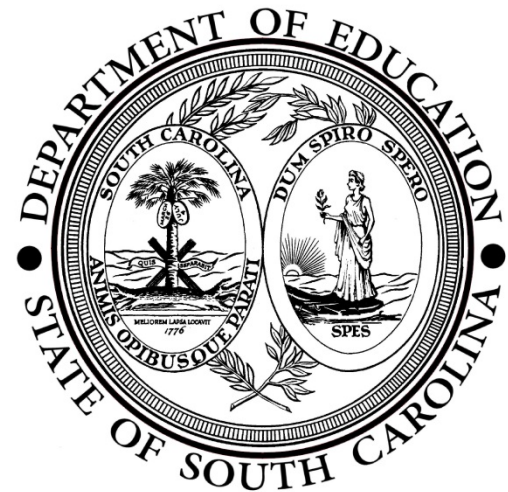


Grade 8

Analyzing the Orangeburg Massacre

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2018



Grade/Course Level: Orangeburg Massacre
<p>This lesson focuses on the multiple points of view or biases of the events surrounding the Orangeburg Massacre in February 1968. The purpose of this lesson is to have students analyze the events and perspectives involving the Orangeburg Massacre. This lesson is connected to the Profile of the SC Graduate in the following ways: World-Class Knowledge, rigorous standings in language arts and social sciences, World-Class Skills, creativity, critical thinking, collaboration, communication, information, media, and technology, and Life and Career Characteristics, integrity, and global perspective. This lesson is designed for three 60 minute periods (teachers should monitor and adjust accordingly).</p>
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u> Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries. Indicator 8-7.2 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.</p> <p><u>Embedded:</u> Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries. Indicator 8-5.4 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.</p> <p>ELA Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. Indicator 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p>
“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). (This

statement must be included in each plan.)
<ul style="list-style-type: none"> • <i>Day 1: I can analyze the movement for civil rights in South Carolina, specifically peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Orangeburg Massacre.</i> • <i>Day 2: I can create a timeline on the Civil Rights Movement in Orangeburg through the Orangeburg Massacre.</i> • <i>Day 3: I can analyze the resources to determine the multiple points of view on the Orangeburg Massacre.</i>
Essential Question(s)
Why would a historical event have multiple perspectives despite bearing witness to the same event?
Academic Vocabulary
<ul style="list-style-type: none"> • massacre • segregation • discrimination • acquitted • convicted • pardoned • misinformation • perspective
Prior Knowledge
In grades three and five, students have studied the civil rights movement in South Carolina, including the desegregation of schools (Briggs v. Elliott) and other public facilities and the right to vote (3-5.5). They have also studied events and people in the civil rights - movement throughout the United States, the desegregation of the armed forces, Brown v. Board of Education, Martin Luther King, Jr., Rosa Parks, Malcolm X, and the Voting Rights Act (5-5.3).
Subsequent Knowledge
In United States History and the Constitution, students will analyze the Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking equality (USHC-8.1).
Potential Instructional Strategies
Day 1 “I Can” Statement: I can analyze the movement for civil rights in South Carolina, specifically peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Orangeburg Massacre. (8-7)

“Hook” – Teacher will put the word “massacre” on the board. The students will brainstorm images, ideas, and past historical events that involved or were described as a “massacre.” Teacher will facilitate discuss on massacre. Then, the teacher should review the key terms for the lesson.

3-2-1 Video Activity: Teacher should preface the students that this lesson will involve potentially sensitive and emotional content, and respect should be adhered. Students will watch the video <https://www.youtube.com/watch?v=ISgBItNWU-Y>. Students should complete the attached 3-2-1 activity. The video may be reshown if students want to watch the video first, then complete the activity.

Think-Pair-Share: Students will then pair up (teacher may have pre-assigned pairs or students may work together based on the teacher’s discretion). The students will discuss their 3-2-1 activity answers. The students will report out to the teacher, who will then put common answers on an anchor chart to use throughout this unit.

Day 1 Conclusion: Exit Slip Attached. Teacher will give the students the exit slip at the conclusion of the class period. Teacher will review the students’ response to determine specifics to teach in the following lessons.

Day 2 Learning Target: I can create a timeline on the Civil Rights Movement in Orangeburg through the Orangeburg Massacre. (8-7)

Review and Respond: The teacher will review exit slip responses with class and discuss any misconceptions, questions, and concerns.

Timeline Activity: The students will get into pre-assigned groups (3-4). The students will work together and read the following websites to determine the timeline of Civil Rights demonstrations and activities in Orangeburg:

<https://nvdatabase.swarthmore.edu/content/orangeburg-south-carolina-students-sit-us-civil-rights-1960>

<http://ldhi.library.cofc.edu/neatline/show/orangeburg-massacre>

https://thetandd.com/news/the-orangeburg-massacre-at-historian-tells-story-of-fateful-days/article_e25862ee-71d8-5a59-b47d-e3e86f584f84.html

Students will create the timeline on a large chart paper, and need to include the dates mentioned in the websites that happened before the Orangeburg Massacre through all the dates mentioned on the website. The timeline needs to include a 1-2 sentence summary of the events that happened on each date. The timelines will be displayed as anchor charts throughout the classroom. Students may

review other group's timelines to check for any missing information. If time permits, students can research, print, and cite images that correspond to each date, if possible. (For ESOL or SPED students, pictures can suffice.)

Note: Make sure the teacher demonstrates that the protest at the Bowling Alley was not an isolated incident and that there were many causes leading up to this event.

Conclusion (Timeline walk): Students will review the other groups' timelines and use a post-it note to write 1 reinforcement comment and 1 refinement statement for each timeline to put on the timeline. The teacher will use these as an assessment.

