

ACADEMIC STANDARDS INTRODUCTION

South Carolina Academic Standards for Social Studies (SI)

In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment. Consensually developed academic standards describe for each grade and high school core area the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

Definitions of Key Terms

- Academic standards. Statements of the most important, consensually determined expectations for student learning in a particular discipline. In South Carolina, standards are provided for each grade from kindergarten through grade 8, high school required courses, and selected electives.
- Indicators. Specific statements of the content (knowledge and skills) and cognitive processes that the student must demonstrate in order for him or her to meet the particular grade-level or high school core-area academic standard. Indicators provide essential guidance for ongoing assessment.

Excerpted from the 2011 South Carolina Social Studies Academic Standards guide, South Carolina Department of Education.

South Carolina College-and-Career-Ready Standards for English Language Arts 2015 (ELA SI)

These standards are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous academic criteria for South Carolina students. They are designed to ensure that South Carolina students are prepared to enter and succeed in economically viable career opportunities or postsecondary education and ensuing careers.

The Inquiry-Based Literacy Standards support teachers in structuring a classroom environment in which students can routinely and systematically engage in the process of inquiry. Students individually and collaboratively engage and interact with content to become curious, self-regulated, reflective learners. The Inquiry-Based Literacy Standards should be infused within and across all content areas and disciplines and are the responsibility of the entire school community. These standards work in concert with Disciplinary Literacy and should be viewed as a system or structure which supports student learning rather than being perceived as steps which lead to the development of a one-time research paper or project.

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes of each discipline guide students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

ELA Standards Indicator Key

- I = Inquiry - Based Literacy
- RL = Reading – Literary Text
- RI = Reading – Informational Text
- W = Writing
- C = Communication

Excerpted from the 2015 South Carolina College- and-Career-Ready Standards for English Language Arts guide, South Carolina Department of Education.

Teaching Activities are listed on pages 109-124.

ACADEMIC STANDARDS INTRODUCTION

South Carolina Academic Standards for the Visual and Performing Arts

The *2010 South Carolina Academic Standards for the Visual and Performing Arts* are presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

While the *2010 South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.

Academic standards are statements of the most important and consensually determined expectations for student learning in a particular discipline. *The 2010 South Carolina Academic Standards for the Visual and Performing Arts* are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

Indicators are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term included in the indicator statement names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the including statements. The items named in the parenthetical for "example" statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identify the particular arts area. The following designations are used:

D = Dance

MA = Media Arts

MG = General Music (Music, General)

MC = Choral Music (Music, Choral)

MI = Instrumental Music (Music, Instrumental)

T = Theatre

VA = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. For example, the second indicator for standard 1 for Dance in the eighth-grade is written D8-1.2:

- The letter D, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

Excerpted from the 2010 South Carolina Academic Standards for the Visual and Performing Arts guide, South Carolina Department of Education.

Teaching Activities are listed on pages 124-131.

TEACHING ACTIVITIES BY TIME PERIOD

(Counties where properties are located are noted in parentheses.)

Colonization and the Revolution (1670–1800)

TA-COLR-1 Plantation Life

Properties: Fish Hall Plantation (Beaufort)
Boone Hall Plantation (Charleston)
Roseville Plantation Slave and
Freedman’s Cemetery (Florence)

SI: 3-2.5; 3-4.1; 4-2.3; 4-2.4; 4-3.3; 4-3.4; 8-1.4; 8-1.5; 8-2.4;
USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; C-1.2; C-1.4;
C-1.5; C-3.2

SUGGESTED LESSON ACTIVITIES

1. Working in pairs, have students describe a day in the life of a slave child, and a day in the life of a plantation owner’s child. Illustrate the story. Use Nancy Rhyne’s *Voices of South Carolina Slave Children* as a resource.
2. Locate one of the plantations on a current map and explain the importance of the geographic features surrounding it.
3. Use photos, drawings and paintings to create a storyboard depicting life on a plantation.

TA-COLR-2 Free and Enslaved African Americans

Properties: Silver Bluff Baptist Church (Aiken)
Fish Hall Plantation (Beaufort)
Stono River Slave Rebellion (Charleston)
Bonds Conway House (Kershaw)
William Hill (York)

SI: 3-2.5; 3-4.1; 4-2.3; 4-2.4; 4-3.4; 8-1.4; 8-1.5; 8-2.4;
USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; C-1.2; C-3.2;
C-5.3

SUGGESTED LESSON ACTIVITIES

1. Create a visual to compare and contrast the lifestyle, jobs, and contributions to the community of the people involved with the sites.
2. Create a list of interview questions for one of the individuals discussed in class (such as William Hill or Bonds Conway) or an individual discovered during the research of these historic properties.
3. Create a graphic organizer comparing the daily life of African Americans and independent farmers.

TA-COLR-3 The Stono Rebellion and the 1740 Slave Code

Property: Stono River Slave Rebellion (Charleston)

SI: 3-2.5; 3-4.1; 4-2.3; 4-3.4; 8-1.4; 8-1.5; 8-2.4; USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-1.1; W-4.1; C-1.1; C-1.6;
C-3.2

SUGGESTED LESSON ACTIVITIES

1. Create a “cause and effect” chart depicting conditions leading up to the Stono Rebellion.
2. Write a closing argument for the defense attorney had Jemmy gone to trial.
3. Research the 1740 Slave Codes using the original document and a transcription found at www.teachingushistory.org/ttrove/1740slavecode.htm. Then generate a list of the five slave codes that had the greatest impact.

TA-COLR-4 Cook’s Old Field Cemetery

Properties: Cook’s Old Field Cemetery (Charleston)
Copahee Plantation (Charleston)
Hamlin Beach (Charleston)

SI: 8-2.4; 8-1.4; 3-4.1; 4-2.4; USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-3.1; W-4.1; W-6.4; C-1.1;
C1.2; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Create a map of the Charleston County plantation established by the Hamlin, Hibben, and Leland families and locate the historic headstones and grave markers from the Cook’s Old Field Cemetery. <http://www.scaet.org/markers/display.cfm?id=1436>.
2. Generate a timeline utilizing fictional headstones and grave markers interspersed with actual historic events with a brief description of each.
3. Create the production notes and dialogue outline for a movie scene that takes place at the grave site pre-American Revolution in the Cook’s Old Field Cemetery. The movie scene contains the delivery of the eulogy at the grave site by a family member. Students will then choose actors (alive or dead) for the characters.
For example:
Character- Rhett Hamlin to be portrayed by Channing Tatum
Character- Scarlett Hibben to be portrayed by Marilyn Monroe
Character- Big Sam Leland to be portrayed by Tyler Perry

Expansion and Reform: Antebellum (1800-1860)

TA-ANTE-1 Textile Mills

Property: Saluda Factory Historic District (Lexington)

SI: USHC-2.3

ELA SI: RI-4.1; RI-11.2; RI-12.1; RI-12.3; W-2.1; W-4.1; W-6.4; C-1.1; C-1.6; C-2.3; C-3.2

SUGGESTED LESSON ACTIVITIES

1. After studying the history of textile factories during the turn of the century, research the significance of the Saluda Factory.
2. Compare the Saluda Factory's work conditions to another antebellum textile mill, Graniteville Mill in Aiken County. Refer to the National Register nominations of both for initial background information: www.nationalregister.sc.gov/nrlinks.htm.
3. Illustrate similarities and differences of the Saluda Factory's work conditions to that of another textile mill by creating a poster board, PowerPoint presentation, or some other creative representation.

TA-ANTE-2 Plantations

Properties: Coffin Point Plantation (Beaufort)
The Oaks (Beaufort)
Seaside Plantation (Beaufort)
Boone Hall Plantation (Charleston)
McLeod Plantation (Charleston)
Point of Pines Plantation (Charleston)
Middleton Place (Dorchester)
Arundel Plantation Slave House (Georgetown)
Hobcaw Barony (Georgetown)
Keithfield Plantation (Georgetown)
Mansfield Plantation Slave Street (Georgetown)
Pee Dee River Planters Historic District (Georgetown)
Richmond Hill Plantation Archaeological Sites (Georgetown)
Goodwill Plantation (Richland)

SI: 3-4.3; 3-4.4; 3-4.6; 4-2.3; 4-6.3; 5-1.2; 8-4.1; 8-4.6

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; W-6.4; C-1.1; C-1.6; C-2.3; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the triangular trade routes and the African slave trade.
2. Research antebellum rice and cotton plantations using the National Register of Historic Places nominations of the above sites (www.nationalregister.sc.gov/nrlinks.htm), local newspapers, church records, etc.
3. Using research information, create a chart for each type of plantation including the following: name of plantation, location, number of slaves, acreage, and

pounds of rice produced.

4. Students will create a flow chart showing the planting, cultivating, harvesting, and processing of rice and another one for cotton production.
5. Create models of cotton and rice plantations including the fields, the buildings, and the rivers or streams.
6. Research the cultural influence that African Americans had on the surrounding areas. Include language, music, farming techniques, food, medicine, religion, and arts and crafts.

TA-ANTE-3 Free and Enslaved African Americans

Properties: Boone Hall Plantation (Charleston)
Richard Holloway Houses (Charleston)
Old Slave Mart (Charleston)
Ellison House (Sumter)

SI: 3-4.3; 8-1.4; 8-5.4; USHC-4.5

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; W-6.4; C-1.1; C-1.6; C-2.3; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the practice of free blacks owning slaves of which William Ellison was an example. Books such as Larry Koger's *Free Black Slave Masters in South Carolina, 1790-1860* provide a good basis for research.
2. Take a field study to one of the above properties. Have students write their observations of this field study in a journal. Students will share observations and curriculum connections when returning to class the next day. Students will use their journals and other information researched and discussed in class to develop a presentation related to their study.
3. Research the significance of the sites using the National Register nominations (www.nationalregister.sc.gov/nrlinks.htm), local newspapers, church records, etc.
4. Research the people associated with these sites by visiting a local archives or research facility.

TA-ANTE-4 Aiken Colored Cemetery

Property: Aiken Colored Cemetery (Aiken)

SI: 8-4.6; USHC-2.4

ELA SI: I-3.2; RI-4.1; RI-12.1; W-3.1; C-1.1; C-1.2; C 5.3

SUGGESTED LESSON ACTIVITIES

1. Research each cemetery and view the photo gallery. <http://www.nationalregister.sc.gov/aiken/S10817702036/index.htm>
2. Discuss how and where African Americans were buried prior to the establishment of the Aiken Colored Cemetery. <http://www.sciway.net/hist/chicora/gravematters-1.html>
3. Create a Venn diagram comparing and contrasting the Aiken Colored Cemetery and the Zubly Cemetery. <http://www.nationalregister.sc.gov/aiken/>

S10817702036 and <http://www.nationalregister.sc.gov/aiken/S10817702033>

4. Chose two (2) significant members buried in the Aiken Colored Cemetery and write a eulogy for each member.

<http://www.nationalregister.sc.gov/aiken/S10817702036/S10817702036.pdf>

TA-ANTE-5 Great Pee Dee Presbyterian Church

Property: Great Pee Dee Presbyterian Church (Marlboro)

SI: 8-6.2; USHC-2.4
ELA SI: I-3.2; RI-4.1; RI-12.1; W-3.1; C-1.1; C-1.2; C-5.3
C-1.6; C-2.3; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Examine the architectural details of the church (cupola and fanlights).
2. Research black churches of the time period (Shiloh Baptist Church and Michael's United Methodist Church).
3. Create a flyer advertising an event that could take place at the church.

Civil War and Reconstruction (1860-1877)

TA-CWR-1 Runaway Slaves and the Underground Railroad

Property: Old Slave Mart (Charleston)

SI: 2-4.3; 3-4.3; 3-4.4; 4-2.3; 4-3.4; 4-6.2; 4-6.3; 5-1.2; 8-1.4; 8-4.1; 8-4.2; 8-4.6
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; C-1.2; C-1.4; C-1.5; C-3.2

SUGGESTED LESSON ACTIVITIES

1. Make an electronic flip book (using text and illustrations) about slavery in Charleston using the following site: <http://www.readwritethink.org/classroom-resources/lesson-plans/critical-perspectives-reading-writing-1060.html>. Label pages as Slavery 1670-1739; Slavery 1740-1800; Antebellum Slavery 1801-1850; and Civil War Slavery 1851-1865.
2. Have students read the fictional book *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson and the nonfiction book *The Underground Railroad* by Raymond Bial. Students should create a concept map examining the moral issues of slavery, considering the perspectives of both slaves and slave owners. If technology is available, this can be accomplished using Kidspiration, if not, using sticky notes on a whiteboard.
3. Using the books *Sweet Clara and the Freedom Quilt* and *The Underground Railroad*, have pairs of students take the perspective of Clara and write a letter home to her aunt about her experiences traveling the Underground

Railroad, or as a slave owner and write a letter to another slave owner about an escaped slave. Students can use the online letter generator located at www.readwritethink.org/materials/letter_generator to type and print their letters.

4. The quilt in the story *Sweet Clara and the Freedom Quilt* contained a coded message that only other runaway slaves would recognize to help them find the Underground Railroad. Discuss why runaway slaves needed coded messages. Have pairs of students create a secret message that runaway slaves would be able to use to find the Underground Railroad.
5. Using online resources, such as archived Charleston *News & Courier* original newspapers or copies of actual newspapers from the early to mid-1800s, have students examine advertisements of actual auctions and sales of slaves.

TA-CWR-2 Robert Smalls

Property: Robert Smalls House (Beaufort)

SI: 3-4.3; 5-1.3; 8-4.6; USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-4.1; C-1.2; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Using Microsoft Word, compose a short biography of Robert Smalls, including a picture of the former slave.
2. Write a journal entry describing Robert Smalls' daring commandeering of the Confederate steamer, the *Planter*, and its subsequent delivery to Union forces.
3. Using Microsoft Publisher, create a flyer describing details of the newly commissioned ship, the USAV Maj. Gen. Robert Smalls, a 314-foot long, 5,412-ton transport vessel, the first Army vessel named after an African American man.
4. Read *Yearning to Breathe Free: Robert Smalls of South Carolina and His Families* by Andrew Billingsley, as a class novel documenting important milestones in Robert Smalls' life.
5. Describe the different jobs held by Robert Smalls — from slave to harbor foreman to naval commander to Legislator.
6. Research the role of African Americans in the South Carolina General Assembly during Reconstruction, especially the 1868 Constitutional Convention. For a copy of the original Constitution and transcript, visit www.teachingushistory.org/tTrove/1868Constitution.htm.

TA-CWR-3 Representative Alfred Rush

Property: The Assassination of Rep. Alfred Rush
(Florence)

SI: 5-1.2; 5-1.3; 8-5.4

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-1.1; W-4.1; C-1.1; C-1.6;
C-3.2

SUGGESTED LESSON ACTIVITIES

1. Read and discuss historical marker text about Representative Alfred Rush's assassination.
2. Discuss his important and influential role as a deacon at Savannah Grove Baptist Church and his role as a Representative during Reconstruction and a delegate to the 1868 South Carolina Constitutional Convention. Discuss some of the main features of this constitution, such as free public education, voting rights for all men, and others. For a copy of the original Constitution and transcript, visit www.teachingushistory.org/trove/1868Constitution.htm.
3. Allow the students to read the letter several black Darlington County officials wrote Governor D.H. Chamberlain in reaction to the assassination. A copy of the letter can be found at www.teachingushistory.org/documents/RushLetter.htm. Discuss why this was called a "cold blooded murder" and why the people would be excited over it. Emphasize the racial and political tensions that existed during this time to help explain Rush's assassination.
4. Put the students in cooperative groups and allow them to use the writing process to write a letter to Governor Chamberlain.
 - a. *Prewriting* — pick out specific historical facts to use in the letter.
 - b. *Writing* — Write your letter from the heart and include specific historical facts.
 - c. *Revising* — allow another group to read the letter and suggest revisions.
 - d. *Editing* — Make corrections.
 - e. *Publishing* — Complete and share each group's letter.
6. Allow students to peer review listing three positives about another pair's letter and one comment about what could have been done differently with the letter.

TA-CWR-4 Cemeteries

Properties: Mt. Zion Methodist Church (Florence)
Clinton Memorial Cemetery (Lancaster)
Randolph Cemetery (Richland)

SI: 3-4.6; 8-4.6

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-3.1; W-4.1; W-6.4; C-1.1;
C1.2; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the significance of the sites using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm) and other

primary and secondary sources.

