

Grade 5

Why are Peaceful Protests Effective?

Case Study: Main Street, Columbia

Instructional Resource for the

South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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Grade/Course Level: Peaceful Protest on Main Street, Columbia
<ul style="list-style-type: none"> • This unit will address peaceful protests used on Main Street in Columbia, SC including: sit-ins, marches, protests, and Supreme Court cases. Students will interact with videos, photographs, court findings, and maps to build their knowledge of the Civil Rights Movement in South Carolina. • Students will learn about the Civil Rights Era with a South Carolina lens. • All world class skills are addressed. Perseverance of the protesters will be highlighted. • 3 - forty-five minute periods.
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u></p> <p>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.</p> <p>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></p> <p><u>Social Studies:</u></p> <p>Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.</p> <ul style="list-style-type: none"> • 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. • Indicator: 5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States. <p><u>ELA: Standards:</u></p> <p>Communication: 5.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. 5.C.1.1 Consider the viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions. 5.C.1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives. 5.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings and credible evidence from sources. 5.C.2.1 Analyze ideas, perspectives and information using, examples and supporting evidence related to the topic. 5.C.2.2 Analyze the credibility of information presented in diverse media and formats.</p>

Reading Informational Text: 5.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Quote accurately from a text to analyze meaning in and beyond the text. **5.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.** 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Inquiry-Based Literacy: 5.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 5.I.2.1 Explore topics of interest to formulate logical questions, build knowledge, generate possible explanations, and consider alternative views. **5.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

“I Can” Statements

- *Day 1: I can explain how lunch counters were segregated and how sit-ins were used a means of peaceful protest around the country and on Main Street in Columbia, SC.* (5-5.3 Explain the advancement of the modern Civil Rights Movement)
- *Day 2: I can explain how protests and marches were used at the State House of South Carolina.* (5-5.3 Explain the advancement of the modern Civil Rights Movement)
- *Day 3: I can articulate different strategies used and select one person, place, or event to memorialize.* (5-5.3 Explain the advancement of the modern Civil Rights Movement, 5.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.)

Essential Question(s)

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

- Why are peaceful protests an effective means for change?
- What methods were used to protest segregation on Main Street?
- Which place, event, or person would you suggest creating a historical marker for and why?

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.

- Peaceful protest
- Discrimination
- Jim Crow Laws

- Sit-ins
- Segregation
- March
- Boycott

Prior Knowledge

Identify the skills that are previously taught needed to master this unit's standard/indicator. The skill may be addressed previously in the same school year or in a prior year.
In third grade, students were introduced to Jim Crow laws and studied their impact in standard 5-3.2. Students studied the rights given by the fourteenth amendment in standard 5-1.2

Subsequent Knowledge

Identify how this skill will be further developed in future instruction, either in the same school year or in subsequent school years.
Students will study peaceful demonstrations during the Civil Rights Movement in 8th grade, standard 8-7.2 and 8-7.3.

Potential Instructional Strategies

- *Option:* Begin with QFT (Question Formulation Technique) strategy and have students look at a primary source and generate high quality questions about the source. This is a great strategy to help students develop inquiry skills. Below is an image that you could use with your students to work through this strategy. To learn more about QFT, please go to <http://rightquestion.org/>.



Photo from David Wallace Collection

Day 1 “I Can” Statement: *I can explain how lunch counters were segregated and how sit-ins were used as a means of peaceful protest around the country and on Main Street in Columbia, SC. (5-5.3 Explain the advancement of the modern Civil Rights Movement)*

Building Background - Help students understand lunch counter sit-ins and the protests that followed.

1. read aloud Freedom on the Menu by Weatherford, or another similar text
 - a. Explain to students what lunch counters and sit-ins were and the methods used, then connect this idea to South Carolina. Say something like, “Though we quite often discuss the Greensboro sit-ins, we had events like this right here in South Carolina.”