Day 3 Learning Target: I can analyze the resources to determine the multiple points of view on the Orangeburg Massacre. (8.7)

Review and Respond: Teacher will review the timelines and post-it notes with the class. The teacher needs to review bias with the students and how to look for reasons behind perspectives.

3-2-1 Video Activity: Teacher will show the following video: <http://digital.tcl.sc.edu/cdm/singleitem/collection/mirccr/id/24/rec/16>
The students will complete the 3-2-1 activity while watching the video. Following the video, the teacher needs to model comparing and contrasting the differing perspectives demonstrated in the video, and provide evidence shown in the videos.

Multiple Perspective Analysis: Depending on the level of the students, this activity can be done as a whole group activity, group activity, or individual activity. This is to be determined by the teacher. Students will analyze the following sources:

<http://digital.tcl.sc.edu/cdm/ref/collection/mcnair/id/156>

<http://lcdl.library.cofc.edu/lcdl/catalog/lcdl:102629>

<http://www.thekingcenter.org/archive/document/press-release-mlk-demands-us-action-against-killers-negroes-orangeburg-sc#>

Then, the students complete the attached "3 Column" activity that analyzes the statements. Teacher will discuss the responses with the class to assess their understanding of bias and multiple perspectives. The discussion should include why multiple perspectives exist.

Extension Activity: Students can use the following sources to study the aftermath of the Orangeburg Massacre and how history has judged this event:

<http://niemanreports.org/articles/documenting-the-orangeburg-massacre/>

<http://www.wistv.com/story/656881/governor-mark-sanford-apologizes-for-orangeburg-massacre>
<https://www.npr.org/2018/02/10/584757736/50-years-since-the-orangeburg-massacre>

Teacher will discuss the differences and similarities of these sources and the primary sources.

Potential Assessment Task

Day 1: *3-2-1 Video Activity and Exit Slip* (8-7.2)

Day 2: *Timeline Activity and Post-It Note* (8-7.2)

Day 3: *3-2-1 Video Activity and 3 Column Multiple Perspective Analysis* (8-7.2)

Resources

Balaban, S., Underwood, T., & Simon, S. (2018, February 10). 50 Years After The Orangeburg Massacre, Looking For Justice In South Carolina. Retrieved June 16, 2018, from <https://www.npr.org/2018/02/10/584757736/50-years-since-the-orangeburg-massacre>

Bass, J. (2003, September 15). Documenting the Orangeburg Massacre. Retrieved June 16, 2018, from <http://niemanreports.org/articles/documenting-the-orangeburg-massacre/>

Covington, J. (Camera Operator). (1968, February 9). News report and NAACP response to Orangeburg Massacre--outtakes [Video file]. Retrieved June 16, 2018, from <http://digital.tcl.sc.edu/cdm/singleitem/collection/mircr/id/24/rec/16>

Gniewek, B., & Blankemeyer, B. (2013). Orangeburg Massacre · Lowcountry Digital History Initiative. Retrieved June 16, 2018, from <http://ldhi.library.cofc.edu/neatline/show/orangeburg-massacre>

Hine, W. (2018, February 04). The Orangeburg Massacre at 50: Historian tells story of fateful days, nights in February 1968. Retrieved June 16, 2018, from https://thetandd.com/news/the-orangeburg-massacre-at-historian-tells-story-of-fateful-days/article_e25862ee-71d8-5a59-b47d-e3e86f584f84.html

King, M. L., Jr. (1968, February 13). Press Release: MLK Demands US Action Against Killers of Negroes in Orangeburg, S.C. Retrieved June 16, 2018, from <http://www.thekingcenter.org/archive/document/press-release-mlk-demands-us-action-against-killers->

[negroes-orangeburg-sc#](#)

Lawrence, W. (2010, December 9). Orangeburg, South Carolina, students sit-in for U.S. civil rights, 1960. Retrieved June 16, 2018, from <https://nvdatabase.swarthmore.edu/content/orangeburg-south-carolina-students-sit-us-civil-rights-1960>

McNair, R. (2010, June). Statement on Orangeburg Situation: Robert McNair In His Own Words. Retrieved June 16, 2018, from <http://digital.tcl.sc.edu/cdm/ref/collection/mcnair/id/156>

Melvin, C. (2003, February 08). Governor Mark Sanford apologizes for Orangeburg Massacre. Retrieved June 16, 2018, from <http://www.wistv.com/story/656881/governor-mark-sanford-apologizes-for-orangeburg-massacre>

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/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

W.E.B. DuBois Clubs of America Press Release: The Orangeburg Massacre. (1968, February 14). Retrieved June 16, 2018, from <http://lcdl.library.cofc.edu/lcdl/catalog/lcdl:102629>

Wright, L. (2014, April 9). *Orangeburg massacre 1968* [Video File]. Retrieved from <https://www.youtube.com/watch?v=ISgBItNWU-Y>

Orangeburg Massacre Video 3-2-1 Activity

Please record 3 specific facts that you came away with from the “Orangeburg Massacre” video:

1.

2.

3.

Please record 2 interesting pieces of information that peaked your interest in the video:

1.

2.

Please record 1 question you still have about the Orangeburg Massacre:

1.

After reading and discussing the three (3) resources referenced below, please record your observations. Be sure to notate conflicting details as well as confirming details among the three readings. BE SURE TO CITE QUOTES AND INFORMATION from the readings to support your observations. Be detailed and specific with your observations.

Observations from the W.E.B DuBois Clubs Press Release about the Orangeburg Massacre	Observations from the Statement by Governor Robert E. McNair on the Orangeburg Situation	Observations from the telegram from Martin Luther King Jr. Demanding US Action Against the Killers in Orangeburg

Orangeburg Massacre Exit Ticket

My favorite part of today's lesson was

because