2. Research Arlington Cemetery Section 27 where fallen Colored Troops, contraband slaves, and notable African Americans are buried (<http://www.arlingtoncemetery.mil/Explore-the-Cemetery/Notable-Graves/Section-27>).
3. Compare and contrast any two of the above cemeteries with Arlington Cemetery using a Venn Diagram.
4. Write eulogies for fallen African American Civil War soldiers, Civil War civilians, or Reconstruction politicians.

TA-CWR-5 Colleges/Universities

Properties: Allen University (Richland)
Benedict College (Richland)

SI: USHC-4.2; USHC-4.3

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; C-1.1; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the history of Allen University and Benedict College using the National Register of Historic Places nominations at www.nationalregister.sc.gov/nrlinks.htm and other primary and secondary sources.
2. Research the American Baptist Home Mission Society and the African Methodist Episcopal (A.M.E.) Church (See TA-CWR-2 for more ideas.) Discuss their roles in the education of African Americans.
3. Research the namesakes of the schools, Richard Allen and Stephen Benedict. Write biographical sketches of each.
4. Compare and contrast Allen University and Benedict College using a chart.
5. Create posters recruiting African Americans to attend either of the schools.

TA-CWR-6 Colleges/Universities

Property: Clinton Junior College (York)

SI: USHC-4.2; USHC-4.3

ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; C-1.1; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the history of Clinton Junior College using the National Register of Historic Places nomination link (www.nationalregister.sc.gov/nrlinks.htm) and other primary and secondary sources.
2. Research the A.M.E. Zion Church and its role in the education of African Americans.
3. Research Revs. Nero Crockett and William Robinson and write a proposal from them on the need for a school for African Americans in York County.
4. Dr. Sallie V. Moreland was president of Clinton for 48 years. Make a list comparing and contrasting technology during her tenure (1946-1994).

TA-CWR-7 Schools

Property: Penn Center (Beaufort)

SI: USHC-3.2; USHC-3.3; USHC-3.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; W-6.1; W-6.4; C-1.1;
C-1.6; C-3.1; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Research the Penn Center using the National Register of Historic Places nomination (www.nationalregister.sc.gov/nrlinks.htm) and other primary and secondary sources.
2. Some South Carolina sea islands were held by the Union by 1861. Discuss what life may have been like for African Americans living there (better or worse).
3. Research Pennsylvania Freedman's Relief Association and its relationship with Penn Center.
4. Draw a map of the Beaufort area showing St. Helena Island.
5. Research the Union occupation in 1861.
6. Write an article about the occupation for the Beaufort newspaper.
7. Research teachers Laura Towne and Ellen Murray and write a biographical sketch for each one.
8. Research teacher Charlotte Forten and do a Venn diagram comparing her with Towne and Murray.

TA-CWR-8 *Life on McLeod Plantation*

Property: McLeod Plantation (Charleston)

SI: 3-4.3; 3-4.4; 3-4.6; 4-6.4; 5-1.1; 5-1.2; 8-4.1; 8-4.6
USHC-2.4
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-2.1; C-1.1; C-3.1; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Using a current map of James Island, mark off the Plantation's boundaries in 1851 using this description: The Plantation's footprint extended from confluence of Wappoo Creek and Ashley River westward down Wappoo Creek to about Fleming Road . . . then south to James Island Creek . . . then east to Charleston Harbor . . . then north back to confluence of Ashley River and Wappoo Creek.
2. Compare and contrast the life of two 13 year old girls living on the McLeod Plantation: one in the McLeod "big house" and one living in one of the slave cabins.
3. Make a timeline of the McLeod Plantation using information from www.south-carolina-plantations.com/charleston/mcleod.html.
4. Research the Freedmen's Bureau whose headquarters for the James Island District was McLeod Plantation during Reconstruction.
5. Research the 54th and 55th Massachusetts Volunteer Infantry that camped at McLeod Plantation in 1865 during the Civil War.

TA-CWR-9 *The Seizure of the Planter*

Property: Robert Smalls House (Beaufort)

SI: 8-4.5, 3-4.4, USHC-3.2
ELA SI: RI-4.1; RI-12.3; W-3.1; W-4.1; W-6.1; W-6.4; C-1.1;
C-1.6; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Create a fictional Facebook page for the Planter. Provide details about the crew, ship, missions, and friends. Be sure to include Robert Smalls, the 37th Congressional record, Northern newspaper editorials, and President Lincoln.
2. Design a cartoon strip based on the seizure of the Planter that contains a minimum of three different cartoon expressions of ideas. Cartoon strips can express ideas with a combination of artistic images and words. The words can take form through captions placed above or below the panels and through balloons/bubbles. Examples of ideas and thought manifested in smooth balloons/bubbles that end in arrows represent talk; compound bubbles/balloons make it possible for a single character to say several different things in a single frame, and undulating bubbles/balloons represent dreams or thought. Cartoon thought and ideas can also take place in names and titles.
3. Debate (compare and contrast) the significance of the seizure of the Planter as a turning point in the Civil War from varying perspectives and as a turning point in racial equality.

TA-CWR-10 *Flat Creek Baptist Church*

Property: Flat Creek Baptist Church (Darlington)

SI: K-4.1; 1-2.3; 3-5.1; 3-5.2; 5-1.3; 5-2.3; 5-4.1; 5-4.7; 8-5.4;
8-7.2; WG-3.3; USHC-3.4; USHC-3.5; USHC-4.5
ELA SI: RI-4.1; RI-12.1; RI-12.3; W-3.1; W-4.1; W-6.4; C-1.1;
C1.2; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Flat Creek Baptist Church in Darlington, SC held its first services in a brush arbor. Research a brush arbor and describe how it might have looked. Draw a picture of how you imagine it would have been to have church services in a brush arbor.
2. Research training schools. Write a journal entry from the point of view of a student who gets the opportunity to attend a training school.
3. Create a timeline of school segregation and desegregation in South Carolina.
4. Reverend Henry Hannibal Butler had his first pastorate at Flat Creek Baptist Church. He was later president of Morris College. Research Morris College and create a colorful brochure to encourage students to attend college here. Include when it was founded, courses of study and majors offered, where it is located, and how many students attend today.

TA-CWR-11 Fort Howell

Property: Fort Howell (Beaufort)

SI: K-3.3; 1-2.3; 1-3.3; 3-4.1; 3-4.2; 3-4.4; 3-4.5; 4-6.3; 5-1.1; 5-1.3; MWH-6.5; USHC-3.2; USHC-3.3
ELA SI: RI-4.1; RI-12.3; W-3.1; W-4.1; W-6.1; W-6.4; C-1.1; C-1.6; C-3.2; C-5.3

SUGGESTED LESSON ACTIVITIES

1. Fort Howell was built to defend Hilton Head Island and the village of Mitchelville in South Carolina. Mitchelville was a town where freedmen lived. Research freedmen and write two journal entries – one describing how you feel about becoming a freedman after being a slave, and the other telling what struggles you have now that you are a freedman.
2. Fort Howell is known for its structural integrity. Describe how it looked and how it was built. Draw a sketch of Fort Howell.
3. Create a timeline of the building of at least 5 forts in South Carolina, including Fort Howell.
4. Fort Howell was built by the 32nd U. S. Colored Infantry and the 144th N. Y. Infantry. Research the United States Colored Troops (<http://www.civilwar.org/education/history/usct/usct-united-states-colored.html>) and this poster (<http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif>) Write a letter from a U.S. Colored Troops soldier to a son who wants to enlist.

Modern America: Jim Crow Segregation (1877-1945)

TA-MAJC-1 African American Entertainment

Property: Dizzy Gillespie Birthplace (Chesterfield)
Atlantic Beach (Horry)
Big Apple (Richland)
Carver Theatre (Richland)
Columbia Township Auditorium (Richland)

SI: 3-5.4; 5-4.1; USHC-6.1; USHC-7.3, USHC-8.1
ELA SI: I-1; I-3; I-4; RI-5; RI-12; C-1; C-2; C-3; C-5; W-2; W-3; W-6

SUGGESTED LESSON ACTIVITIES

1. Research the significance of the above sites using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm) and other primary and secondary sources. Create a web quest to teach about the achievements and lives of Black entertainers connected with the above sites.
2. Research biographies of African American actors, actresses, and performers from the 1930s-1960s. Provide a written report of at least two entertainers and how they crossed paths with other nationally known black Americans in the field of entertainment. For example, students might focus on Dizzy Gillespie

and other jazz greats such as Duke Ellington, Louis Armstrong, or Thelonius Monk. Brief biographies are available at www.sciway.net/afam/byname.html.

3. Use Photostory (free software from Microsoft) to create a narrated travelogue of the places associated with black South Carolina entertainers.
4. Create an African American Entertainment Map of South Carolina. Working with a large map, mark the places with photos and captions to highlight the people and places that entertained African Americans during the Jim Crow era.
5. Create a movie poster, ticket, or brochure advertising upcoming attractions at one of the above sites. Display students' products on a classroom wall illustrating highlights of pop culture during the 1930s-1950s.
6. Create postcards from an Atlantic Beach vacation experience of an African American family who spends a week at Atlantic Beach from the 1930s-1970s. Use historical information about Atlantic Beach online at <http://www.townofatlanticbeachsc.com/history.html>.

TA-MAJC-2 School Segregation

Properties: Jefferson High School (Aiken)
Michael C. Riley Schools (Beaufort)
Dixie Training School (Berkeley)
Howe Hall Plantation (Elementary School) (Berkeley)
Laing School (Charleston)
Granard Graded and High School (Cherokee)
Brainerd Institute (Chester)
Kumler Hall, Brainerd Institute (Chester)
Summerton High School (Clarendon)
Butler School (Darlington)
Alston Graded School (Dorchester)
Howard School (Georgetown)
St. James Rosenwald School (Horry)
Laurens County Training School (Laurens)
Dennis High School (Lee)
Howard Jr. High School (Newberry)
Oconee County Training School (Oconee)
Law Offices of Coblyn and Townsend (Orangeburg)
Liberty Colored High School (Pickens)
Siloam School (Richland)
Marysville School (Spartanburg)
Goodwill Parochial School (Sumter)
Emmett Scott School (York)

SI: 3-5.5; 5-5.3; 8-7.2; USHC-8.1; USHC-8.2
ELA SI: I-2; I-3; I-4; I-5; RI-6; RI-7; RI-12; RI-13; W-1; W-4; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Define Jim Crow laws and list examples of facilities

- affected by these laws.
- Identify and discuss significant cases regarding the desegregation of South Carolina’s public schools. Briggs Petition (www.teachingushistory.org/trove/briggsvelliott.htm)
Brown v. Board of Education
Adams v. School District No. 5
 - Research the significance of the sites above using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm).
 - Trace the order of events that occurred during the integration of these sites on a chronological time line using photos and quotes.
 - Using local sources, research local graduates from segregated high schools who have become successful community members.
 - Create a journal describing a typical school day in the life of a 10-year old.
 - Redesign one of the historic properties to meet modern day educational needs.
 - Write an editorial to the local paper explaining why “Separate is not Equal.”

TA-MAJC-3 Faith Cabin Libraries

Properties: Faith Cabin Library (Anderson)
Faith Cabin Library Site (Saluda)

SI: 3-5.4; 5-4.1; 8-6.2; USHC-6.1
ELA SI: I-1; I-2; I-3; I-4; I-5; RI-5; RI-6; RI-7; RI-12; W-2; W-4; W-5; W-6; C-1; C-2

SUGGESTED LESSON ACTIVITIES

- Research the life of Willie L. Buffington. (www.libsci.sc.edu/histories/aif/aif08.html)
- Locate on a South Carolina map any of the 110 faith cabin library sites.
- Compare and contrast public libraries for whites and blacks at the time using a Venn diagram.
- Write a short essay on the influence that libraries have on a community.

TA-MAJC-4 Mary McLeod Bethune

Property: Birthplace of Mary McLeod Bethune (Sumter)

SI: 1-3.3; 3-5.4; 5-4.3; 8-6.4; USHC-6.4
ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

- Research the life of Mary McLeod Bethune and create a timeline of significant events in her life.
- Use the Internet to investigate Bethune-Cookman College.
- Use the Internet to investigate the National Council of Negro Women, an organization she founded.
- Write an article about her educational legacy based upon the research.

TA-MAJC-5 Harlem Renaissance & the Roaring 20s

Property: William H. Johnson Birthplace (Florence)

SI: 5-4.1; 8-6.2; USHC-6.1
ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

- Read and discuss William H. Johnson’s biography (brief found on DISCUS - Kids Infobits).
- View and discuss his paintings found in the above biography.
- Discuss how growing up in a rural area during the early 1900s in Florence, South Carolina affected his artwork (religion, farming, self portraits, etc.).

TA-MAJC-6 Dizzy Gillespie

Property: Dizzy Gillespie Birthplace (Chesterfield)

SI: 5-4.1; 8-6.2; USHC-6.1
ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

- Use Knowitall.org (www.knowitall.org/roadtrip/cr-flash/flash.cfm) to take a virtual tour of The Dizzy Gillespie Park located where the birthplace once stood.
- Read his biographical information found on the website.
- Read and view biographical information about Dizzy Gillespie found on DISCUS.
- As a class, create a collage using pictures of him performing and pictures of the Dizzy Gillespie Park.

TA-MAJC-7 African American Women in Health and Education

Property: Modjeska Montieth Simkins House (Richland)
Old City Cemetery (Mary Honor Farrow Wright grave) (Spartanburg)
Birthplace of Mary MacLeod Bethune (Sumter)

SI: 1-3.3; 3-5.4; 5-4.7; USHC-6.4
ELA SI: W-2; W-3; W-4; W-5; W-6; C-1; C-2; C-3

SUGGESTED LESSON ACTIVITIES

- Using a Venn diagram compare the accomplishments/contributions of Simkins, Wright, and Bethune.
- Write a eulogy for a local woman who was an educational pioneer in the African American community.
- Create a biographical poster for each of the women. Include photographs of the women and the sites associated with them.
- Make a BEFORE and AFTER poster for one of the women listed above. Choose an issue on which this woman had a great impact.

TA-MAJC-8 Edwin Augustus Harleston and the Harlem Renaissance

Property: Harleston-Boags Funeral Home
(Charleston)

SI: 2-4.1; 5-4.1; 8-6.2; USHC-6.1
ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12;
C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research the National Association for the Advancement of Colored People (NAACP), including the first branch in Charleston.
2. Create a Visitors' Book of famous prominent African Americans who visited Edwin A. Harleston here, including W.E.B DuBois, James Weldon Johnson and Mary McLeod Bethune. Using historical fiction writing skills, make sure to note how the visitor felt about Charleston, things seen, meetings and important conversations that may have taken place.
3. Write an obituary for Edwin A. Harleston, including his education, family and business life, and political ambitions.
4. Research African American artists, including Edwin A. Harleston, and their contributions as part of the Harlem Renaissance.
5. Using a Venn Diagram, compare some of the death traditions, customs, procedures, mourning practices, burial rites, and even the structure of African American cemeteries and how they differ greatly from that of non-African Americans.

TA-MAJC-9 The Hundreds

Property: The Hundreds (Anderson)

SI: 3-5.3; 3-5.5; 8-6.3; 8-6.4
ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12;
C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research and discuss the types of schools and libraries that were provided for African
2. American communities in the early 1900s.
<http://www.scaet.org/markers/display.cfm?id=1426>.
3. Have students interview older adults in their family and community and compare/contrast
4. (in small groups or as a class) specific details about African American schools, libraries, or stores
5. Create sales advertisements for an African American Grocery Store from the 1900s (use current grocery store advertisements as examples)

TA-MAJC-10 Bowman Rosenwald School

Property: Bowman Rosenwald School
(Orangeburg)

SI: 8-5.3
ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

By engaging in one of the following individual or small group activities, students will recognize the significance of the Bowman Rosenwald School as part of the Rosenwald rural school building program, a philanthropic fund devoted to educating African American children during the early 20th century,

<http://www.scaet.org/markers/display.cfm?id=1376>.

