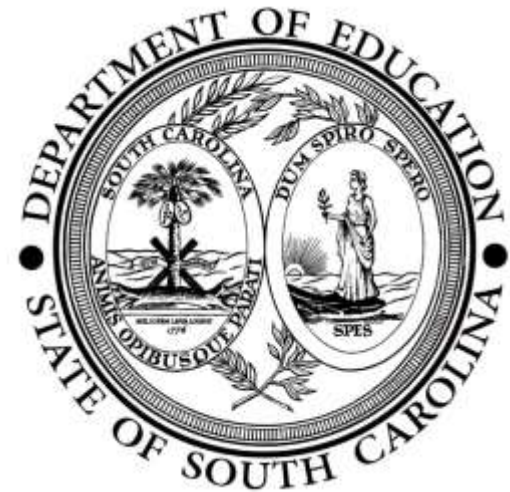


Grade 5

Taking a Stand: Charleston's King Street and the Charleston Movement

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: Taking a Stand
<p>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 with geographic emphasis on Charleston’s King Street and the people and places that contributed to the movement. This unit connects to the Profile of the South Carolina Graduate in the area of Life and Career Characteristics self-direction, perseverance and work ethic. This instructional plan is intended for 4 days of 45 minutes per day instruction.</p>
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u> 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. Indicator 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.</p> <p><u>Embedded:</u> Standard 5-1 The student will demonstrate an understanding of Reconstruction and its impact on the United States. Indicator 5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.</p> <p>Standard 5-3 The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power. Indicator 5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.</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). (This statement must be included in each plan.)</p> <ul style="list-style-type: none"> • <i>Day 1:</i> I can explain how the violations of the 13th, 14th, and 15th amendments led to the advancement of the modern Civil Rights movement in Charleston. (5-5.3)

- *Day 2:* I can explain how discrimination and violation of rights led African-Americans to protest during the Civil Rights Movement of the 1960s. (5-5.3)
- *Day 3:* I can explain how discrimination and violation of rights led African-Americans to protest during the Civil Rights Movement of the 1960s. (5-5.3)

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- What are causes and effects of the Civil Rights Movement in Charleston, SC?
- How did African Americans work for change and civil rights during the 1960s Civil Rights movement through 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.

- civil rights
- desegregate
- discrimination
- nonviolent
- protest
- segregation
- sit-in

Prior Knowledge

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*) and 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 One

Learning Target: I can explain how the violations of the 13th, 14th, and 15th amendments led to the advancement of the modern Civil Rights movement. (5-5.3)

Hook: What are every citizen's basic rights?

- View a video clip (examples below).
 - o BrainPopJr on rights and responsibilities (3:37 minutes)
<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>
 - o Discovery Education Civil Rights Discovery Board (Filter - Civil Rights/ 3-5/Boards):
<http://www.discoveryeducation.com/>

Instructional Strategies/Procedures:

- Have students work collaboratively to develop a list of basic rights granted to African-American with the passage of the 13th, 14th, and 15th amendments.
- Show the video <https://www.flocabulary.com/unit/civil-rights/video/>. Discuss as a class the types of protests observed in this video as well as who was participating in the protests and why.
- Gallery Walk: Students will explore various civil rights movements that occurred across America during the 1960s. Students will observe primary sources from the Civil Rights Movement during a Gallery Walk around the classroom. As students examine each event, they will determine the civil rights that were violated.

Sources for Civil Rights Movement Gallery Walk:

Note to Teacher – These sources include photographs, newspaper articles,

Timeline of American Civil Rights Movement

<https://www.historyextra.com/period/20th-century/timeline-the-american-civil-rights-movement-of-the-1950s-and-1960s/>

Civil Rights Digital Library: <http://crdl.usg.edu/events/>

Civil Rights Movement: <https://www.history.com/topics/black-history/civil-rights-movement>

Boycotts, Movements, and Marches: <https://www.aarp.org/politics-society/history/info-2018/civil-rights-events-fd.html#quest1>

- After the Gallery Walk, students will work collaboratively to analyze the cause and effect relationship of each event. Students will complete a “Cause and Effect” graphic organizer to demonstrate how one cause can have multiple effects as well as one effect can have multiple causes.
 - One Cause Multiple Effects Organizer: <https://www.nationalgeographic.org/media/one-cause-multiple-effects-diagram/>
 - Multiple Causes One Effect Organizer: <https://www.nationalgeographic.org/media/multiple-causes-and-one-effect-diagram/>

Reflection/Closure: Students will pair-share how African-Americans in these events worked for change and civil rights during the 1960s Civil Rights movement through protest.

