

Grades 9-12

Bramlett Road: The Lynching of Willie Earle

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: Title of Unit
<p>This unit focuses on examining the relationship of the present to the past for students to make informed decisions in the present and carry with them into the future. Students are required to analyze, interpret, and synthesize appropriate resources to infer and draw conclusions on the Bramlett Road incident that ultimately lead to the lynching of Willie Earle. Students will be encouraged to examine how groups work to challenge traditional institutions and create change to address the needs and interests of society. The purpose of this unit is for students to gain better understanding of the historical and geographical relevance of the alleged last lynching that took place in South Carolina by reading primary source documents and creating a revised historical marker for Willie Earle. This lesson is connected to the Profile of the SC Graduate in the following ways: World-Class Knowledge, rigorous standards in social sciences, World-Class Skills, creativity, critical thinking and problem solving, information, media and technology, and Life and Career Characteristics, global perspective. This lesson is designed for four fifty minute periods.</p>
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u> Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America. USHC-8.1 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.</p> <p><u>Embedded:</u> Standard WG-1: The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place. WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology</p> <p>Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change. WG-4.1 Identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another</p> <p>WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict</p>

within and among societies.

Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

USHC-3.4 Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

“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).

- *Day 1:* I can explain how segregation laws came to be called “Jim Crow” and summarize the incident that took place on Bramlett Road. (USHC-8.1)
- *Day 2:* I can listen to the three interviews of the victim’s relatives from the African American Historic Sites Story Map website and complete a Venn diagram (comparison and contrast of accounts). (USHC 8.1)
- *Day 3:* I can create, based on my viewing of the original Willie Earle marker, a contemporary historical marker commemorating the original event. (USHC-8.1)
- *Day 4:* I can summarize the events of the Bramlett Road incident and the Jim Crow South after completing a culminating scavenger hunt including primary and secondary sources. (USCH 8.1)

Essential Question(s)

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

- How do we gather accurate information for those who are accused of a crime?
- What is the value of primary and secondary source documents as they relate to historical significance and geographical location?
- How do artists and musicians respond to injustices on society?

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. (This statement must be included in each plan.)

- Historical marker
- Interview

- Jim Crow
- Lynching
- Perspective
- Scavenger hunt
- Venn Diagram

Prior Knowledge

In the eighth grade, students studied movements for civil rights in South Carolina, including significant landmark court cases, tensions with school integration, and nonviolent demonstrations (8-7.2).

Subsequent Knowledge

In US Government students will evaluate the role of the citizen in the political process, including the responsibilities of citizens and the relationship between the government and its people (USG-4.1).

Potential Instructional Strategies

Day 1 “I Can” Statement: I can explain how segregation laws came to be called “Jim Crow” and summarize the incident that took place on Bramlett Road. (USHC 8.1)

Topic Introduction:

1. The teacher provides an overview of the Bramlett Road: The Lynching of Willie Earle incident and emphasizes the importance of using primary sources to learn about historical events.
2. Students will view “Jump Jim Crow” video clip. <https://binged.it/2yg5nFx>
3. The teacher will generate class discussion on what students glean from the video.
4. Students will research via the internet how segregation laws came to be known as “Jim Crow” (5 minutes)
http://www.answers.com/Q/Why_were_the_Jim_Crow_Laws_called_the_Jim_crow_laws
5. The students will list some of the Jim Crow laws on the board that they found in their research.

Map Quest:

1. The students will conduct a Map Quest to determine when the Bramlett Road incident occurred; who was involved; and its geographical significance.
2. Please have students use the Bramlett Road: The Lynching of Willie Earle, Activity 1 handout (see appendix) to complete

this activity.

Day 2 “I Can” Statement: I can listen to the three interviews of the victim’s relatives from the African American Historic Sites Story Map website and complete a Venn diagram (comparison and contrast of accounts). (USHC 8.1)

Family Interviews:

1. Students should listen to the three oral history interviews listed on the African American Historical Sites page. The site includes links to the interviews of Tessie Earle Robinson, LeRoy Earle, and Eloise Earle.
2. Each student should use the 3 Way Venn Diagram, Activity 2 handout (see appendix) as they listen to each account.
3. The teacher should note that each interview varies in length and should use discretion in how much class time it will take for students to complete depending on the length of the class period. Students may listen to all three individually or if necessary, students may be assigned one of the oral interviews to then share out with a group of three.