1. Create a map of South Carolina identifying the location of Rosenwald schools including the Bowman Rosenwald School in Orangeburg County.
2. Generate a Venn diagram comparing and contrasting of the lives and contributions of Julius Rosenwald and Booker T. Washington that supported the education of African American children and the early civil rights movement.
3. Design a brochure featuring the friendship between Julius Rosenwald and Booker T. Washington, and the history of the Bowman Rosenwald School from 1926 to 1952.
4. Summarize in a short essay the failure of Reconstruction in South Carolina to provide desegregated public schools and the success of the Rosenwald philanthropic fund's rural school building program to provide school and teachers, including the school in Bowman, SC, to educate African American children during the Progressive movement of the early 20th century.
5. Create a timeline of the life of Julius Rosenwald including social and political events during his life that led him to his philanthropic work to educate African American children through his rural school building program. Include the expansion of Rosenwald schools across southern states including South Carolina and the building of the Bowman Rosenwald School in 1926.
6. Present a student-created poster or slide show detailing the expansion of the Rosenwald rural school building program and its significance across the South, featuring pictures and facts about schools in South Carolina including the Bowman Rosenwald School in Orangeburg County.

TA-MAJC-11 Copahee Plantation and Hamlin Beach

Property: Copahee Plantation and Hamlin Beach (Charleston)

SI: 5-1.4; 8-5.6

ELA SI: W-2; W-3; W-4; W-5; W-6; C-1; C-2; C-3

SUGGESTED LESSON ACTIVITIES

1. Make a Venn diagram comparing a Rice Plantation before the Hurricane of 1893 and after.
2. Create a round robin story about experiences of sharecropping on a plantation owned by African American and white sharecroppers.
3. Make an advertisement poster on the Copahee Plantation and Hamlin Beach Community for a tourist location.

TA-MAJC-12 Take A Trip Down Memory Lane

Property: Retreat Rosenwald School (Oconee)

SI: 3-5.1; 3-5.2; 3-5.4; 8-5.8

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research Rosenwald Schools in the South (their benefactor, purpose, and achievements).
<http://www.scaet.org/markers/display.cfm?id=1427>.
2. Invite older African Americans to come and discuss life in the African American community with reference to the earlier schools.
3. Discuss and create a schedule for one day at an African American school in the early 1900s. (What were the activities/lessons?)

TA-MAJC-13 Burke High School

Property: Burke High School (Charleston)

SI: 3-5.1; 3-5.2; 3-5.4; 8-5.8

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

Students will focus on the impact of the Progressive movement in South Carolina and educational reform by engaging in one of the following individual or small group activities:

1. Create a brochure of Burke High School describing its history since it was founded in 1910 during the Progressive Movement,
<http://www.scaet.org/markers/display.cfm?id=1332>.
2. Create a timeline of the Progressive Movement's impact on South Carolina with key events that happened nationally or locally that paved the way for the founding of Burke High School in Charleston County.
3. Present a student-created slide show highlighting key people and events during the Progressive movement

throughout the United States that promoted educational

reform in South Carolina and the establishment of the public school system featuring Burke High School and others founded during this era.

4. Write a short argumentative essay stating people, events, and acts of government during the Progressive movement that caused educational reform and the founding of Burke High School.
5. Write a short essay comparing the public school Burke High School (role, purpose, student body) in 1910 during the Progressive movement to the Burke High School rebuilt in 2005.

TA-MAJC-14 Pine Hill Rosenwald School

Properties: Pine Hill Rosenwald School (Dillon)

SI: K-4.1; 1-2.3; 3-5.2; 5-1.3; 5-2.3; 8-5.8; USHC-3.5; USHC-4.5

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research the history of the Rosenwald School Program using www.preservationnation.org/history.html and www.rosenwaldschoolsfilm.org, and www.shpo.sc.gov/res/Pages/Rosenwald.aspx.
2. Using the information you gather from your research, tell why Rosenwald schools were important for African American children during the early 1900s.
3. Compare and contrast schools for white children and African American children using a Venn diagram.
4. Julius Rosenwald and Booker T. Washington worked together to build public schools for African American students. Research the life of either Julius Rosenwald or Booker T. Washington and create a brochure depicting his hardships and accomplishments.

TA-MAJC-15 Hartsville Graded School

Properties: Hartsville Graded School (Darlington)

SI: 3-4.5; 3-4.6; 3-5.1; 3-5.2; 3-5.3

ELA SI: I-1; I-2; I-3; I-4; I-5; RI-5; RI-6; RI-7; RI-12; W-2; W-4; W-5; W-6; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research and design a brochure, Facebook page or other social media detailing the history of Hartsville Graded School.
2. Research freedmen schools located in or around Darlington County.
3. Write a newspaper article commemorating the anniversary of the founding of Hartsville Graded School.
4. Research the life of Rev. Henry H. Butler and create a one page essay or a dummy Facebook page.

TA-MAJC-16 *The Lynching of Frazier Baker*

Property: The Lynching of Frazier Baker (Florence)

SI: 3-4.6 3-5.1; 3-5.2; 4-6.5; 5-1.1; 5-1.2; 8-6.2

ELA SI: I-1; I-2; I-3; I-4; I-5; RI-5; RI-6; RI-7; RI-12; W-2; W-4; W-5; W-6; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research and design a brochure, Facebook page or other social media detailing the events that led up to the Lynching of Frazier Baker.
2. Reproduce a newspaper article or create a blog or twitter account from February 1898 detailing the events of that horrific night.
3. Eleven men were tried in court but a hung jury resulted in a mistrial. Have students reenacted the court room case with facts and let the jury (students) decide the fate of the 11 men.

TA-MAJC-17 *The Lynching of Frazier Baker*

Property: The Lynching of Frazier Baker (Florence)

SI: 8.5.4; 8.6.2; 8.7.2; USHC 3.4

ELA SI: I-1; I-2; I-3; I-4; I-5; RI-5; RI-6; RI-7; RI-12; W-2; W-4; W-5; W-6; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Write a newspaper article summarizing the events of the trial after the lynching of Frazier Baker.
2. Use discretion, mature classrooms only - Search digital archives for photographs of "lynching postcards." Have a class discussion about why these postcards became so popular.
3. Compare the trial of the lynching of Frazier Baker to the jury trial of George Stinney (1950). Resource: <http://www.washingtonpost.com/news/morning-mix/wp/2014/12/18/the-rush-job-conviction-of-14-year-old-george-stinney-exonerated-70-years-after-execution/> and <http://murderpedia.org/male.S/s/stinney-george.htm>

Contemporary America: Civil Rights Movement (1945-Present)

TA-CRM-1 *Dr. Benjamin Mays*

Property: Dr. Benjamin E. Mays (Greenwood)

SI: 3-5.5; 5-5.3; 8-7.2; USHC-8.1

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research the life of Dr. Benjamin Mays.
2. Construct a timeline of significant events in his life.
3. Use internet access to read his eulogy to Dr. Martin Luther King, Jr. Select quotes from that eulogy and write a journal entry explaining their meanings.
4. Locate any living relatives and arrange to write letters or interview them.

TA-CRM-2 *School Integration*

Property: Integration with Dignity, 1963 (Pickens)

SI: 3-5.5; 5-5.3; 8-7.2; USHC-8.1; USHC-8.2

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research the integration of southern college and university campuses.
2. Research the integration of Clemson University.
3. Arrange interviews or letter writing to Dr. Robert Edwards, President of Clemson at the time or read article in Sandlapper Magazine, Winter 2007-2008, Pages 48-50.
4. Arrange an interview with Harvey Gantt or e-mail.
5. Compare and contrast Harvey Gantt's experiences of integrating Clemson University in 1963 to those of Henrie Monteith, Robert Anderson, and James Solomon at the University of South Carolina in the same year.

TA-CRM-3 *Modjeska Monteith Simkins*

Property: Modjeska Monteith Simkins House (Richland)

SI: 3-5.5; 8-7.2; USHC-8.1

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research the life of Modjeska Simkins.
2. Construct a timeline of significant events.
3. Visit her residence or take a virtual tour of her home through etv's RoadTrip! Through SC Civil Rights History at www.knowitall.org/roadtrip/cr-flash/flash.cfm.
4. Use the Internet to create a web quest. One site is www.usca.edu/aasc/simkins.htm.
5. Research her involvement in the *Briggs v. Elliott* case.

TA-CRM-4 *Early Civil Rights Protests*

Properties: All-Star Bowling Lanes (Orangeburg)
Fisher's Rexall Drugs (Orangeburg)
Kress Building (Richland)
McCrorry's Civil Rights Sit-Ins (York)

SI: 3-5.5, 8-7.2, USHC-8.1

ELA SI: I-1; I-2; I-3; I-4; I-5; RI-5; RI-6; RI-7; RI-12; W-2; W-4; W-5; W-6; C-1; C-2

1. Write three journal entries describing civil rights protests from the perspective of a Freedom Rider who comes to South Carolina to protest unequal access to public facilities and include a map. Read the personal account of Congressman John Lewis' involvement in the Freedom Rides of 1961 from his autobiography, *Walking with the Wind: A Memoir of the Movement*.
2. Write a news article that describes the protest at one of the historic sites in South Carolina using first hand accounts of the first sit-ins and other protests of the

era as models.

3. Create a poster presenting the key facts of lunch counter sit-ins across the South and especially in South Carolina, using the summaries on the American Memory site of the Library of Congress as a model (<http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9b.html>).
4. Research the lives of those who participated in the sit-ins. One participant in the Rexall Drug protest in Orangeburg was James E. Clyburn, a current South Carolina Congressman. Also Rev. Jesse Jackson, at the Greenville Public Library. Create a brochure with bios and photographs.

TA-CRM-5 Fort Jackson Elementary School

Property: Fort Jackson Elementary (Richland)

SI: 3-5.5; 5-5.3; 8-7.2

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Develop a class/small group list of fears that white and African-American children would have of each other on their first day of school together.
<http://www.scaet.org/markers/display.cfm?id=1317>.
2. Make a poster for a school activity that would allow the white and African-American children to get to know each other better to help ease any tensions they may have of each other.
3. Write a journal entry of a white/African-American child meeting and befriending a child of the opposite race on the first day of school.
4. Make a Venn diagram on the differences that white and African-American children going to a desegregated school for the first time would experience.

TA-CRM-6 Cigar Factory

Property: The Cigar Factory (Charleston)

SI: 3.5.2; 3.5.4; 5.2.3; 5.3.2; 5.3.4; 5.5.3; 8.6.3

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research the worker strike of the Cigar Factory of October 1945. Include working conditions, types of workers, specific jobs of employees, and results of the strike.
2. Create a chart or Venn Diagram that details the working environment of the 1,400 workers (900 African American women) at the Cigar Factory.
3. Research the history of the hymn "We Shall Overcome" and its impact as the anthem of the Civil Right's Movement.
4. Write a newspaper article summarizing the events of the Cigar Factory strike

TA-CRM-7 Cannon Street All Stars

Property: Harmon Field (Charleston)

SI: 8-7.2; USHC-8.1

ELA SI: I-2.1; I-3.2; RI-4.1; RI-12.1; W-3.1; W-4.1

SUGGESTED LESSON ACTIVITIES

1. Read and discuss the article "1955 Little League Team from Charleston Honored at Little League Baseball World Series." <http://www.littleleague.org/Page56510.aspx>
2. View and discuss the pictures found in the above article.
3. Write a narrative as a little league player using the article to provide your evidence

TA-CRM-8 Robert Smalls School

Property: Robert Smalls School (Chesterfield)

SI: 8-5.3; 8-7.2; USHC-3.5; USHC-6.2; USHC-7.6; USHC-8.1

ELA SI: RI-4.1; RI-12.1; W-1.1; W-4.1

SUGGESTED LESSON ACTIVITIES

1. Research the decision of Plessy vs. Ferguson; discuss the outcome of the decision. http://www.pbs.org/wnet/supremecourt/antebellum/landmark_plessy.html
2. Examine the architectural details of the schools of the time period.
3. Compare and contrast segregated schools (African American and Non-African-American),
<http://www.sciway.net/sc-photos/chesterfield-county/robert-smalls-school.html>;
<http://www.mcclatchydc.com/2010/02/09/84067/recalling-when-segregation-drove.html>;
<http://nationalregister.sc.gov/SurveyReports/EqualizationSchoolsHistoricContext.pdf>
4. Write a letter to the Board of Education persuading the board members to end segregated schools

TA-CRM-9 Orangeburg All-Star Bowling Lanes

Property: Orangeburg All-Star Bowling Lanes (Orangeburg)

SI: 3-5.2, 3-5.5, 3-5.6, 5-1.5, 5-5.3, 8-7.2, 8-7.4, USHC-8.1, USHC-9.5

ELA SI: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1; W-2.1

SUGGESTED LESSON ACTIVITIES

1. Have students research the Orangeburg Massacre to discover the events revolving around the All Star Bowling Lanes and create a time capsule that includes items that are associated with the event. Encourage students to be creative.
2. Have students create a Prezi or power point that outlines the events associated with All Star Bowling Lanes and the Orangeburg Massacre.

3. Have students research the Orangeburg Massacre. Students will need to create a news article documenting the series of events that led to the Orangeburg Massacre.

4. References:

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

<http://www.orangeburgmassacre.com/>

<http://www.jackbass.com/>

<http://www.blackpast.org/aah/orangeburg-massacre-1968>

<http://www.nps.gov/nr/travel/civilrights/sc1.htm>

<http://www.nps.gov/nr/travel/civilrights/sc2.htm>

TA-CRM-10 Friendship School

Property: Friendship School (York)

SI: 3-5.2, 3-5.5, 3-5.6, 5-1.5, 5-5.3, 8-7.2, 8-7.4, USHC-8.1, USHC-9.5

ELA SI: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1; W-2.1

SUGGESTED LESSON ACTIVITIES

1. Have students imagine that were attending Friendship College during this period. Have them to write a letter to a friend or family member after they have reviewed the links at the bottom of this document that describes the series of events revolving around the Friendship Nine.
2. Create a poster-sized foldable after reviewing the links at the bottom of this document that outlines the people and events revolving around the Friendship College and the Friendship Nine. Have students to reference the link on the Friendship Nine above at the bottom of this document and encourage them to be creative.
3. Have students create posters boycotting the arrest of the Friendship Nine after they have reviewed the links below on this document.
4. References

<http://www.statelibrary.sc.gov/news/friendship-9-53-years-later>

Teaching Activities Covering Multiple Time Periods

TA-MTP-1 Houses

Time Periods: ANTE CWR MAJC

Properties: Fair-Rutherford and Rutherford Houses (Richland)

Goodwill Plantation (Richland)

Magnolia, slave house (Richland)

Mann-Simons Cottage (Richland)

Waverly Historic District (Richland)

SI: 1-4.2; 3-2.5; 3-4.1; 3-4.2; 3-4.5; 4-6.5; 5-1.2; 8-4.1; 8-4.6; USHC-2.4

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11; RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Create a map of Columbia and locate the historic houses.
2. Generate a time line of the historic houses with a brief description of each.
3. Design a brochure featuring four homes in Richland County.
4. Compare and contrast architecture from 3 different time periods.

TA-MTP-2 Churches

Time Periods: CWR CRM

Property: Centenary United Methodist Church (Charleston)

Emanuel A.M.E. Church (Charleston)

Liberty Hill Church (Clarendon)

Mt. Zion A.M.E. Church (Clarendon)

Greater St. James A.M.E. Church (Florence)

Mt. Zion Methodist Church (Florence)

Mt. Carmel A.M.E. Zion Church and Campground (Lancaster)

Shiloh A.M.E. Church (Orangeburg)

Trinity Methodist Episcopal Church (Orangeburg)

Bethel A.M.E. Church (Richland)

Herman Presbyterian Church (York)

SI: 5-1.2; 5-1.4; 8-4.6; 8-5.1; 8-5.3; USHC-3.3; USHC-3.6

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Locate at least three of the churches on a map of South Carolina.
 2. Research the role of African American churches in local politics.
 3. Discuss why the church has been the center of community life.
-

TA-MTP-3 *Slave Rebellions*

Time Periods: **COLR** **ANTE**

Properties: Denmark Vesey House (Charleston)
Stono River Slave Rebellion Site (Charleston)

SI: 4-2.4; 8-1.4; 8-4.2; USHC-3.1

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12;
C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Read William Bull's account of the Stono River Slave Rebellion (www.teachingushistory.org/lessons/GovBullLetter.htm). Review excerpts of the resulting Slave Code of 1740 (www.teachingushistory.org/tTrove/1740slavecode.htm).
2. Research Denmark Vesey and his rebellion plot of 1822 using the National Register of Historic Places nomination (www.nationalregister.sc.gov/nrlinks.htm), local newspapers, court records, etc.
3. Present a skit in class about Denmark Vesey and his plot.
4. Discuss other ways in which slaves resisted, i.e. faking an illness, running away, poisoning of masters, etc.
5. Discuss reasons why more rebellions did not occur considering the state's demographics from the mid-18th century through the mid-19th century.