Day 2

Learning Target: I can explain how discrimination and violation of rights led African-Americans to protest during the Civil Rights Movement of the 1960s. (5-5.3)

Hook: Read *Sit-In: How Four Friends Stood Up By Sitting Down* by Andrea Davis Pinkney. This picture book tells the story of the four friends who, on February 1, 1960, sat at a Woolworth’s lunch counter in Greensboro, NC to protest the “whites only” policy. This event directly influenced civil rights activists in Charleston, who just two months later sparked the “Charleston Movement” with a sit-in at the Kress Building on King Street.

Instructional Strategies/Resources:

- K-W-L Chart (https://www.facinghistory.org/sites/default/files/KWL_Chart_handout_v.final_.pdf): The teacher will display a KWL anchor chart. Each student will also be given individual K-W-L charts on which they will complete the K section of what they already know about events that took place in South Carolina to support the Civil Rights Movement of the 1960s. The students will then write at least three questions about what they wonder about the Civil Rights Movement of the 1960s in

South Carolina. The students will randomly share their ideas about what they know and wonder about the events that took place in South Carolina to support the Civil Rights Movement of the 1960s. The shared knowledge and questions will be added to the KWL anchor chart. The KWL charts will be referred to throughout the instructional plan.

- Group Discussion: As a class, students will discuss how we can work within our hometown to support movements on a national level.
- Explain that students will investigate various events that took place in Charleston, SC to support the civil rights movement of the 1960s. Students will work with a partner or in groups to investigate primary sources and other artifacts from the Charleston Movement of the 1960s. Stations will be developed based on significant events of the Charleston Movement. While analyzing each event, students will also make connections between the civil rights events that took place in Charleston and events that occurred on a national level. Guiding questions should be provided at each station (*See suggested guiding questions listed below*).

Stations:

1. Charleston and the Civil Rights Movement
 - “Charleston’s Place in the Civil Rights Movement” <http://time.com/3928713/charleston-civil-rights-movement/>
 - Civil Rights Films from USC’s Moving Image Research Collections
<http://digital.tcl.sc.edu/cdm/ref/collection/mirccr/id/1>
2. Kress sit-in and protests
 - “The Sit-in that Changed Charleston” https://www.postandcourier.com/archives/the-sit-in-that-changed-charleston/article_6a817d6e-e67b-53d8-8ec0-7fb0345b51cf.html
 - Kress Building & Civil Rights Sit-ins Historic Markers
<http://www.lat34north.com/HistoricMarkersSC/MarkerDetail.cfm?KeyID=10-79&MarkerTitle=Kress%20Building%20%2F%20Civil%20Rights%20Sit-In>
 - King Street Lunch Counter Sit-in Plaque Replaced after Two Years
<https://www.charlestoncitypaper.com/TheBattery/archives/2017/11/15/king-street-lunch-counter-sit-in-plaque-replaced-after-two-years>
 - S. H. Kress Building – Charleston, SC <https://scpictureproject.org/charleston-county/s-h-kress-building.html>
 - Marker Commemorates Kress Lunch Counter Sit-in (includes video; 2:01)
<http://www.live5news.com/story/23045022/marker-commemorates-kress-lunch-counter-sit-in>
 - [Buying Strike Poster](#)

3. Emanuel AME Church & Martin Luther King, Jr.

- Emanuel AME Has Roots in Civil Rights <https://relevantmagazine.com/current/nation/6-key-moments-story-emanuel-ame-church>; <https://www.essence.com/2015/06/18/charleston-tragedy-6-things-know-about-illustrious-history-emanuel-ame-church>
- History of Emanuel AME Church <http://www.emanuelamechurch.org/pages/staff/>
- Emanuel AME Church <https://discoversouthcarolina.com/articles/commemorating-south-carolinas-civil-rights-history>
- Dr. Martin Luther King Visits Emanuel (includes video, 4:45) <http://www.live5news.com/story/37266288/flashback-dr-king-visited-charleston-in-1962-july-1967>
- King Center posts picture of MLK at Emanuel in 1962 <https://www.ajc.com/blog/buzz/king-center-posts-photo-martin-luther-king-emanuel-ame-charleston/SNOluSD32Xgl1whv3f0moK/>

4. Charleston Schools & Desegregation

- Burke High's Role in Equalization & Desegregation http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/equalization_desegregation
- Notable Activist from Burke High School http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/notable_students_educators_bur
- South Carolina's Equalization Schools – Charleston, SC <http://www.scequalizationschools.org/desegregation-at-last.html>
- Desegregation in Charleston, SC http://ldhi.library.cofc.edu/exhibits/show/somebody_had_to_do_it/struggle_for_equal_ed/desegregation_charleston
- Historical Marker Unveiled <http://abcnews4.com/archive/historical-marker-honoring-desegregation-to-be-unveiled>
- “A Walk that Changed History” https://www.postandcourier.com/archives/a-walk-that-changed-history/article_ee3af16c-3d68-5cfe-af16-a2ce276f4160.html
- Oveta Glover Speaks on School Desegregation <https://video.scetv.org/video/etv-american-graduate-oveta-glover/>

Guiding Questions:

- Why did the Charleston Movement take place?
- How is this event related to a national event from the Civil Rights Movement of the 1960s?