Day Three “I Can” Statement: I can create, based on my viewing of the original Willie Earle marker, a contemporary historical marker commemorating the original event. (USHC 8.1)

Historical Marker:

1. The teacher will show the students what “The Lynching of Willie Earle” historical marker looks like.
<https://www.hmdb.org/marker.asp?marker=40503>
2. Students will read the details of the lynching of Willie Earle from the Greenville News online article.
<https://www.greenvilleonline.com/story/news/local/greenville-roots/2018/04/09/lynching-willie-earle-scs-last-foreshadowed-changing-times/499199002/>
3. Students will create a revised,, contemporary historical marker addressing the lynching.
4. Please have students use the Bramlett Road Historical Marker, Activity 3 handout (see appendix) to complete this activity.
5. Students can present their revised historical markers to the class, if time permits.

Day Four “I Can Statement”: I can summarize the events of the Bramlett Road incident and the Jim Crow South after completing a culminating scavenger hunt including primary and secondary sources. (USCH 8.1)

Culminating Jigsaw:

1. The teacher will divide the class into four groups to become experts on primary and secondary sources using the Bramlett Road Scavenger Hunt Activity 4 handout (see appendix). Students may be divided into smaller groups if necessary, but the suggested four groups can be assigned the different topics appearing on the handout.
2. The first group will focus on “Strange Fruit” poem and video and answer the corresponding questions (#1-2).
3. The second group will focus on Willie Earle’s mugshot and the Donor Card posted in the Greenville News link provided on the handout. Students will answer the third question.
4. The third group will focus on the death scene of Willie Earle and draft riots of New York. Students will answer question 4.
5. The fourth group will focus on the Map of US Lynchings Per Capita and will answer questions 5-6.
6. Once each expert group has had time to analyze the materials, the teacher will count them off into new groups to share their knowledge with others. Students should listen to their peers as each experts shares what they have learned.
7. After all experts have shared, students will answer questions 7 and 8. If time permits, the teacher may chose to lead the class in a closing discussion.

Debrief: Using the exit slip, titled 3-2-1 Bramlett Road Activity 5 handout (see appendix), students should use the 3-2-1 method to wrap up the unit. Students should record three things learned from reading about the Willie Earle lynching, two things they found interesting throughout the unit, and one question they still have.

Potential Assessment Task

Day 1: *Bramlett Road: The Lynching of Willie Earle Mapquest*
 Day 2: *3 Way Venn Diagram – Willie Earle’s Family Interviews*
 Day 3: *South Carolina Historical Marker Activity*
 Day 4: *Virtual Scavenger Hunt/Jigsaw, 3-2-1 Exit Slip*

Resources

Billie Holiday - Strange fruit. (2008, September 17). Retrieved from <https://youtu.be/dnlTHvJBp0>

Bramlett Road Historical Marker Activity. (n.d.). Retrieved from <https://docs.google.com/document/d/1BoxD3Z50sbjUBhrF3iH6DTe-RfX2FEpxUF1lYMFxul0/edit?ts=5b251d61>

[Digital image]. (n.d.). Retrieved from <https://www.gannett-cdn.com/-mm-/89cc0be2a8ff545c54b8ae823a6120e257d01a3b/c=122-0-610-367&r=x393&c=520x390/local/-/media/2018/04/09/CarolinaGroup/Greenville/636588728577076123-Willie-Earle->

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[Digital image]. (n.d.). Retrieved from <https://binged.it/2ldDJjp>

[Digital image]. (n.d.). Retrieved from <https://binged.it/2lbgcj4>

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[Digital image]. (n.d.). Retrieved from <https://binged.it/2leST88>

Hoover, D. (2018, April 09). The lynching of Willie Earle, SC's last, foreshadowed changing times. Retrieved from <https://www.greenvilleonline.com/story/news/local/greenville-roots/2018/04/09/lynching-willie-earle-scs-last-foreshadowed-changing-times/499199002/>

[Jim Crow Museum]. (n.d.). *Jump Jim Crow*. [Video File]. Retrieved from <https://binged.it/2te768L>

South Carolina Department of Education. (2015). *Profile of the South Carolina graduate*. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

South Carolina Department of Education (2012). *Support documents for United States History and The Constitution*. [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/USHistorySupportDocuments.pdf>.