TA-MTP-4 *Veterans in South Carolina*

Time Periods: **CWR** **MAJC** **CRM**

Properties: Aiken Colored Cemetery (Aiken)
Darlington Memorial Cemetery (Darlington)
Mt. Zion Methodist Church (Florence)
Richland Cemetery (Greenville)
Clinton Memorial Cemetery (Lancaster)
Orangeburg City Cemetery (Orangeburg)
Randolph Cemetery (Richland)
Old City Cemetery (Spartanburg)

SI: 4-6.4; 8-4.5; 8-4.6; 8-7.2; USHC-3.2; USHC-8.1

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Visit a local cemetery and make rubbings of veterans' headstones from different campaigns.
2. Write a thank-you letter to a veteran.
3. Research a campaign from a particular war and create a medal in a veteran's honor. Note that African Americans have fought in every major war in American history.

TA-MTP-5 *Racial Violence in South Carolina*

Time Periods: **CWR** **CRM**

Properties: Cainhoy Massacre (Berkeley)
The Assassination of Rep. Alfred Rush (Florence)
The Orangeburg Massacre (Orangeburg)
Randolph Cemetery (Richland)

SI: 4-6.3; 8-4.2; 8-4.4; 8-7.2; USHC-3.3; USHC-3.4; USHC-8.1

ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Using the 40th Anniversary website created to honor the victims of the violence (www.orangeburgmassacre1968.com), recreate the events leading up to the Orangeburg Massacre.
2. Construct a timeline of incidents of racial violence in South Carolina.
3. Research old newspapers and other primary sources to learn more about the sites listed above.
4. Create a PowerPoint presentation detailing racial violence in South Carolina using pictures of historic sites or markers.
5. Write an editorial chronicling the history of race relations within South Carolina. Compare and contrast the past with race relations today.
6. Research two lynchings in the South that were key events in civil rights history. Then, in a comparison-contrast essay, compare the two murders.

TA-MTP-6 *Cemeteries*

Time Periods: **COLR** **ANTE** **CWR** **MAJC**

Properties: Aiken Colored Cemetery (Aiken)
King Cemetery (Charleston)
Darlington Memorial Cemetery (Darlington)
Middleton Place (Dorchester)
Mt. Zion Methodist Church (Florence)
Roseville Plantation Slave and Freedman's Cemetery (Florence)
Richland County Cemetery (Greenville)
Clinton Memorial Cemetery (Lancaster)
Orangeburg City Cemetery (Orangeburg)
Randolph Cemetery (Richland)
Old City Cemetery (Spartanburg)

SI: 2-4.2; 2-4.2; 2-4.3; 4-2.3; 8-4.6

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12;
C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Research how some of the cemeteries were named.
2. Research the burial rituals and patterns originating in slavery and typically associated with plantation slaves.
3. Research the meaning behind the placement of personal items and other grave goods by reading secondary sources like *Grave Matters: The Preservation*

of *African-American Cemeteries* published by the Chicora Foundation or *The Last Miles of the Way: African American Homegoing Traditions, 1890-Present* edited by Elaine Nichols.

4. Visit and create colored sketches during the early spring to see all of the daffodils, yucca plants and snowflakes marking individual graves.

TA-MTP-7 Trades and Professions

Time Periods:



Property:

Jacksonville School/Jacksonville Lodge (Aiken)
 Grand Army of the Republic Hall (Beaufort)
 Knights of Wise Men Lodge Hall (Beaufort)
 Sons of the Beaufort Lodge No. 36 (Beaufort)
 Harleston-Boags Funeral Home (Charleston)
 Moving Star Hall (Charleston)
 Seashore Farmers' Lodge No. 767 (Charleston)
 Working Benevolent Society Hospital (Greenville)
 Working Benevolent Temple & Professional Building (Greenville)
 E.H. Dibble Store/Eugene H. Dibble (Kershaw)
 Charles S. Duckett House (Laurens)
 All Star Bowling Lanes (Orangeburg)
 Law Offices of Coblyn and Townsend (Orangeburg)
 North Carolina Mutual Building (Richland)
 A. P. Williams Funeral Home (Richland)
 Union Community Hospital (Union)
 Afro-American Insurance Company (York)

SI: 8-5.3; 8-7.4; USHC-4.3; USHC-4.5; USHC-4.6; USHC-8.1
 ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Create a brochure about African Americans who influenced business practices in South Carolina in particular or in the United States like A. Phillip Randolph and Madam C. J. Walker.
2. Research the role of fraternal and burial societies in the African American community and how they supported business ventures and community members.
3. Interview prominent African American business leaders in the community.
4. Make an advertisement for African American businesses showing photographs of the location and the owners and examples of the work or services provided. Barbershops and beauty salons, mortuaries, insurance agents, doctors, and dentists have a long history in the African American community.
5. Create a chart showing the dates of operation, the leaders, the goals, and the major achievements of each of the businesses and organizations associated with the

above historic sites.

6. Research the first African American physicians and dentists in the community. Create a scrapbook of their biographies, their education, their office locations, their services, and their advertisements. Describe what it was like to go to the doctor or the dentist for an African American in the Jim Crow era.

TA-MTP-8 African Methodist Episcopal Churches

Time Periods:



Properties:

St. James A.M.E. Church (Abbeville)
 Bethel A.M.E. Church (Charleston)
 Emanuel A.M.E. Church (Charleston)
 Friendship A.M.E. Church (Charleston)
 Mt. Zion A.M.E. Church (Charleston)
 Mt. Zion A.M.E. Church (Clarendon)
 Trinity A.M.E. Church (Clarendon)
 St. Peter's A.M.E. Church (Colleton)
 Greater St. James A.M.E. Church (Florence)
 Bethel A.M.E. Church (Georgetown)
 Mt. Pisgah A.M.E. Church (Greenwood)
 Bethel A.M.E. Church (Laurens)
 Miller A.M.E. Church (Newberry)
 Shiloh A.M.E. Church (Orangeburg)
 Williams Chapel A.M.E. Church (Orangeburg)
 Bethel A.M.E. Church (Richland)
 St. Phillip A.M.E. Church (Richland)
 Mt. Zion A.M.E. Church (Williamsburg)

SI: 3-4.6; 8-4.6; 8-5.4; 8-5.5; 8-5.6

ELA SI: I-2; I-3; RI-1; RI-3; RI-4; RI-5; RI-6; RI-7; RI-11; RI-12; C-1; C-2

SUGGESTED LESSON ACTIVITIES

1. Discuss the significance of the church in the lives of students.
2. Ask families to visit the class one day and share experiences that they have encountered in A.M.E. churches.
3. Invite a minister from an A.M.E. church to speak to the class about the Church's national and local histories.
4. Research Richard Allen, the founder of the A.M.E. church.
5. Choose one or two sites to research for younger children and more sites for older students. After researching the sites using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm), local newspapers, church records, etc., have students create collages that represent some of the important aspects and significances of these sites to the lives of individuals.
6. Provide younger students with as many hands-on activities as possible. Try to find artifacts that the children can touch. If not, have students create their own replicas of items such as newspapers, church records, etc.

7. Visit one of the sites that can share its history with the students.
8. Organize a celebration program to pay tribute to the A.M.E church in the form of a performance skit, exhibit, or documentary.

TA-MTP-9 *Whittemore School*

Time Periods:   
 Properties: Whittemore School (Horry)

SI: 5-1.2; 8-5.1; 8-5.3; USHC-3.3
 ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
 RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research and Design a brochure detailing the history of Whittemore School.
<http://www.scaet.org/markers/display.cfm?id=1375>.
2. Research freedmen schools located in or around Horry County.
3. Write a newspaper article commemorating the anniversary of the founding of Whittemore School.
4. Create a virtual tour of the Whittemore School.

TA-MTP-10 *Wilson High School*

Time Periods:  
 Properties: Wilson High School (Florence)

SI: 5-1.2; 8-5.1; 8-5.3; USHC-3.3
 ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
 RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research and Design a brochure detailing the history of Wilson High School.
<http://www.scaet.org/markers/display.cfm?id=1368>.
2. Research freedmen schools located in or around Florence County.
3. Write a newspaper article commemorating the anniversary of the founding of Wilson High.
4. Research the life of Joshua E. Wilson and create a one page essay.

TA-MTP-11 *Shady Grove Camp Ground*

Time Periods:  
 Properties: Shady Grove Camp Ground (Dorchester)

SI: 8-5.1
 ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
 RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Create a map of local churches, <http://www.scaet.org/markers/display.cfm?id=1343>.
2. Invite Pastor of local church that was burned and rebuilt; have him explain the church history.
3. Use Magazines and yellow pages to make a collage of churches.
4. Make a Venn diagram on the different church congregations in Lake City.

TA-MTP-12 *Virtual Tour of African American Historical Sites in South Carolina*

Time Periods:     
 Properties: All

SI: 3.2; 3.3; 3.4; 3.5; 4.2; 4.5; 4.6; 5.1; 5.3; 5.4; 5.5; 8.1; 8.2; 8.3;
 8.4; 8.5; 8.6; 8.7
 ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
 RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Working in pairs, have students research a historic site within their county. Students without access to technology may use copies of this book to get started. Students will create a presentation to share with their classmates. Students will nominate one site from the presentations that represents "The Most Influential African American Historical Site."
2. Working in pairs, have students research historic sites within South Carolina. Students without access to technology may use copies of this book to get started. Students will plan a family trip that they may propose to their parents. Students will identify landmarks and map their locations. The map will include a travel route beginning and ending in their home town.
3. Working in pairs, have students identify a historic site that is not already included in this book, The National Register of Historic Places (NR), the National Historic Landmark Program (NHL), or the South Carolina Historical Marker Program (HM). Students will conduct research and create a proposal and argument to have their site entered in these programs.

TA-MTP-13 *Public Service Announcements*

Time Periods:     
 Properties: All

SI: 3.2; 3.3; 3.4; 3.5; 4.2; 4.5; 4.6; 5.1; 5.3; 5.4; 5.5; 8.1; 8.2; 8.3;
 8.4; 8.5; 8.6; 8.7
 ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
 RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Create posters to display in school hallways that help other students become aware of the rich African American history in the state.
2. Prepare a short speech to present over the school announcement system helping other students to become aware of the rich African American history in the state.
3. Use technology such as iPads and iMovie to create PSA commercials that can be showcased on the school's website. These commercials would help other people in the community to become aware of the rich African American history in the state.

TA-MTP-14 *Historic Penn Center*

Time Periods:   
Properties: Penn Center (Beaufort)

SI: 3-4.5; 4-6.3; 8-4.6
ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Working in pairs, have students describe a day at school in the life of an African American child, and a day in the life of a white child. Illustrate the story.
2. Use photos, drawings and paintings to create a storyboard depicting the differences between the African American School and the All – White Schools in South Carolina.
3. Discuss how the school public school system in South Carolina has evolved and how desegregation changed where students attend schools.

TA-MTP-15 *Benedict College*

Time Periods:   
Properties: Benedict College (Richland)

SI: 3-4.5, 4-6.3, 8-4.6, USHC-3.2
ELA SI: I-1; I-3; I-4; RI-3; RI-4; RI-5; RI-6; RI-7; RI-10; RI-11;
RI-12; C-1; C-2; W-2; W-3; W-5; W-6

SUGGESTED LESSON ACTIVITIES

1. Research the history of Benedict College using the National Register of Historic Places nominations at www.nationalregister.sc.gov/nrlinks.htm and other primary and secondary sources.
2. Research the American Baptist Home Mission Society http://www.abhms.org/come_from.cfm. Discuss their roles in the education of African Americans.
3. Research the namesakes of the school, Stephen Benedict. Write a biographical sketch.
4. Create posters recruiting African Americans to attend Benedict College.

Visual and Performing Arts (Multiple Time Periods)

TA-ARTS-1 *Music-History and Culture*

Time Periods: 
Grade Level: Third Grade
Property: Dizzy Gillespie Birthplace (Chesterfield)

Standard Indicator 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

MG3-5.1 Listen to examples of music from various historical periods and world cultures, including music representative of South Carolina

MG3-5.2 Use music vocabulary to describe stylistic differences of music from various genres and diverse cultures.

MG3-5.3 Identify current uses of music in daily

experiences and throughout the history of South Carolina.

MG3-5.4 Compare and contrast audience behaviors (for example, those appropriate for sports, worship, indoor/outdoor concerts, and school/community events)

SUGGESTED LESSON ACTIVITIES

1. Teacher will read the book “Dizzy” By Jonah Winter, illustrated by Sean Qualls. Grades PreK – 3, reading level and grade level equivalent: 4.6. This book places special emphasis to Dizzy’s life as a child.
2. Show a brief video clip of Dizzy Gillespie from Jazz: A Multimedia History (Charlie Parker video – 35 second mark for Gillespie video).
3. The teacher will play a selection of music from Dizzy Gillespie (A Night in Tunisia, Con Alma, Groovin’ High, or Manteca - MP3 - iTunes).
4. Students will use music vocabulary to describe music style and identify music genre.

TA-ARTS-2 *Media Arts-Creating Media Artwork*

Time Periods: 
Grade Level: Third Grade
Property: Dizzy Gillespie Birthplace (Chesterfield)

Standard Indicator 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

SUGGESTED LESSON ACTIVITIES

1. Read and view biographical information about Dizzy Gillespie found on the website, <http://www.dizzygillespie.com/index.html> and PBS http://www.pbs.org/jazz/biography/artist_id_gillespie_dizzy.htm
2. Listen to a Dizzy Gillespie jazz tunes several times. Create a collage that reflects the emotions the tune seems to convey.
3. Use the website http://www.cheraw.com/gallery_showcase.php?Dizzy-Gillespie-Homesite-Park-6 to see photographs of the Dizzy Gillespie Park, located where the birthplace once stood.
4. As a class, create a collage using pictures of Dizzy Gillespie performing and pictures of the Dizzy Gillespie Park.

TA-ARTS-3 *Music-History and Culture*

Time Periods: 
Grade Level: Eighth Grade
Property: Dizzy Gillespie Birthplace (Chesterfield)

Standard Indicator 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

MG8-5.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures including cultures represented in the history of South Carolina.

MG8-5.2 Classify and define by genre and style exemplary characteristics of musical works from diverse cultures, naming the title, composer, and historical period.

SUGGESTED LESSON ACTIVITIES

1. Students should read the story of the life of John Birks 'Dizzy' Gillespie, "The Life & Times Of John Birks Gillespie" by Donald Maggin, The definitive biography of a titan of American culture, whose name is synonymous with modern jazz. Provide a written report of at least two entertainers and how they crossed paths with other nationally known black Americans in the field of entertainment. For example, students might focus on Dizzy Gillespie and other jazz greats such as Duke Ellington, Louis Armstrong, or Thelonius Monk. Other web resources include, the Dizzy Gillespie website <http://www.dizzygillespie.com/index.html> and PBS http://www.pbs.org/jazz/biography/artist_id_gillespie_dizzy.htm.
 2. The teacher will play a selection of music from Dizzy Gillespie (A Night in Tunisia, Con Alma, Groovin' High, or Manteca - MP3 - iTunes). Students should be able to identify music style and genre based on rhythms and instrumentation.
 3. Show a brief video clip of Dizzy Gillespie from Jazz: A Multimedia History (Charlie Parker video – 35 second mark for Gillespie video).
 4. Allow students to notate and play selections of music by Dizzy Gillespie on their own instruments. Question to students include: Do you think that it takes a lot of (hard) work to be in a band or orchestra today? (Yes! Musicians have to work together and practice their instruments or singing alone and with group practice for many hours to be able to perform the music in concerts.) Do you think that the bebop style of jazz might be difficult to play? Why? (Improvisation, combined with a fast-tempo style of jazz along with "scat" were characteristics that defined bebop style of jazz.)
 5. Research biographies of African American actors, actresses, and performers from the 1930s-1960s who interacted and performed with Dizzy Gillespie. Identify by name and define by genre and style exemplary characteristics of musical works from those actors, actresses, and performers.
-

TA-ARTS-4 Instrumental Music-History and Culture

Time Periods: 

Grade Level: Third Grade

Property: Old Marine Hospital/Jenkins Orphanage/
Jenkins Orphanage Band (Charleston)

Standard Indicator 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

MI3-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.