Raise your hand if you have been on Main Street in your town. Have you ever been to Columbia? Well, two major sit-ins took place on Main Street in Columbia in the 1960's. For the next few days, we will be exploring primary and secondary sources that tell the story of peaceful protest on Main Street."

2. You can then explain how many civil rights cases made their way to the Supreme Court of the United States through the appeals process. The sit-ins and other protests made it to the Supreme Court. Tomorrow, students will be viewing the Barr and Bouie cases which said they were acting legally with their sit-ins. Today, you will view Edwards v. South Carolina with them on Oyez.org to help them see the structure of a case. Edwards v. South Carolina - <https://www.oyez.org/cases/1962/86> (Teacher uses think aloud strategy.)

a. Discuss the Edwards case with the students and how to process the information on the page.

3. Close the thinking for the day. Consider using an exit slip asking: What did you learn about lunch counter sit-ins? Why were arrests being made?

Day 2 "I Can" Statement: *I can explain how protests and marches were used at the State House of South Carolina and how sit-ins were employed at Main Street lunch counters.* (5-5.3 Explain the advancement of the modern Civil Rights Movement)

Student Inquiry – Student station sheet. Students will utilize this sheet to help them explore primary sources and secondary sources about these events of the Civil Rights Movement in South Carolina. <https://docs.google.com/document/d/1eeXbC4VkgRo2-zGrmaYcmrU7x1xbu6de0wgRCVtIm7o/edit?usp=sharing>

Day 3 "I Can" Statement: *I can articulate different strategies used and select one person, place, or event to memorialize.* (5-5.3 Explain the advancement of the modern Civil Rights Movement, 5.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.)

Wrapping it Up – Have students share their historical markers with one another and look for commonalities and critique each other's work.

Extension opportunity: Go to the linked site and research the criteria for creating an actual historical marker. Have your students write and mail a letter to the SC Department of Archives and History urging them to create a historical marker. <http://shpo.sc.gov/programs/Pages/Markers.aspx>

Potential Assessment Task

Answer the essential questions. Why are peaceful protests effective? What kinds of peaceful protests have been used in Columbia, SC and what were the results?

Utilize or modify the student response guide as a means of assessment. Students can also create a historic marker for a Main Street event and justify why the event, person, or place should be memorialized.

Resources

Freedom on the Menu (children's book guide) http://amhistory.si.edu/ourstory/pdf/freedom/lunchcounter_reading.pdf

(Consider building background knowledge using this NBC news video on the Friendship Nine)

Friendship Nine (NBC Nightly News segment)

https://www.youtube.com/watch?v=xhdX4moR8vQ&list=PLFyVu_GOMT5SSiRwApOWShK2hzsrRSS0I

Sarah Mae Flemming

Lesson on Sarah Mae Flemming - <https://digital.scetv.org/teachingAmerhistory/lessons/SarahFleming.html>

Article from The State on Sarah Mae Flemming - <http://www.thestate.com/news/local/civil-rights/article14421257.html>

Article interviewing Sarah Mae Flemming's 1st lawyer, Wittenberg (point of view) -

<https://quadrangle.law.umich.edu/spring2015/class-notes/before-rosa-parks/>

Barr v. City of Columbia

Barr v. City of Columbia - <https://www.oyez.org/cases/1963/9>

Eckerd Drug store sit-in and arrests - <http://digital.tcl.sc.edu/cdm/ref/collection/mircr/id/60>

Bouie v. City of Columbia

Bouie v. City of Columbia - <https://www.oyez.org/cases/1963/10>

Edwards v. South Carolina

Edwards v. South Carolina - <https://www.oyez.org/cases/1962/86>

Footage of Edwards v. SC <https://mirc.sc.edu/islandora/object/usc%3A2703>

Dr. Bobby Donaldson talking about Edwards v. SC - <https://www.youtube.com/watch?v=mox-yI145GY>

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<http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

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>

South Carolina Department of Education (2012). Support documents for fifth social studies. [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>