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

South Carolina Geographic Alliance and the Center for Civil Rights History and Research, both at the University of South Carolina. (2018). *African American Historic Sites in South Carolina: A Story Map*. Retrieved from <https://bit.ly/2Fh2qnB>

The Lynching Of Willie Earle Historical Marker. (2017, May 04). Retrieved from <https://bit.ly/2leZnDW>

Thoughts on Who Lynched Willie Earle? (2017, January 31). Retrieved from <https://www.youtube.com/watch?v=riPvNXVzamg>

[Tyler Blaum]. (2015, August 02). *Jim Crow Laws Documentary*. [Video File]. Retrieved from <https://binged.it/2lfj26F>

Why were the Jim Crow Laws called the Jim crow laws? (n.d.). *Answers.com*. Retrieved from http://www.answers.com/Q/Why_were_the_Jim_Crow_Laws_called_the_Jim_crow_laws

Willimon, W. H. (n.d.). Who Lynched Willie Earle? Retrieved from <https://www.cokesbury.com/product/9781501832512/who-lynched-willie-earle/>

Name_____ Class Period_____

Date_____

Bramlett Road: The Lynching of Willie Earle*Before you begin...*

Define the following terms.

1. Jim Crow
2. Lynching

Follow the link to bring up African American Historical Sites Map

<https://bit.ly/2JR4LuX>**Click Jim Crow****Read the description for the Jim Crow Era.****Click on each of the 12 sites and read the descriptions.**

3. Use the chart to create a timeline for each of the sites.

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Click on the (10) Bramlett Road Site

4. Look at the map, what county is the site located in?

Watch the video “Historical Markers Commemorate Willie Earle Lynching”**Read the text “Lynching of Willie Earle”**

5. Based on what you have read and watched, write a paragraph describing the Bramlett Road incident. Be ready to discuss with the class.