MI3-5.2 Use personal and music vocabulary to respond to music of different styles and genres

Standard Indicator 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

MI3-6.4 Identify the different work that is involved in various types of musical performances.

MI3-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.

SUGGESTED LESSON ACTIVITIES

1. Show a video clip of Fox Movietone News Story 1-507: Jenkins Orphanage Band. "The Jenkins Orphanage Band of Charleston has been recognized as one of the country's important Jazz "incubators." Video link: <http://library.sc.edu/mirc/playVideo.html?i=30>." As students watch video, talk about the historical period - what was happening? Have students to identify instruments, make note of the conductor and role, and use music vocabulary to respond to the clip. Use a map to show and tell about the places where the Jenkins Orphanage Band traveled.
 2. Discuss the founder or the orphanage, Reverend Daniel Joseph Jenkins, and his relationship with music; why was music important to him and what role did music play in his own life? Read information from this link, <http://www.sciway.net/south-carolina/jenkins-orphanage.html>.
 3. Discuss the dance that is present in the video clip. The dance is the "Charleston". Allow students to dance the Charleston. Show video clip of the dance and discuss the popularity of the dance.
 4. Read the book Hey Charleston!: The True Story of the Jenkins Orphanage Band by Anne Rockwell with illustrations by Colin Bootman. Lesson plan for the book, <https://www.lernerbooks.com/digitalassets/Assets/Title%20Assets/11209/9780761355656/Classroom%20Activity.pdf>.
-

TA-ARTS-5 Instrumental Music - Making Connections

Time Periods: MAJC
Grade Level: Eighth Grade
Property: Old Marine Hospital/Jenkins Orphanage/
Jenkins Orphanage Band (Charleston)

Standard Indicator 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

MI8-6.2 Compare common music terms to those found in non-arts disciplines (for example, genre, program, dynamics, pitch).

MI8-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.

MI8-6.4 Discuss the costs and labor involved in artistic performances and productions.

MI8-6.5 Examine music's impact on everyday life.

SUGGESTED LESSON ACTIVITIES

1. Read information from the website about the Jenkins Institute, <http://www.jenkinsinstitute.org/>
2. Show a video clip of Fox Movietone News Story 1-507: Jenkins Orphanage Band. Video link: <http://library.sc.edu/mirc/playVideo.html?i=30>. As students watch video, talk about the historical period - what was happening? Have students to identify instruments, make note of the conductor and role, and use music vocabulary to respond to the clip. Use a map to show and tell about the places where the Jenkins Orphanage Band traveled.
3. Additional video clip: <https://www.youtube.com/watch?v=SWbFH2Y5c3Y>. Discuss the music style and genre. The band played in "rag" style which also helped launch the music we now know as jazz. Link to additional information, <http://www.sc.edu/orphanfilm/orphanage/symposia/scholarship/hubbert/jenkins-orphanage.html>
4. Discuss the founder or the orphanage, Reverend Daniel Joseph Jenkins, and his relationship with music; why was music important to him and what role did music play in his own life? Read information from this link, <http://www.sciway.net/south-carolina/jenkins-orphanage.html>.
5. Talk about famous musicians who began their careers as children in Jenkins Orphanage.
6. Discuss the dance that is present in the video clip. The dance is the "Charleston". Show video clip of the dance and discuss the popularity of the dance. Students research relationship between the music and dance.
7. Watch *Song of Pumpkin Brown*, written & directed by Brad Jayne. The film tells the story of a grieving ten-year-old's discovery of the jazz trumpet in 1961 South Carolina. After the death of his preacher father, Pumpkin Brown is sent to the Jenkins Orphanage in

Charleston. The film considers how creative expression and the emotions of the human experience are linked, told within the context of the Jenkins Orphanage and their vaunted music program.

TA-ARTS-6 Music - History and Culture: "We Shall Overcome"

Time Periods: MAJC CRM
Grade Level: Third Grade
Property: The Cigar Factory (Charleston)

Standard Indicator 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

MG3-5.1 Listen to examples of music from various historical periods and world cultures, including music representative of South Carolina

MG3-5.3 Identify current uses of music in daily experiences and throughout the history of South Carolina.

SUGGESTED LESSON ACTIVITIES

1. Students can learn original version of song and revised version. Teacher can introduce the role of songs in social change. Discuss how the song was used in prompting social change for the workers of the Cigar Factory and in the Civil Rights Movement.
2. Explain that many songs created by enslaved people, gospel songs, folk songs, and labor songs were collected, adapted and taught to young civil rights activists. These songs fostered courage, unity and hope within the Civil Rights Movement.
3. Student discussions can center around the effects of music on the emotions and mind. Compare freedom songs with folk songs, lullabies and symphonic pieces. Ask students to think about and describe how their moods change with each of the pieces of music.
4. Students learn freedom songs: *Keep Your Eyes on the Prize* and *This Little Light of Mine*. Discuss lyrics and what they represent by asking questions like; how can this song serve as inspiration for you to help others feel inspired and encouraged? And; what things are happening in our world today where this song could bring encouragement, inspiration, and hope?
5. Read aloud *We Shall Overcome: The Story of a Song* by Debbie Levy, Publisher: Disney – Jump At The Sun (December 17, 2013).

TA-ARTS-7 Choral Music-History and Culture: "We Shall Overcome"

Time Periods: MAJC CRM
Grade Level: Eighth Grade
Property: The Cigar Factory (Charleston)

Standard Indicator 5: The student will examine and perform music from a variety of historical periods and cultures.

MC8-5.1 Sing a diverse repertoire of music from various historical periods and cultures.

MC8-5.2 Compare and classify exemplary musical works by genre, style, historical period, composer, and title, including cultures represented in the history of South Carolina.

MC8-5.3 Examine the various uses of music in daily experiences and describe the characteristics that make the music suitable for the particular use.

MC8-5.4 Describe the historic roles of musicians in various music settings and cultures and throughout the history of South Carolina.

SUGGESTED LESSON ACTIVITIES

1. Students can visit the PBS Freedom Riders website <http://www.pbs.org/wgbh/americanexperience/freedomriders/people>.
2. Teacher can introduce the role of songs in social change. Discuss how the song was used in prompting change for Cigar Factory workers and within the Civil Rights Movement. Have students research the Cigar Factory's African American strikers. Who were Lillie Mae Doster, Marie Hodges, Delphine Brown, Lucille Simmons and, how did they learn the song?
3. Students learn freedom songs: Keep your eyes on the Prize and This Little Light of Mine. Discuss the words of the songs and let students express their reactions to the lyrics. Ask students how are songs and lyrics used as social commentary?
4. Students perform their own arrangements of songs after listening to selections from the CD Set *Let Freedom Sing! Music of the Civil Rights Movement*.
5. Students learn and perform "The Storm Is Passing Over" by Charles Albert Tindley, arr. Barbara W. Baker 3-part treble and piano, Hal Leonard 48004591. Lesson plan and guide, <http://www.wmea.com/cmsproxy/14/files/Storm%20CMP%20Plan%202014.pdf>

TA-ARTS-8 Visual Arts-History and Culture

Time Periods: COLR ANTE CWR MAJC CRM

Grade Level: Third Grade

Property: Sweetgrass Baskets (Charleston)

Standard Indicator 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place.

VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.

SUGGESTED LESSON ACTIVITIES

1. Sweetgrass Baskets: Internet resource from the Charleston County Public Library: <http://www.ccpl.org/content.asp?id=15732&action=detail&catid=6045&parentid=5748>.

2. Discuss natural materials used by artists and environmental impacts on availability of sources of those materials.
3. Discuss Mary Jackson from Johns Island, near Charleston. Her work has been recognized with a MacArthur Fellowship (commonly called the "genius grant,") and in 2010 she was named a Heritage Fellow by the National Endowment for the Arts. Some of her baskets are in the Smithsonian exhibition.
4. Lesson Plan from SC State Historic Preservation Office: "Sweetgrass Baskets: Preserving African American Traditions in the Low Country" Teacher Script, http://shpo.sc.gov/res/Documents/Lesson3_Script.pdf
5. Use this lesson plan for grades 3-12 taken from Grass Roots: African Origins of an American Art. The Teacher's Guide was developed in conjunction with the exhibition *Grass Roots: African Origins of an American Art*. Online resource: <http://africa.si.edu/exhibits/grassroots/gr.pdf>

TA-ARTS-9 Visual Arts Interpreting Works of Visual Art

Time Periods: COLR ANTE CWR MAJC CRM

Grade Level: Third Grade

Property: Sweetgrass Baskets (Charleston)

Standard Indicator 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

VA3-5.1 Identify purposes for the creation of works of visual art.

VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

SUGGESTED LESSON ACTIVITIES

1. Sweetgrass Baskets: Internet resource from the Charleston County Public Library: <http://www.ccpl.org/content.asp?id=15732&action=detail&catid=6045&parentid=5748>.
2. Discuss natural materials used by artists and environmental impacts on availability of sources of those materials.
3. Discuss Mary Jackson from Johns Island, near Charleston. Her work has been recognized with a MacArthur Fellowship (commonly called the "genius grant"), and in 2010 she was named a Heritage Fellow by the National Endowment for the Arts. Some of her baskets are in the Smithsonian exhibition.
4. Use this lesson plan for grades 3-12 taken from Grass Roots: African Origins of an American Art. The Teacher's Guide was developed in conjunction with the exhibition *Grass Roots: African Origins of an American Art*. Online resource: <http://africa.si.edu/exhibits/grassroots/gr.pdf>.

TA-ARTS-10 *Visual Arts-History and Culture*

Time Periods: COLR ANTE CWR MAJC CRM
Grade Level: Eighth Grade
Property: Sweetgrass Baskets (Charleston)

Standard Indicator 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.

VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

VA8-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.

Making Connections

Standard Indicator 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

SUGGESTED LESSON ACTIVITIES

1. Discuss natural and man-made materials used by artists. Discuss environmental impacts on availability of sources and materials.
2. Use this lesson plan for grades 3-12 taken from Grass Roots: African Origins of an American Art. The Teacher's Guide was developed in conjunction with the exhibition Grass Roots: African Origins of an American Art. Online resource: <http://africa.si.edu/exhibits/grassroots/gr.pdf>

TA-ARTS-11 *Media Arts-History and Culture*

Time Periods: MAJC
Grade Level: Eighth Grade
Property: William H. Johnson Birthplace (Florence)

Standard Indicator 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

SUGGESTED LESSON ACTIVITIES

1. Discuss William H. Johnson's biography (brief) found on DISCUS - Kids Infobits.

2. Internet resource from University of South Carolina in Aiken: <http://www.usca.edu/aasc/johnson.htm>
3. Internet resource from the Smithsonian Institute: <http://americanart.si.edu/education/classroom/help/bio/> and <http://www.americanart.si.edu/collections/search/artist/?id=2486>.
4. View and discuss his paintings found in the above biography.
5. Discuss how growing up in a rural area during the early 1900s in Florence, South Carolina affected his artwork (religion, farming, self-portraits, etc.).
6. Research African American artists, including Edwin A. Harleston (Site: Harleston-Boags Funeral Home (Charleston)/Edwin Augustus Harleston), and their contributions as part of the Harlem Renaissance.

TA-ARTS-12 *Media Arts-History and Culture*

Time Periods: MAJC
Grade Level: Eighth Grade
Property: Harleston-Boags Funeral Home (Charleston)

Standard Indicator 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

SUGGESTED LESSON ACTIVITIES

1. View the The Edwin A. Harleston collection from various resources. Online resources from College of Charleston: <http://lcdl.library.cofc.edu/content/edwin-harleston-collection>. Read his biography found on the website of USC Aiken, <http://www.usca.edu/aasc/harleston.htm>.
2. View images from Gibbs Museum, <http://gibbsmuseum.pastperfect-online.com/36029cgi/mweb.exe?request=keyword;keyword=harleston;dtype=d>. Discuss his paintings found in the above images and biography. Discuss how growing up in the late 1890's early 1900s in Charleston, South Carolina affected his artwork. How might Harleston's education at Avery Normal Institute in Charleston affected his artwork and career.
3. Research African American artists, including William H. Johnson, and their contributions as part of the Harlem Renaissance.
4. Using internet research, create a collage of famous prominent African Americans who visited Edwin A. Harleston in Charleston, to include W.E.B DuBois, James Weldon Johnson and Mary McLeod Bethune. Identify other media related to Harleston.

TA-ARTS-13 *Dance-Nonverbal Communication-Clayton "Peg Leg" Bates*

Time Periods: 
Grade Level: Third Grade
Property: Fountain Inn Principal's House and
Teacherage (Greenville)

Standard Indicator 3: The student will use dance as a medium to communicate meaning and/or artistic intent.

D3-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, dance notation, dance elements).

D3-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).

D3-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.

Dance History and Culture

Standard Indicator 5: The student will demonstrate an understanding of dance in various cultures and historical periods.

D3-5.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.

D3-5.3 Compare and contrast the works of past and present notable figures in dance.

SUGGESTED LESSON ACTIVITIES

1. Watch various online videos of tap dance by Clayton Peg Leg Bates. Discuss tap dance as a dance form. Other than the obvious, students should talk what makes the tap style of Clayton "Peg-Leg" Bates unique. Perform tap in the style.
2. Read the book *Knockin' On Wood* by Lynne Barasch, publisher resource, <http://www.leeandlow.com/books/knockin.html>. Students learn that Clayton Peg Leg Bates was a world famous tap dancer. Bates lost his left leg in a Cotton Gin accident at age 12. He subsequently taught himself to tap dance with a wooden peg leg attached where his missing left leg should have been. Lesson plan to accompany the book, <https://www.leeandlow.com/images/pdfs/knockin.pdf>
3. Teaching resource from <http://www.cricketmag.com/ProductImages/articles/CRICKET-Swing-It.pdf>

TA-ARTS-14 *Media Literacy: African American Entertainment Venues*

Time Periods: 
Grade Level: Eighth Grade
Properties: Atlantic Beach (Horry)

Big Apple (Richland)
Carver Theatre (Richland)
Columbia Township Auditorium
(Richland)
Calvary Theatre (Richland)

Standard Indicator 3: The student will access, analyze, interpret, and create media texts.

MA8-3.1 Explain the ways that a variety of media texts address their intended purpose and audience.

MA8-3.2 Interpret increasingly complex media texts.

MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in media texts.

MA8-3.4 Explain why different audiences might have different responses to a variety of media texts.

MA8-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

MA8-3.6 Identify whose point of view is presented in a media text and identify missing or alternative points of view.

SUGGESTED LESSON ACTIVITIES

1. Students research the significance of the above sites using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm) and other primary and secondary sources. Students create a presentation using a variety of media. In addition to the significance of the sites – architectural and social - students learn about the achievements and lives of Black entertainers connected with the above sites.
2. Research biographies of African American actors, actresses, and performers from the 1930s-1960s. Students create a video presentation of at least two entertainers and how they crossed paths with other nationally known black Americans in the field of entertainment. For example, students might focus on Dizzy Gillespie and other jazz greats such as Duke Ellington, Louis Armstrong, or Thelonius Monk. Brief biographies are available at www.sciway.net/afam/byname.html.
3. Use Photostory (free software from Microsoft) to create a narrated travelogue of the places associated with black South Carolina entertainers and entertainment venues in South Carolina.
4. Students review various media illustrating highlights of pop culture during the 1930s-1950s to identify whose point of view is presented in a media text, and to identify missing or alternative points of view.

TA-ARTS-15 *Media Arts-History and Culture*

Time Periods: 
Grade Level: Eighth Grade
Properties: Atlantic Beach (Horry)
Big Apple (Richland)
Carver Theatre (Richland)
Columbia Township Auditorium (Richland)
Calvery Theatre (Richland)

Standard Indicator 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

SUGGESTED LESSON ACTIVITIES

1. Students research the significance of the above sites using the National Register of Historic Places nominations (www.nationalregister.sc.gov/nrlinks.htm) and other primary and secondary sources. Students create a presentation using a variety of media. In addition to the significance of the sites – architectural and social - students learn about the achievements and lives of Black entertainers connected with the above sites.
2. Research biographies of African American actors, actresses, and performers from the 1930s-1960s. Students create a video presentation of at least two entertainers and how they crossed paths with other nationally known black Americans in the field of entertainment. For example, students might focus on Dizzy Gillespie and other jazz greats such as Duke Ellington, Louis Armstrong, or Thelonius Monk. Brief biographies are available at www.sciway.net/afam/byname.html.
3. Use Photostory (free software from Microsoft) to create a narrated travelogue of the places associated with black South Carolina entertainers and entertainment venues in South Carolina.
4. Create an African American Entertainment Map of South Carolina. Working with a large map, mark the places with photos and captions to highlight the people and places that entertained African Americans during the Jim Crow era.
5. Create a video, audio, or poster advertising upcoming attractions at one of the above sites. Display students' products on a classroom wall illustrating highlights of pop culture during the 1930s-1950s.