- How is this event that took place in Charleston, SC similar to a national Civil Rights Movement of the 1960s? How is it different?
- Who is protesting in this event? Explain why they are protesting?
- What basic rights of citizens are being denied?
- How did this event impact the Charleston Movement? What were the results of the event?
- What rights were gained during the Civil Rights Movement of the 1950s and 1960s that are related to this event?

Reflection/Closure: After completing the research with a partner/group, the class will reflect on the knowledge gained. The students will complete an exit ticket to briefly describe (2-3 sentences) about what they learned about the Charleston Movement. The students will update their learning under the L section of the KWL chart.

Day Three

Learning Target: I can explain how discrimination and violation of rights led African-Americans to protest during the Civil Rights Movement of the 1960s. (5-5.3)

Hook: *Concept Map* – The students will collectively create a concept map on the Charleston Movement. The teacher will facilitate and pose guiding questions.

Instructional Strategies/Procedures:

- Students will continue working through the stations of materials to develop a narrative of the Charleston Movement.
- Explain that students will investigate various events that took place in Charleston, SC to support the civil rights movement of the 1960s. Students will work with a partner or in groups to investigate primary sources and other artifacts from the Charleston Movement of the 1960s. Stations will be developed based on significant events of the Charleston Movement. While analyzing each event, students will also make connections between the civil rights events that took place in Charleston and events that occurred on a national level. Guiding questions should be provided at each station (*See suggested guiding questions listed below*).

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 - Kress Building & Civil Rights Sit-ins Historic Markers
<http://www.lat34north.com/HistoricMarkersSC/MarkerDetail.cfm?KeyID=10-79&MarkerTitle=Kress%20Building%20%2F%20Civil%20Rights%20Sit-In>
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 - History of Emanuel AME Church <http://www.emanuelamechurch.org/pages/staff/>
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 - King Center posts picture of MLK at Emanuel in 1962 <https://www.ajc.com/blog/buzz/king-center-posts-photo-martin-luther-king-emanuel-ame-charleston/SNOluSD32Xgl1whv3f0moK/>
- 4. Charleston Schools & Desegregation
 - Burke High’s Role in Equalization & Desegregation

- http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/equalization_desegregation
- Notable Activist from Burke High School
http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/notable_students_educators_bur
- South Carolina's Equalization Schools – Charleston, SC <http://www.scequalizationschools.org/desegregation-at-last.html>
- Desegregation in Charleston, SC
http://ldhi.library.cofc.edu/exhibits/show/somebody_had_to_do_it/struggle_for_equal_ed/desegregation_charleston
- Historical Marker Unveiled <http://abcnews4.com/archive/historical-marker-honoring-desegregation-to-be-unveiled>
- “A Walk that Changed History” https://www.postandcourier.com/archives/a-walk-that-changed-history/article_ee3af16c-3d68-5cfe-af16-a2ce276f4160.html
- Oveta Glover Speaks on School Desegregation <https://video.scetv.org/video/etv-american-graduate-oveta-glover/>

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- What basic rights of citizens are being denied?
- How did this event impact the Charleston Movement? What were the results of the event?
- What rights were gained during the Civil Rights Movement of the 1950s and 1960s that are related to this event?

Reflection/Closure: Get the Gist – Students will summarize the main idea and concepts of the Charleston Movement in ten words or less. “Get the Gist” is a summarizing strategy that will teach you to identify the main idea of a paragraph or short passage containing about 10 words or fewer. After developing a “Gist” statement, students will revisit their KWL charts to update with the new knowledge gained.

Potential Assessment Task

Day 4: *Culminating Activity* (5-5.3)

Performance Assessment: Students will create parallel timelines to detail advancements in the modern civil rights movement and make connections to events on a national level and the events that took place in Charleston, SC. One side of the timeline will detail events that took place on a national level and the opposite side will detail connecting events that took place in Charleston, SC.

Resources

Brain Pop Jr. (2016). Rights and responsibilities [Video]. Retrieved from

<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>?

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History, F., & Ourselves. (2016). K-W-L charts - assessing what we know/what we still want to learn. Retrieved July 21, 2016 from

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