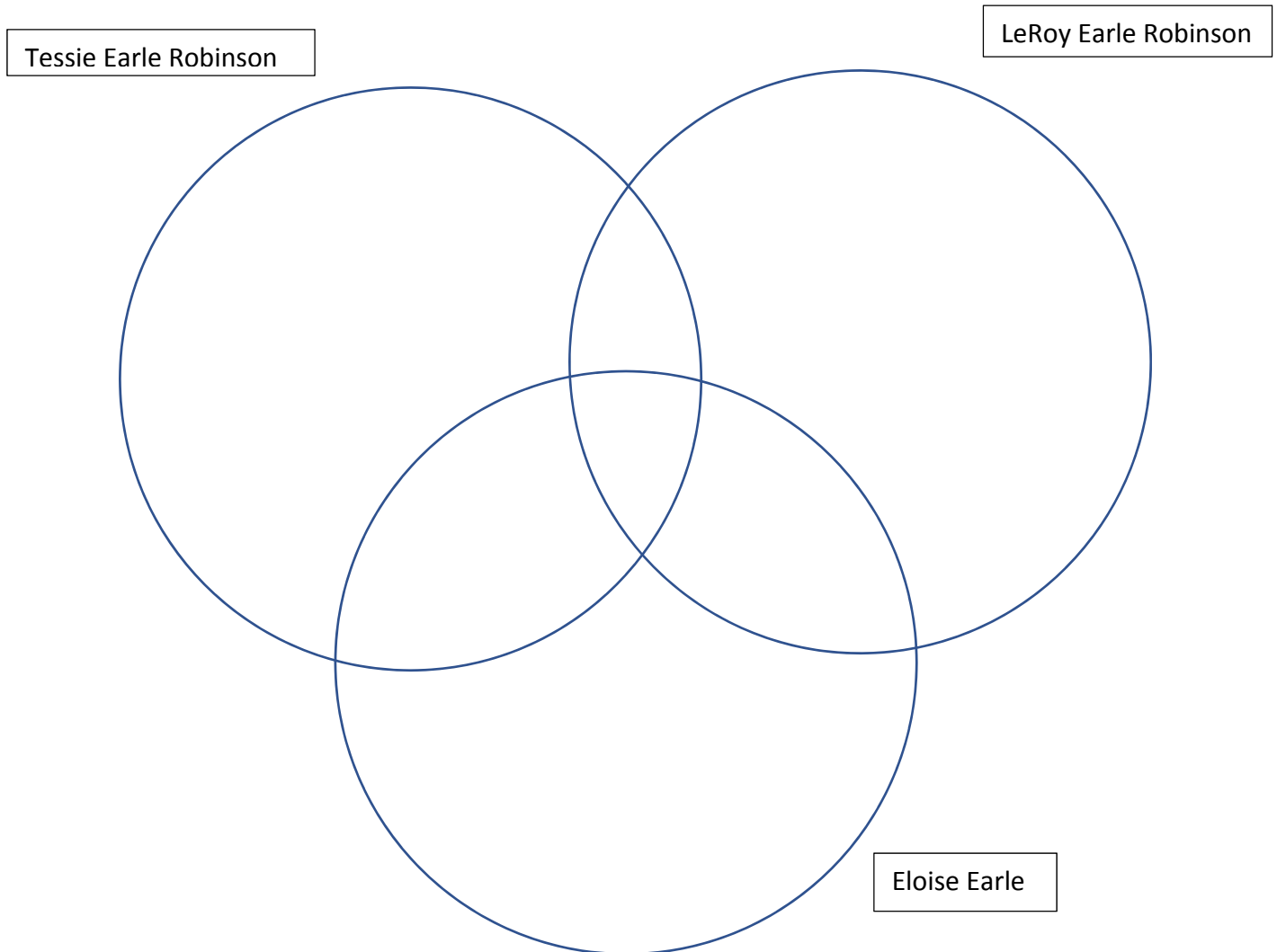
Activity 2

3 Way Venn Diagram – Willie Earle’s Family Interviews

Name: _____

Directions: Listen to the oral history interviews from Tessie Earle Robinson, LeRoy Earle Robinson, and Eloise Earle and record any overlapping information from the family’s account on the arrest and lynching of Willie Earle. Link to interviews:

<http://uscgeography.maps.arcgis.com/apps/MapJournal/index.html?appid=2bcce7cd19a044b4aa38834405460c8a#>



1. What are similarities of these three accounts?
2. What are differences that you notice?
3. Write at least one question that you would ask each of the interviewees.

4. What is valuable in listening to these oral accounts? Does it make the incident more personal?

Name_____ Class Period_____

Date_____

South Carolina Historical Marker Application

South Carolina Department of Archives and History

Follow the link to read the information about the Willie Earl historical marker

<https://bit.ly/2leZnDW>

Read this article about the Willie Earl Incident

<https://grnol.co/2Mxadla>

Create your own historical marker about the Willie Earl incident.

1. Proposed Marker Title
2. Sponsoring Organization
3. Where would you place your marker? On Bramlett Road, the jailhouse, or at Willie Earl's home? Why?
4. Write out the information that will appear on your historical marker. Your marker must be at least two paragraphs.

Name _____ Class Period _____
 Date _____

Bramlett Road Scavenger Hunt

Use each link to answer the following questions.

Strange Fruit Poem/Lyrics: <https://binged.it/2lgAWG6>

Strange Fruit video: <https://youtu.be/dnITHvJBeP0>

1. What “strange fruit” is being referred to in the song?
2. This song was recorded in 1939. What do you think was significance of the song during this time?

Willie Earle’s mugshot Greenville Police Dept <https://goo.gl/sq2zCF>

“Willie Earle is shown in a police mug shot. Accused of robbing and killing a white taxi driver, he was lynched by a group of whites in 1947.”

Donor Card: Greenville News Link <https://bit.ly/2HTDi6H>

“Cards like this were circulated in Greenville and elsewhere in 1947 to raise money for the legal defense of 31 white men, mostly cab drivers, charged in the lynching murder of Willie Earle.”

3. Ask one question based on the information from the donor card or the mugshot.

Death scene <https://goo.gl/a59fZq>

“Greenville County Coroner J.O. Turner points to the bloody ground where Willie Earle's body was found. Turner's hat marks where Earle's head had lain. (File photo) Vintage file photo: (AP Photo/Owen Riley Jr-The Greenville News)”

Draft Riots in New York, 'The mob lynching a negro in Clarkson Street'

<https://goo.gl/kGD8iM>

1863 (litho), American School, (19th century) / Private Collection / Peter Newark American Pictures / The Bridgeman Art Library

4. Make a detailed description about what you see in each of the images.

Map of US Lynchings Per Capita <https://goo.gl/fePbkk>

5. Which **northern** state ranks highest for lynchings per capita?
6. Where is South Carolina ranked?
7. The Bramlett Road incident in 1947 is considered to be the last race-based lynching in the state of South Carolina. How do you think the state has changed since then?
8. What things do you think haven't changed that much since 1947?

Name _____ Class Period _____

Date _____

3-2-1 Bramlett Road

Answer each section in complete sentences.

3	Three things I learned from reading about the Willie Earle Lynching...
2	Two things I found interesting...
1	One question I still have...