6. Create postcards from an Atlantic Beach vacation experience of an African American family who spends a week at Atlantic Beach from the 1930s-1970s. Use historical information about Atlantic Beach online at <http://www.townofatlanticbeachsc.com/>.

TA-ARTS-16 *Architectural Landscape: Historic Churches, Buildings, Homes, Architects and Builders*

Time Periods:     
Grade Level: Eighth Grade
Properties: Various

Standard Indicator 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

SUGGESTED LESSON ACTIVITIES

1. After studying the relationship between visual arts and architecture, students then study architectural styles of African American Historic Places in South Carolina. Students will make a scrapbook of their findings showing that they have learned vocabulary terms found in both the visual arts and architectural, architectural styles and terms, and, students will discover some of the history of the state while learning to appreciate the architecture styles found within their community.
2. After studying the history of the state's most common architectural styles, students are asked to gather together pictures that they think would represent each of the styles. This could be done by actually going out into the community and taking pictures, hand sketching or both. They are then asked to put them into a scrapbook and label the different architectural parts on each structure (column, transom, lights...etc.). Their scrapbooks can be made out of any materials they choose.
3. To go one step further, students can conduct in-depth research on the individual properties then, prepare a presentation using media technology.
4. Students might be amazed at how much history there is in their cities/towns.
5. Discuss the shared vocabulary – form, balance, scale, etc. Did your students find what they were looking for? Were the findings as they expected?
6. Alternate resource for Design and Architecture: Why are we looking at That? Mid-Century and Modern Architecture in South Carolina <http://shpo.sc.gov/research/Documents/WhyThat.pdf>
7. Lesson plan about architecture and the arts from the Kennedy Center - http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/From_Greece_to_Main_Street.

RESOURCES

1. An excellent teaching resources for the arts and arts integration is from The Kennedy Center: Arts Edge - <http://artsedge.kennedy-center.org/educators>.
 2. Smithsonian Education - <http://smithsonianeducation.org/>
 3. SC African-American Guide has an open repository – created and maintained by **SCiway** - <http://www.sciway.net/afam/>.
-

LESSON PLANS BY TIME PERIOD

ELA Standards Indicator Key

I = Inquiry - Based Literacy
 RL = Reading – Literary Text
 RI = Reading – Informational Text
 W = Writing
 C = Communication

Expansion and Reform:

Antebellum (1800-1860) ANTE

LP-ANTE-1 *The Insurrection of 1822* — Lisa Bevans

Denmark Vesey House (Charleston)
 SI: 3-2.5; 3-4.1; 4-2.4; 4-3.4; 4-4.3; 8-1.4; 8-4.2;
 USHC-2.4
 ELA SI: I-1.1; I-3.2; I-5.1; RI-5.1; RI-12.1; W2.1;
 C-1.2; C-1.4

LP-ANTE-2 *Pots of Clay: A "Must Have" of the 1800s*— Barbara Padgett

Trapp and Chandler Pottery Site
 (Greenwood)
 SI: 3-2.5; 3-4.1; 4-6.1; 8-4.1
 ELA SI: I-2.1; I-3.2; I-5.1; RI-7.1; W. 2.1; C-1.1;
 C-1.2; C-1.4; C-3.2

LP-ANTE-3 *Inland Rice* — Dr. Marsha Myers-Jones

Arundel Plantation Slave House
 (Georgetown)
 SI: 3-2.5; 4-2.3; 4-2.4; 8-1.4; 8-1.5; USHC-2.3;
 USHC-2.4
 ELA SI: RI-4.1; RI-12.1; RI-12.3; W-1.1; W-2.1;
 C-1.1; C-1.2

Civil War & Reconstruction (1860-1877) CWR

LP-CWR-1 *Black Voices of the Pee Dee:*

Three Prominent Citizens — Gina Kessee
 Edmund H. Deas House (Darlington)
 Joseph H. Rainey House (Georgetown)
 Stephen A Swails House (Williamsburg)
 SI: 5-5.1; 5-1.2; 5-1.4; 8-5.1; 8-5.2; 8-5.3; 8-5.4;
 USHC-3.3; USHC-4.6
 ELA SI: I-2.1; I-3.4; RI-4.1; RI-12.1; W-2.1; W-6.1;
 C-1.1; C-1.2; C-2.1

LP-CWR-2 *Worshipping Free, African American Churches After the Civil War*

— Rosamond Lawson
 Centenary United Methodist Church
 (Charleston)
 Emanuel A.M.E. Church (Charleston)
 Holy Trinity Reformed Episcopal Church
 (Charleston)
 Old Bethel United Methodist Church
 (Charleston)
 Old Plymouth Congregational Church
 (Charleston)
 Saint Mark's Episcopal Church (Charleston)

SI: K-4.1; 2-4.1; 3-4.5; 3-4.6; 5-1.1; 5-1.2; 5-1.4;
 8-5.3; 8-5.4; USHC-3.4; USHC-3.5
 ELA SI: I-2.1; I-3.2; I-5.1; RI-4.1; RI-7.1; RI-12.1;
 W-2.1

LP-CWR-3 *Robert Smalls: Warrior and Peacemaker*

— T. Lynn Moseley
 First African Baptist Church (Beaufort)
 Robert Smalls House (Beaufort)
 Sons of Beaufort Lodge No. 36 (Beaufort)
 Tabernacle Baptist Church (Beaufort)
 South Carolina Statehouse (Richland)
 SI: 3-4.4; 5-1.1; 5-1.2; 5-1.3; 5-1.4; 8-4.5; 8-4.6;
 8-5.1; 8-5.3; 8-5.4; USHC-3.1; USHC-3.2;
 USHC-3.3; USHC-3.4; USHC-3.5
 ELA SI: I-2.1; I-5.1; RI-4.1; RI-7.1; RI-12.1;
 RI-12.3; W-2.1

LP-CWR-4 *General Wild's African Brigade*

— Frederica Walker Brown
 Camp Saxton (Beaufort)
 Penn Center(Beaufort)
 SI: 8-4.5; 8-4.6; USHC-3.2
 ELA SI: I-2.1; I-3.2; I-5.1; RI-4.1; RI-12.1; W-2.1;
 W-4.1

LP-CWR-5 *Cultural Strength Grows a Community*

— Spencer Gaither
 Jerusalem Baptist Church (Darlington)
 SI: 3-4.5; 3-4.6; 3-5.3
 ELA SI: I-2.1; I-5.1; RI-4.1; RI-7.1; RI-12.1;
 RI-12.3; W-2.1

Modern America: Jim Crow

Segregation (1877-1945) MAJC

LP-MAJC-1 *African American Women in Education*

— Ellen Bagby
 President's Home of Harbison College
 (Abbeville)
 African American School Site (Anderson)
 Voorhees College Historic District (Bamberg)
 Birthplace of Mary McLeod Bethune
 (Sumter)
 SI: 8-6.4; USHC-3.5
 ELA SI: I-2.1; I-3.3; RI-4.1; RI-5.1; RI-12.1; W-3.1;
 W-4.1; C-1.1; C-1.2; C-1.4; C-1.6; C-2.1;
 C-5.3

LP-MAJC-2 *If These Stones Could Speak*

— Linda F. Hardin
 Richland Cemetery (Greenville)
 SI: 2-4.3; 8-5.4
 ELA SI: I-3.1; RI-4.1; W-2.1; C-2.1; C-3.2; C-5.3

LP-MAJC-3 *Amen! Schools In!* — Sherie Sawyer

Mt. Zion Methodist Church (Florence)
 Mt. Zion Rosenwald School (Florence)
 St. James Rosenwald School (Horry)
 Hope Rosenwald School (Newberry)

Howard Jr. High School (Newberry)
Great Branch Teacherage (Orangeburg)
SI: 5-1.3; 5-3.2; 5-5.3; 8-5.3; 8-5.8; 8-7.2;
USHC-8.1
ELA SI: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1; W-2.1

LP-MAJC-4 *Traveling Southern Style*

— *Valentina Cochran*
Atlantic Beach (Horry)
Harriet M. Cornwell Tourist Home (Richland)
SI: 3-5.2; 8-7.1; 8-7.2; USHC-7.6
ELA SI: I-1.1; RI-12.1; C-1.1; C-1.2; C-5.2; C-5.3;
W-1.1

LP-MAJC-5 *The Hamburg Massacre* — *Jeremy K. Gerken*

Aiken Colored Cemetery (Aiken)
SI: 3-4.6; 5-1.3; 5-1.4; 8-5.3; 8-5.4; USHC-3.4
ELA SI: I-1.1; RI-12.1; C-1.1; C-1.2; C-5.2; C-5.3;
W-1.1

LP-MAJC-6 *World War II's Impact on South Carolina*

— *Rhonda Willis*
Training the Tuskegee Airmen (Colleton)
SI: 8-6.5
ELA SI: RI-12.1; RI-4.1; C-1.1; C-1.2; W-2.1

LP-MAJC-7 *The Tuskegee Airmen* — *Marlon M. Smith*

Training the Tuskegee Airmen (Colleton)
8.P.2A.1-Science
ELA SI: RI-12.1; RI-4.1; C-1.1; C-1.2; W-2.1

LP-MAJC-8 *Benjamin E. Mays Birthplace*

— *Mary D. Haile*
Benjamin E. Mays Birthplace (Greenwood)
SI: 3-5.5; 5-5.3; 8-7.2; USHC-8.1
ELA SI: I-2.1; I-5.1; RI-4.1; RI-9.1; RI-12.3;

LP-MAJC-9 *Aiken Graded School*

— *Katelyn Price*
Aiken Graded School (Aiken)
SI: 8-5, 8-6 USHC-3
ELA SI: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1; W-2.1

Contemporary America: Civil Rights Movement (1945-Present)

LP-CRM-1 *Integration with Dignity* — *Cleo Crank*

Integration with Dignity, 1963 (Pickens)
Liberty Hill Church (Clarendon)
Summerton High School (Clarendon)
Sterling High School (Greenville)
Marysville School (Spartanburg)
McCrary's Civil Rights Sit-Ins (York)
SI: 3-5.4; 3-5.5; 5-5.3; 8-7.2; 8-7.3; USHC-8.1;
USHC-8.4
ELA SI: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1; W-2.1;
C-1.2

LP-CRM-2 *Orangeburg Massacre* — *Dale Evans*

All Star Bowling Lanes (Orangeburg)
The Orangeburg Massacre (Orangeburg)
South Carolina State College Historic District
(Orangeburg)
SI: 3-5.2; 3-5.6; 5-5.3; 8-7.4; USHC-9.5
ELA SI: I-3.2; RI-12.1; W-1.1; W-2.1; C-1.2

LP-CRM-3 *The Lynching of Willie Earle*

— *Amishacoe Fulmore*
Working Benevolent Temple and
Professional
Building (Greenville)
SI: 8-5.4
ELA SI: I-1.1; I-3.3; RI-4.1; RI-6.1; RI-12.1; W-2.1

LP-CRM-4 *Survey of the Civil Rights Movement*

— *Franklin Gause*
Orangeburg- All Star Bowling Lanes
(Orangeburg)
Friendship School (York)
SI: 3-5.2, 3-5.5, 3-5.6, 5-1.5, 5-5.3, 8-7.2, 8-7.4,
USHC-8.1, USHC-9.5
ELA SI: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1; W-2.1

Multiple Time Periods 

LP-MTP-1 *South Carolina's African American Women: "Lifting As We Climb"*

— *Harmonica R. Hart*
Alston House (Richland)
Mann-Simons Cottage (Richland)
Modjeska Montieith Simkins House
(Richland)
SI: 3-4.1; 3-5.4; 3-5.5; 5-3.2; 5-4.7; 5-5.2; 8-5.2;
8-7.3; USHC-3.4; USHC-8.1
ELA SI: I-4.1; RI-12.1; RI-12.3; W-2.1; C-1.1;
C-1.2; C-2.1

LP-MTP-2 *Slave Narratives—Stories From The WPA and The Federal Writers Project*

— *Lacy B. Bryant*
McGowan-Barksdale Servant Houses
(Abbeville)
Daufuskie Island (Daufuskie)
Coffin Point Plantation (St. Helena Island)
Frogmore Plantation (St. Helena Island)
Seaside Plantation (St. Helena Island)
Howe Hall Plantation (Goose Creek)
Aiken-Rhett House Slave Quarters
(Charleston)
Old Slave Mart (Charleston)
Point of Pines Plantation (Edisto)
McLeod Plantation (Edisto)
Boone Hall Plantation (Mount Pleasant)

Selkirk Farm (Bingham)
 Middleton Place (Rural Dorchester County)
 Roseville Plantation Slave and Freedman's
 Cemetery (Florence)
 Hewn-Timber Cabins (Lake City)
 Slave Houses, Gregg Plantation (Lake City)
 Hobcaw Barony (Georgetown)
 Richmond Hill Plantation (Murrells Inlet)
 Cedar Grove Plantation (Pawley's Island)
 Arundel Plantation Slave House
 (Georgetown)
 Keithfield Plantation (Georgetown)
 Mansfield Plantation Slave Street
 (Georgetown)
 Pee Dee River Rice Planters Historic District
 (Georgetown)
 Fair-Rutherford and Rutherford Houses
 (Columbia)
 Goodwill Plantation (Eastover)
 Magnolia Slave House (Gadsden)
SI: 8-1.4; 8-4.1; 8-4.6; 8-5.2; 8-5.3; 8-5.4;
USHC-2.4; USHC-3.4
ELA SI: I-2.1; I-5.1; RI-4.1; RI-9.1; RI-12.3;
W-2.1; W-4.1; C-1.2; C-1.6; C-2.3; C-3.2

LP-MTP-3 *The A.M.E. Journey*
 — Wallace Foxworth
 Pine Hill A.M.E. (Dillon)
SI: K-4.1; 2-2.2; 3-2.5; 4-6.2; 8-4.6; USHC-3.3
ELA SI: I-2.1; I-3.2; I-5.1; RI-4.1; RI-7.1; RI-12.1;
W-2.1

LP-MTP-4 *A History of Public Education In Charleston County*

— Lisa M. Seeber
 Robert Smalls House (Beaufort)
 Summerton High School (Clarendon)
 Liberty Hill Church (Clarendon)
 Penn School (Charleston)
 Avery Normal Institute (Charleston)
 Laing (Charleston)
 Burke (Charleston)
 Kress Building (Charleston)
SI: 3-5.5; 5-5.3; 8-7.2; USHC 8.1; USHC 8.2
ELA SI: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1; W-2.1;
C-1.2

LP-MTP-5 *Separate But Equal*

— Brian Williams
 Robert Smalls School (Chesterfield)
SI: 3-5.5, 5-3.2, USG 4.5, USHC 8.1
ELA SI: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1; W-2.1;
C-1.2

Visual and Performing Arts

LP-ARTS-1 *Old Marine Hospital/Jenkins Orphanage/
 Jenkins Orphanage Band*

— Joy Young
 Old Marine Hospital/Jenkins Orphanage
 (Charleston)
Music SI: 3-5.1; 3-5.2; 3-6.4; 3-6.5
Dance SI: 3-5.1; 3-5.2
ELA SI: 3-5.1; 3-5.2; 3-5.3

LP-ANTE-1

THE INSURRECTION OF 1822

Lisa K. Bevans

Drayton Hall Elementary, Charleston County School District

Property: Denmark Vesey House (Charleston)

Standard Indicators: 3-2.5; 3-4.1; 4-2.4; 4-3.4; 4-4.3;
8-1.4; 8-4.2; USHC-2.4

English Language Arts: I-1.1; I-3.2; I-5.1; RI-5.1; RI-12.1;
W2.1; C-1.2; C-1.4

Essential Questions

1. How did the Denmark Vesey trial contribute to white anxieties about free blacks?
2. How did the conspiracy of an insurrection contribute to the treatment of the enslaved?

