever witnessed a sit-in or something similar?”

Exit Ticket: Why did the Civil Rights movement occur?

Day 2 Learning Target: I can explain why people protested during the Civil Rights Movement. (3-5.1, 3-5.2, 3-5.5)

Read aloud of *No Fear For Freedom* or another children’s book on a non-violent Civil Rights protest embedding collaborative questions for student discussion. Teacher can have students discuss questions as partners or table groups using Numbered Heads Together, Turn and Talk, or Talking Chips strategies.

Numbered Heads Together Strategy: Numbered Heads Together is a cooperative learning strategy that holds each student

accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

Questions aligned to *No Fear for Freedom: The Story of the Friendship 9*:

Page 3: What do you think happened that people never witnessed?

Page 7: As the men entered the cafe, how do you think they were feeling as they walked to sit down at the counter?

Page 10: Even though many people knew consequences of pursuing freedom, what motivated these men to continue to persevere?

Page 15: Would you be willing to endure these circumstances for the pursuit of freedom?

Page 19: How did these 9 men become leaders within their community?

Culminating Question at the End of the text: How did the story of the Friendship 9 impact the Civil Rights Movement?

Closure: Students can generate a \$2 summary of the text. With each word worth 10 cents, write a \$2 summary of why people protested during the Civil Rights Movement.

Other Children's Books on non-violent protests:

Coleman, E. (2006). *White socks only*. Morton Grove, IL: Albert Whitman & Company.

Pinckney, A. D. (2010). *Sit-in: How four friends stood up by sitting down*. New York, NY: Little, Brown & Co.

Shelton, P. Y. (2013). *Child of the Civil Rights Movement*. New York, NY: Dragonfly Books.

Woodson, J. (2001). *The other side*. New York, NY: G.P. Putnam's Sons.

Weatherford, C. B. (2007). *Freedom on the menu: The Greensboro sit-ins*. New York, NY: Puffin Books.

Weatherford, C. B. (2015) *Voice of freedom: Fannie Lou Hamer*. Somerville, MA: Candlewick Press.

Garcia-Williams, Rita (2010) *One crazy summer*. New York, NY: HarperCollins Children's Books.

Day 3 Learning Target: I can summarize the protests by the Friendship 9 and how the Friendship 9 impacted the Civil Rights movement. (3-5.5)

The teacher will lead a discussion to review the content presented Day 1 and Day 2 on Friendship 9. The teacher will ask questions to spiral the learning.

Students should demonstrate their understanding of Friendship 9 and how it impacted SC using a strategy such as Snow Globe or CSI.

Snow Globe: Think of the big idea of the concept/vocabulary that was taught, and create a nonlinguistic representation/image/sketch in a snow globe – your “Snow Globe Story.” Students can discuss the “why” behind their image orally or through a written response.

OR

CSI: Think of big ideas and important themes in what you read, viewed/saw, heard, or learned. This is an activity to help students process/synthesize and organize their ideas to gain a deeper understanding.

C-Choose a color that you think best represents the essence of that idea.

S-Create a symbol that you think best represents the essence of that idea.

I -Sketch an image that you think best captures the essence of that idea.

Word splash: Students are given a “splash” of the keywords from the lesson. They must write a few meaningful sentences (summarize the learning) using those words.

Example Splash Words:

- Work Camp
- Non-violent protest
- Desegregate/desegregation
- Lunch Counter
- Jail, No Bail
- Jim Crow Laws
- Rights

Potential Assessment Task(s)

Hot Potato (3-5.5)

Circle Up Protocol (3-5.5)

Exit Ticket: Why did the Civil Rights movement occur? (3-5.5)

Numbered Heads Together (3-5.5)

\$2 Summary: Students can generate a \$2 summary of the text. With each word worth 10 cents, write a \$2 summary of why people protested during the Civil Rights Movement. (3-5.5)

Snow Globe (3-5.5)

CSI (3-5.5)

Word splash: Students are given a “splash” of the keywords from the lesson. They must write a few meaningful sentences (summarize the learning) using those words (3-5.5)

Resources

Johnson, K.P. (2013). *No Fear For Freedom: The Story of the Friendship 9*. Mexico: Frown-Free Publications.

Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

King, V. (2011, December 25). Snowglobe writing prompt [Web log post]. Retrieved from <http://ms-noles.blogspot.com/2011/12/snowglobe-writing-prompt.html>

Lemov, D. (2010). *Teach like a champion 2.0*. San Francisco, CA: Jossey-Bass.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

South Carolina Department of Education. (2015). South Carolina college and career ready for English language arts [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf>

South Carolina Department of Education. Profile of the South Carolina Graduate [PDF document]. Retrieved from http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

United States Department of State (2016). *The US Civil Rights Movement*. Retrieved from http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/5.html