Historic Content

In 1820 the ratio of the white population to the black population in South Carolina was not equally balanced. In that year, South Carolina was estimated to have 237,440 whites compared to 265,301 blacks. In Charleston, those unbalanced numbers were even greater. About 40% of all free persons of color in South Carolina lived in Charleston and 89% of all free blacks in Charleston County lived in the city.

Denmark Vesey was a free black man who lived in Charleston, SC. He won \$1,500 in a lottery and was able to buy his own freedom. He was a co-founder of the African Methodist Episcopal Church in Charleston. During the summer of 1822, there was a rumor that Vesey conspired to stage an insurrection that would involve more than 9,000 slaves.

Even though the insurrection never occurred the rumors frightened whites and led to the execution of 35 men, including Vesey, and the burning of the church he co-founded. The conspiracy resulted in stricter control of the enslaved and limited movement of free Africans in Charleston.

Sources Needed

Primary Source (in addition to the historic site)

Governor's Messages to the South Carolina General Assembly, June-August 1822. S165009 Box 1328. South Carolina Department of Archives and History.

Secondary Sources

Egerton, Douglas. *He Shall Go Out Free: The Lives of Denmark Vesey*. New York City: Madison House Publishers, 2004.

Lofton, John. *Insurrection in South Carolina: The Turbulent World of Denmark Vesey*. Yellow Springs, OH: Antioch Press, 1964.

South Carolina State Historic Preservation Office,
"Denmark Vesey House, Charleston County, South

Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/charleston/S10817710094/index.htm.

Lesson Procedures

1. Teacher will open discussion with students on ways the slaves resisted captivity.
2. Teacher will tell students of other slave rebellions, such as Stono Rebellion and/or Gabriel Prosser's attempted revolt.
3. Teacher will ask students to describe how they believed whites might have felt about the unbalance between slaves and whites.
4. Teacher will give background about Denmark Vesey and his plan for the Insurrection of 1822.
5. Teacher will highlight excerpts from the original transcript from the Vesey trial and give to the students to read.
6. Students should be placed in small groups and asked to come up with "hard evidence" in which to convict Denmark Vesey.
7. Teacher and class will discuss the evidence found by the groups and discuss whether white fear played a part in the trial.
8. Students should be asked to do one of the activities listed below after the discussion.

Assessment Ideas

1. Have students create a concept map of the plans of Denmark Vesey to lead the revolt using Kidspiration.
2. Create a cause-and-effect chart depicting the events and conditions leading up to the trial of Denmark Vesey and the effect the foiled revolt had on the state of South Carolina in terms of legal and social developments.
3. Compare the lives of the enslaved Africans to those of free Africans.
4. Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority.
5. Write a short point-counterpoint piece that describes differing points of view concerning an event such as the Trial of Denmark Vesey or the events leading up to the trial.

LP-ANTE-2

POTS OF CLAY: A “MUST-HAVE” OF THE 1800s

Barbara Padget

Gilbert Middle School, Lexington County School District I

Property: Trapp and Chandler Pottery Site
(Greenwood)

Standard Indicators: 3-2.5; 3-4.1; 4-6.1; 8-4.1

English Language Arts: I-2.1; I-3.2; I-5.1; RI-7.1; W. 2.1;
C-1.1; C-1.2; C-1.4; C-3.2

Essential Questions

1. What role did pottery factories play in local communities?
2. What determined the location of these factories?
3. What kinds of items were produced and for what were they used?
4. How were slaves involved?
5. Why did these pottery factories close?

Historic Content

The Trapp and Chandler Pottery Factory was one of several manufacturing sites that produced alkaline-glazed pottery for the local area. Located near Kirksey Crossroads in what was the Edgefield District (present-day Greenwood County). John Trapp was a minister at Mountain Creek Baptist Church from 1833 until his death in 1876. He was an investor in the business, not a potter. (Baldwin 50-51) Thomas Chandler was the main turner in the business. (51) This business produced pan form bowls, jugs, storage jars, churns, chamber pots, and cups. (51-52) It closed in 1849. (53) Apparently, Chandler opened his own business the following year, which was a stoneware and brick factory, according to an advertisement in the *Edgefield Advertiser*. (53) Chandler had eleven slaves and journeymen pottery makers in 1850, paying \$165.00 a month. (53) In a January 29, 2008 interview with Stephen Ferrill, curator of Old Edgefield Pottery Museum, Ferrill confirmed that Chandler had at least four slaves, a couple, Simon and Easter and their two sons, Ned and John. Ferrill said that the journeymen were Irish immigrants. (Ferrill interview)

Pottery making was profitable in an agricultural society (Baldwin 1) because of its practicality and the availability of the clay needed to form the pots. (2) The Edgefield District used different components in their glazes to give their pottery a distinct look. (2-3) Both saprolite and kaolin were used, saprolites having a “reddish hue” and kaolin having a more grayish, green color. (3) Pots were made for specific purposes with tier rims and handles designed to enhance their uses. (53-54)

Slaves worked in the pottery business. The jobs consisted of mining the clay, preparing the clay for turning and turning the pots themselves. The most famous, Dave, worked for Lewis Miles and other members of the Landrum and Drakes families in

Edgefield. (Koverman 20-25) Dave has garnered much interest from scholars and historians because he wrote verses on the pottery he made. He worked as a potter from the 1830s through 1864, when he dated his last pot. (33) Koverman also suggests through her research that Dave’s phrases may have brought him trouble as a slave. She bases this on the gaps in the dates of his works compared to events that may have suggested trouble in the slave community. (33-34)

Pottery making began to decline after the Civil War and the invention of mass-produced glass and metal containers. (An Edgefield Tradition 2008)

Sources Needed

Primary Sources (in addition to the historic site)

“Chandler and Dave pots.” Photographs. Collection of Old Edgefield Pottery Museum, Edgefield, South Carolina. Edgefield, South Carolina. Photographs taken by Barbara Padget, January 2008.

Ferrill, Stephen. Interview by Barbara Padget, 29 January 2008, Edgefield, South Carolina.

Secondary Sources

“An Edgefield Tradition.” Edgefield Pottery, www.edgefieldpottery.com/tradition.htm (accessed 26 January 2008).

Baldwin, Cinda K. *Great and Noble Jar*. Athens: University of Georgia Press, 1995.

Koverman, Jill Beute, ed. *I Made This Jar: The Life and Works of the Enslaved African-American Potter: Dave*. Columbia: McKissick Museum, University of South Carolina, 1998.

South Carolina State Historic Preservation Office. “Trapp and Chandler Pottery (38GN169). Greenwood County, South Carolina.” National Register of Historic Places nomination, www.nationalregister.sc.gov/greenwood/S10817724012/index.htm.

Lesson Procedures

1. Show students examples of modern storage containers — Tupperware, etc.
2. Brainstorm modern uses and direct students to speculate what people living in the 1800s used for storage.
3. Show students examples of pottery — pictures or real examples.
4. Explain briefly how pottery is made and what it is made of.
5. Locate Edgefield, Aiken, and Greenwood counties on a state map of South Carolina. Have students identify the geographical regions (Sand Hills and Piedmont) in

which these counties are located. Discuss why pottery factories would be located here.

6. Show maps of Edgefield potteries using the Baldwin book. Locate the Trapp and Chandler Pottery Site.
7. Discuss the different kinds of pots based on the use.
8. Contrast different glazes used to make pots look different.
9. Discuss the use of slave labor in the potteries. Include Dave.
10. Discuss what ended the “hey day” of pottery making. Relate to items today that are no longer being made. (analog television, VCR tapes, etc.)

Assessment Ideas

1. Make a “shopping list” of necessary pieces of stoneware needed for a household in antebellum South Carolina. Explain why you need each piece.
2. Create a journal entry from one of these three different points of view. You are reacting to this scenario: the present owner is selling the factory to another person. Different points of view: Turner

(slave), Present owner, customer

Lesson Activities

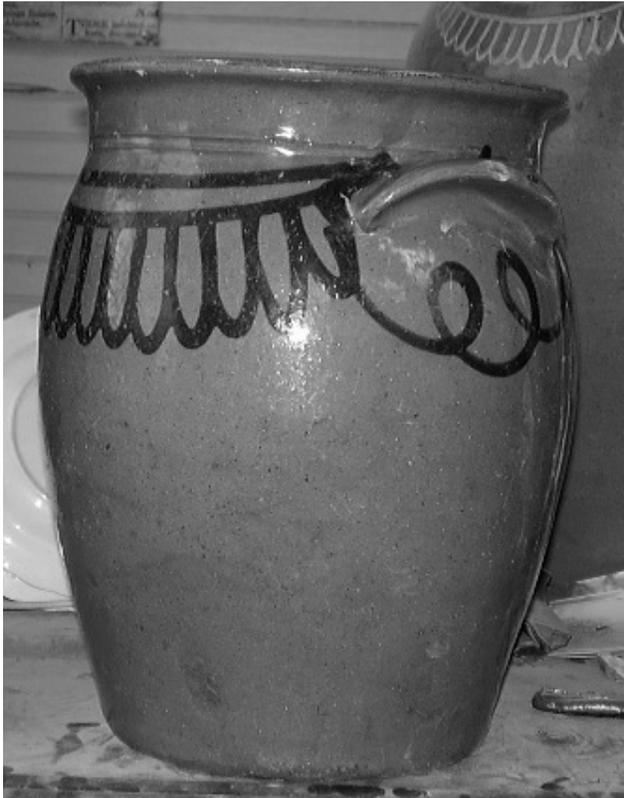
1. Visit a local potter or have a potter visit. (Explain differences in then and now.)
2. Work with the art teacher to have students create and produce a piece of pottery of their own.
3. Construct a web quest using an Edgefield Pottery site for students to complete.
4. Work with the school Technology person to set up a blog for students to share ideas about what they have learned.



Above: Butter Churn — Chandler piece. Top left: Dave the Potter Storage Jar. Bottom left: Early Chandler Storage Jar.



Above: Decorated Clabber Bowl Chandler piece. Below: Early Chandler Storage Jar — two views. All pieces courtesy of Stephen Ferrill. All photos taken by Barbara Padget.



LP-ANTE-3 INLAND RICE

Dr. Marsha Myers-Jones
Alcorn Middle School, RichlandOne

Property: Arundel Plantation Slave House
(Georgetown)

Standard Indicators: 3-2.5; 3-4.1; 4-2.4; 4-3.4; 4-4.3;
8-1.4; 8-4.2; USHC-2.4

English Language Arts: RI-4.1; RI-12.1; RI-12.3; W-1.1;
W-2.1; C-1.1; C-1.2

Objectives

1. Students will be able to write journal entries depicting Africanslave experiences as part of the labor intensive system of rice cultivation.
2. Students will be able to interpret and create their own advertisements (auction posters) for slave labor.
3. Students will generate editorials about Carolina Gold (rice) from varying perspectives.
4. Students will compare the conditions in South Carolina rice fields with the conditions in West African rice fields.
5. Students will be able to differentiate between the Gullah, Krio (Sierra Leone) and English languages

Time Required

Two class periods

Recommended Grade Levels

Elementary/Middle/High

Historic Content

African slaves played a significant role in the developing culture and economy of South Carolina. The economy of South Carolina was largely based on the plantation system which depended upon slave labor. Most of the cash crops, like rice, were labor intensive, thus requiring many slaves to cultivate the crops. South Carolina planters were willing to pay higher prices for slaves from the Sierra Leone and the West Coast region of Africa.

Skilled Africans contributed their knowledge of rice cultivation which included their own method of planting, hoeing, harvesting, threshing, and polishing. These methods dramatically improved rice production capabilities. Their ingenious system opened thousands of new acres to rice production. This made planters wealthy and Carolina one of the economic successes of the British colonial system. South Carolina became one of the richest colonies with Charleston as its capital.

African slaves contributed their culture by way of their music, dancing, wood carving, folk music, basket weaving as well as the Gullah language. The Gullah language was once thought of as broken English but is instead

a language comprised of West African languages and English developed as a means of communication between the many enslaved Africans living on the Sea Islands.

SC Historic Sites: Inland Rice Fields c. 1701-1865 Palmetto Commerce Parkway, NW of Ashley Phosphate Road, North Charleston vicinity (Front) Embankments and ditches dating from the early 18th century are still visible here and show the elaborate layout of rice fields that were part of Windsor Hill and Woodlands plantations. Before the American Revolution, lowcountry planters grew rice in inland fields that did not use the tides for flood waters.

(Reverse) Windsor Hill was established ca. 1701 by Joseph Child (d. 1717), and Woodlands was established ca. 1800 by Thomas Parker (d. 1821). The remnants of these rice fields are a tangible reminder of the skill and labor of the enslaved people who constructed them, many of whom had been rice farmers in Africa.

Sponsored by Charleston Country, 2012

Materials Needed

1. <http://yale.edu/glc/gullah/02>
2. www.knowitall.org/gullahnet
3. www.ricediversity.org

Lesson Procedures

1. Begin the lesson by asking students where rice originated and where rice is with regards to its level of production worldwide today. In production corn is the number one commodity and rice is number two.
2. Teacher will provide a brief lecture that includes images of African slave labor in the inland rice fields, auction posters and the importance of rice as a cash crop to South Carolina's colonial economy. The economy of South Carolina was thriving because rice was a major export. Carolina Gold was produced exclusively by African slaves who were brought to America because of their knowledge of rice cultivation.
3. Provide digital primary sources for students and model/scaffold student identification and subsequent analysis of these significant elements of colonial Carolina lowcountry inland rice cultivation. These elements include the importance of obtaining African slaves with rice cultivation skills and knowledge in addition to the higher cost of such slaves. Both teachers and students will use the Class Compilation Chart whereby pertinent information that is extracted is recorded. The Class Compilation Chart is also used as a place where deeper research extensions can be noted. Elements discussed can be incorporated and instructional activities can be tailored to suit student

strengths.

4. After the lecture, have students create group advertisements (auction posters) for slaves from the West Coast of Africa for sale in the colonies.
5. Students should next create editorials about Carolina Gold. Make sure that students include all of the important details about Carolina Gold.
6. Students should compare the conditions of South Carolina rice fields and the rice fields of the West Coast of Africa.
7. With the use of www.knowitall.org/gullahnet, allow the students to see the differences in the Gullah, Krio, and English. The students should differentiate how the words were derived from a mixture of the languages.
8. Students will write journal entries from varying perspectives such as those of African slaves depicting the difficulties of rice cultivation in colonial Carolina.

Assessment Ideas

1. How were the African slaves important to the economic success of the Carolina colony?

Answers should vary, but include some form of the following: The music, dancing, wood carving and folk medicine of African slaves that became part of the culture. Their knowledge and labor regarding rice cultivation caused economic success for the colony.

2. What challenges did the African slaves face once arriving in the colonies?

Answers should vary, but include some form of the following: Slaves faced several challenges, they were brought against their will, sold into bondage, forced into slavery with others causing cultural and language barriers. The larger and stronger African population brought about by economic forces caused a tenuous imbalance in the population. These conditions affected future race relations.

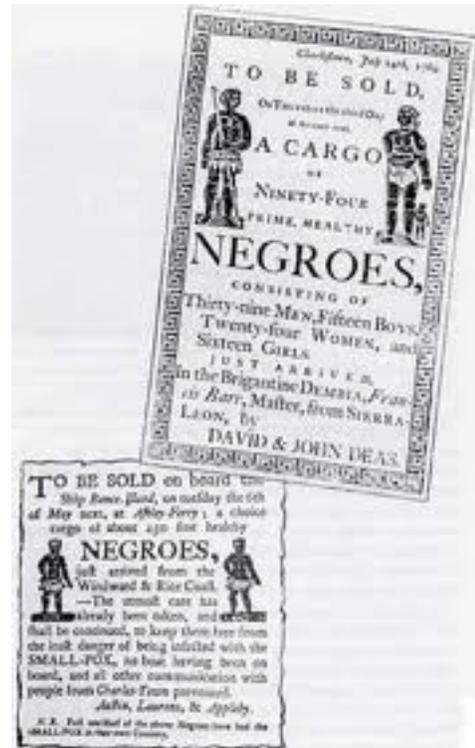
Lesson Activities

1. Create an auction poster.

Requirements for Auction Poster:

- Name of the ship
- Number of captives
- At least one image
- Origin of captives
- Place of auction
- Date and time of auction

Rice Cultivation Images



LP-CWR-1

BLACK VOICES OF THE PEEDEE: THREE PROMINENT CITIZENS

Gina Kesse

Fairfield Central High School, Fairfield County School District

Properties: Edmund H. Deas House
(Darlington)
Joseph H. Rainey House (Georgetown)
Stephen A Swails House
(Williamsburg)

Properties not listed: Friendly Society Cemetery
(Charleston)
(Swails burial site)
Baptist Cemetery (Georgetown)
(Rainey burial site)

Standard Indicators: 5-5.1; 5-1.2; 5-1.4; 8-5.1; 8-5.2;
8-5.3; 8-5.4; USHC-3.3; USHC-4.6

English Language Arts: I-2.1; I-3.4; RI-4.1; RI-12.1; W-2.1;
W-6.1; C-1.1; C-1.2; C-2.1

Essential Questions

1. How were Black citizens (native or migrants) of the Pee Dee region able to overcome adversity and make significant contributions in local and state politics, economics, education, and culture?
2. Why did these particular Black citizens rise to the occasion to positively affect the lives of many other citizens of the Pee Dee region, of South Carolina, and the United States?
3. Explain the lasting legacies of these three Pee Dee region citizens.

Historic Content

The Gilded Age and Progressive Era, encompassing the time span of 1865-1920, represent roughly two generations of major transitions. One of those major transitions was the era of Reconstruction, 1865-1877. As America transformed from an agrarian, frontier society to a highly urbanized and industrialized nation, a way of life in the southern region ended. The antebellum world of slavery would end violently. The old relationship of master and slave changed rapidly as blacks were freed by the 13th amendment; conferred citizenship by the 14th amendment; and granted the franchise by the 15th amendment. Those hard-earned rights would have to be fought for by blacks on a continual basis throughout the southeastern region. Nearly 4,000,000 African American citizens would retain those civil rights in a very precarious situation until 1896. It was in that year that the United States Supreme Court would uphold the constitutionality of racial segregation in the landmark case of *Plessy v. Ferguson* (1896).

To the newly freed blacks, freedom was a positive event although it was also a time of trepidation. They were no longer property, were now mobile, reclaimed family units, owned property, entered into contracts, and had legalized marriages. However, the main focus of black communities/people/families was survival, establishment of their own churches, political power, and education.

As citizens, blacks viewed freedom from a cultural perspective; the government viewed freedom from the

constitutional base. Men such as Edmund Deas, Joseph H. Rainey, and Stephen A. Swails, recognizing this disconnect, sought office and went above and beyond to ensure that freedom would remain an absolute condition for their fellow black brothers and sisters. Although most initial changes were rejected by Redeemers, some reforms continued. The funding of public schools and the limited land redistribution did give many black citizens in the Pee Dee Region a foundation from which they could perpetuate a measure of independence within a society in which they were, after 1877 and especially after 1896, in a subordinate position.

South Carolina's Pee Dee Region encompasses the coastal zone, outer coastal plain, and inner coastal plain. It is divided into nine counties: Chesterfield, Darlington, Dillon, Florence, Georgetown, Horry, Marion, Marlboro, and Williamsburg. Named for an Indian nation, the Pee Dee region would become the home of thousands of enslaved Africans by the 1730s. Africans and their descendants cleared many of the ancient pine trees and dredged swampy areas to cultivate rice and other plantation crops. By the 1740s, blacks would greatly outnumber whites in much of the Pee Dee region. By 1800, cotton would be cultivated by African slaves and the crop caused an economic boom for this northeastern area of South Carolina.

At the end of slavery, there was a critical need in the black communities of the Pee Dee for persons who would rise to the occasion and strive to make life better for their people. This lesson focuses on three prominent black citizens (Deas, Rainey, and Swails) of the Pee Dee as well as on the historic places associated with them. Information about their lives, accomplishments and contributions is examined.

Sources Needed

Primary Sources (in addition to the historic sites)

Freedmen's Contract between C.K. Singleton and 32 Freedmen, 22 January 1867, Singleton Family Papers, South Carolina Library, University of South Carolina, Columbia, SC. This document indicates the extent to which newly freed Black men took charge of their lives and lived up to their responsibilities regarding families and community.

Petition of Colored Citizens, Mobile, Alabama, 2 August 1865, in Records of the Assistant Commissioner for the State of Alabama, National Archives Record Group 105: Records of the Bureau of Refugees, Freedmen, and Abandoned Lands, National Archives Microcopy M809, Roll 23 (Washington, D.C.: National Archives Microfilm Publications), transcribed and available online at <http://freedmensbureau.com/alabama/mobilepetition.htm>, accessed 2 February 2008. This historical document shows how freed Blacks took charge of and demanded proper treatment concerning their political rights and economic conditions.

Nast, Thomas. "The Modern Samson," *Harper's Weekly*, 3 October 1868, and "The Union As It Was," *Harper's*

Weekly, 24 October 1874, reproduced online at “Cartoons of Thomas Nast: Reconstruction, Chinese Immigration, Native Americans, Gilded Era.” These famous cartoons sum up the end of Reconstruction and the descent into a virtual hell for millions of southern African Americans in the United States. Correctly titled “The Union As It Was,” this cartoon is referred to as “Armed White Man’s Leaguer and KKK Member Shake Hands” on this website.

Secondary Sources

Altman, Susan. *The Encyclopedia of African-American Heritage*. New York: Facts on File, 1997. This source contains information about the Reconstruction era and the following years 1877-1900.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2001. This book provides much detailed insight into the conditions of the South during and after Reconstruction.

Ciment, James. *Atlas of African-American History*. New York: Facts on File, 2001. The Atlas contains biographical data about famous African Americans.

Foner, Eric. *Reconstruction: America’s Unfinished Revolution, 1863-1877*. New York: Harper & Row, 1998. This is a great source of information concerning the social, political, and economic aspects of black life during Reconstruction.

Gates, Henry Louis, Jr., and Cornel West. *The African-American Century: How Black Americans Have Shaped Our Country*. New York: The Free Press, 2000. This source provided much information on the first fifteen years of the 20th century black experience.

Segal, Ronald. *The Black Diaspora: Five Centuries of the Black Experience Outside of Africa*. New York: Farrar, Straus, and Giroux, 1995. This source was used primarily for the information found in the chapter that deals with the black experience in the United States of America.

South Carolina State Historic Preservation Office. “African American Historic Places in South Carolina.” Columbia: South Carolina Department of Archives and History, 2007.

_____. “Edmund H. Deas House, Darlington County, South Carolina,” National Register of Historic Places nomination, www.nationalregister.sc.gov/darlington/S10817716019/index.htm. The nomination provides an understanding of the historical significance of the site as well as primary and secondary source information.

_____. “Joseph H. Rainey House, Georgetown County, South Carolina,” National Register of Historic Places nomination, www.nationalregister.sc.gov/georgetown/S10817722018/index.htm. The nomination provides an understanding of the historical significance of the site as well as primary and secondary source information.

Tindall, George Brown, and David Shi. *America: A Narrative History*. Seventh Edition. New York: W.W. Norton, 2007.

Williams, Lou Falkner. *The Great South Carolina Ku Klux Klan Trials, 1871-1872*. Athens, Ga.: University of Georgia Press, 1996. This book provides a good context for understanding the social and political conditions in South Carolina during the Reconstruction era.

Lesson Procedures

1. E.Q. — How were black citizens of the Pee Dee region able to overcome adversity and make significant contributions in local and state politics, economics, education, and culture?

Introduce students to the three prominent black citizens of the Pee Dee region via handouts of biographical information. Provide maps of the United States and of South Carolina, dry erase markers, and paper to students. Have students trace the physical routes that these men traveled during their lives as they rose to prominence and embellish those accomplishments with biographical information as well.

2. E.Q. — Why did these particular Black citizens rise to the occasion to positively affect the lives of many other citizens of the Pee Dee region, of South Carolina, and the United States?

Have students analyze pictures of the historic places (monuments, graves, edifices, markers, etc.) and brief biographies associated with these individuals. Have students make connections to the situation of blacks in the Pee Dee after slavery, after the Compromise of 1877, and after *Plessy v. Ferguson* (1896) to the political achievements and contributions of these three black men.

3. E.Q. — How did these places (Darlington, Georgetown, and Williamsburg Counties) progress from the post-Civil War era to the present as a result of the contributions of these three black citizens?

Have students view a series of short films via United Streaming (‘Palmetto Places: Darlington,’ ‘Palmetto Places: Georgetown,’ ‘Palmetto Places: Reconstruction’) focusing on the history of the counties of the Pee Dee region. Students are making connections with the legacies of Deas, Rainey, and Swails in relation to the history of the Pee Dee and of South Carolina in general. (Students will complete a chart indicating progression from point A to point B).

Assessment Ideas

1. Have students write an evaluative essay in which they compare the accomplishments of Deas, Rainey, and Swails, to nationally well-known African Americans of the latter half of the nineteenth century (i.e., Booker T. Washington, W.E.B. DuBois, Hiram R. Revels, Robert Smalls, Robert Brown Elliott, etc.)
2. Students create a timeline of prominent black citizens in the Pee Dee Region and include the historic sites associated with them.

Lesson Activities

Complete the following worksheets:

1. KWLH Technique
2. Compare and Contrast
3. Fishbone Mapping
4. Interaction Outline
5. Problem/Solution

1. KWLH Technique

KWLH technique is a good method to help students activate any prior knowledge that they may possess of the Pee Dee region's prominent black citizens. This activity is done by grouping and giving each group an *African American Historic Places in South Carolina* booklet.

- K** — what students already **KNOW**
- W** — what students **WANT** to learn
- L** — what students identify as they read and **LEARN**
- H** — **HOW** students can learn more about the above topic

Use of this graphic organizer is helpful to groups of students in organizing their thoughts and information.

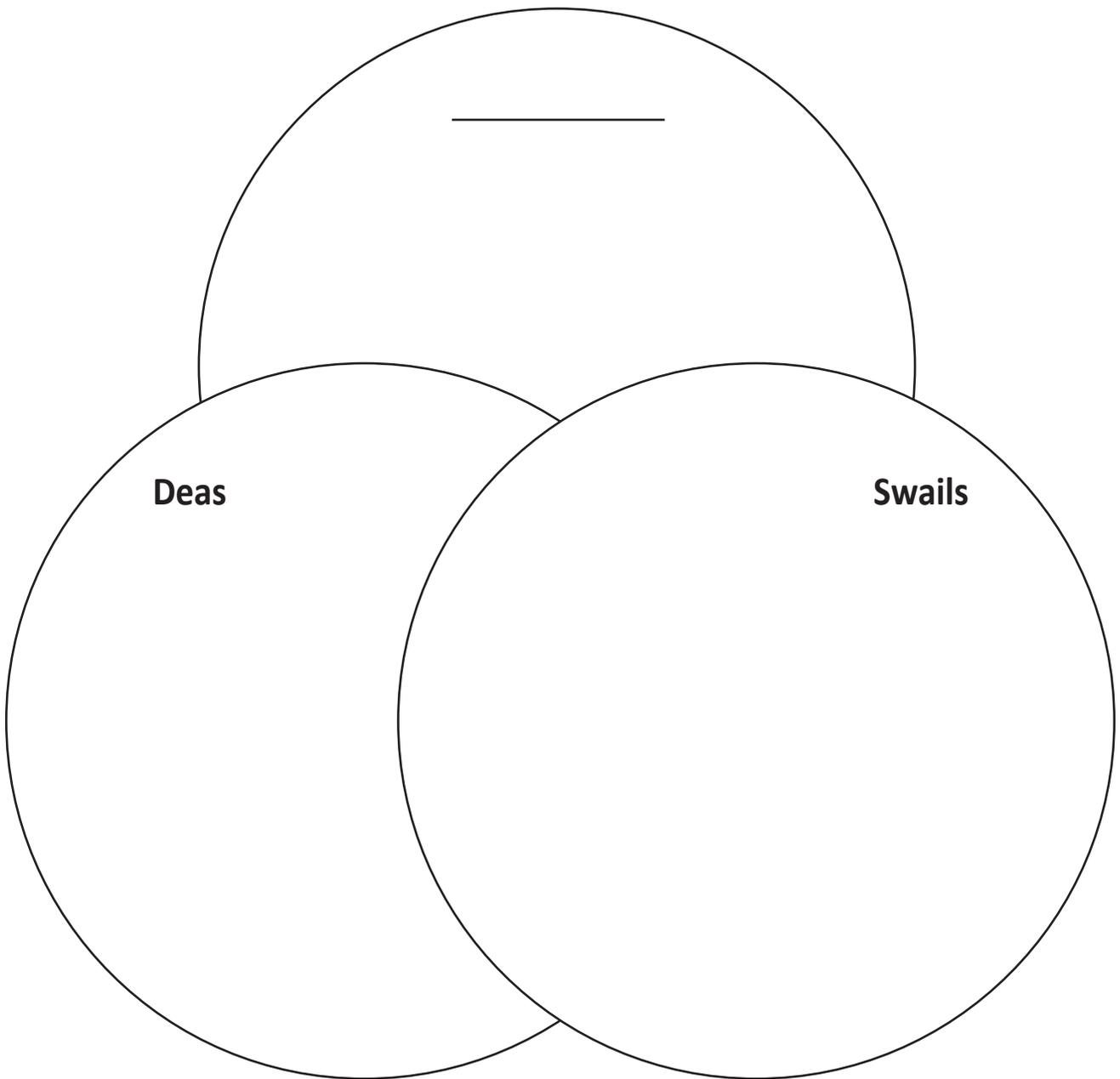
What We Know	What We Want to Learn	What We Learned	How We Can Discover More Information

Categories of information we expect to use:

2. Comparison & Contrast

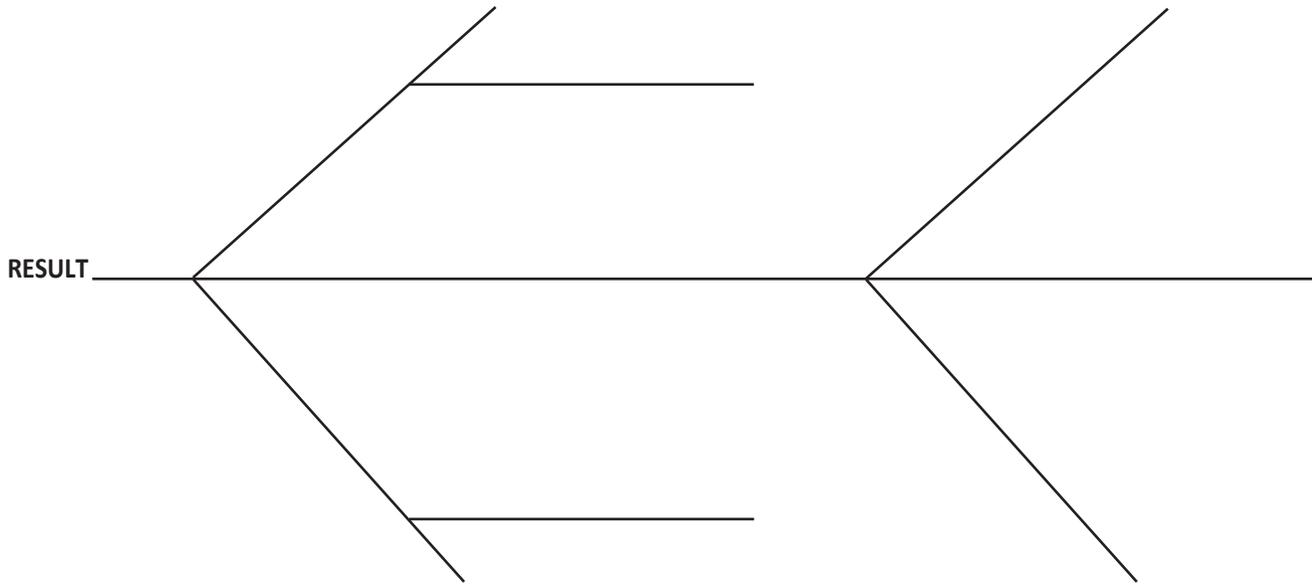
Comparison and Contrast is a tried and true method to get students to indicate similarities and differences. The graphic organizer below is what I consider an advanced model of a Venn diagram.

- 1-Rainey & Swails
- 2-Rainey & Deas
- 3-Deas & Swails
- 4-List what all three had in common



3. Fishbone Mapping

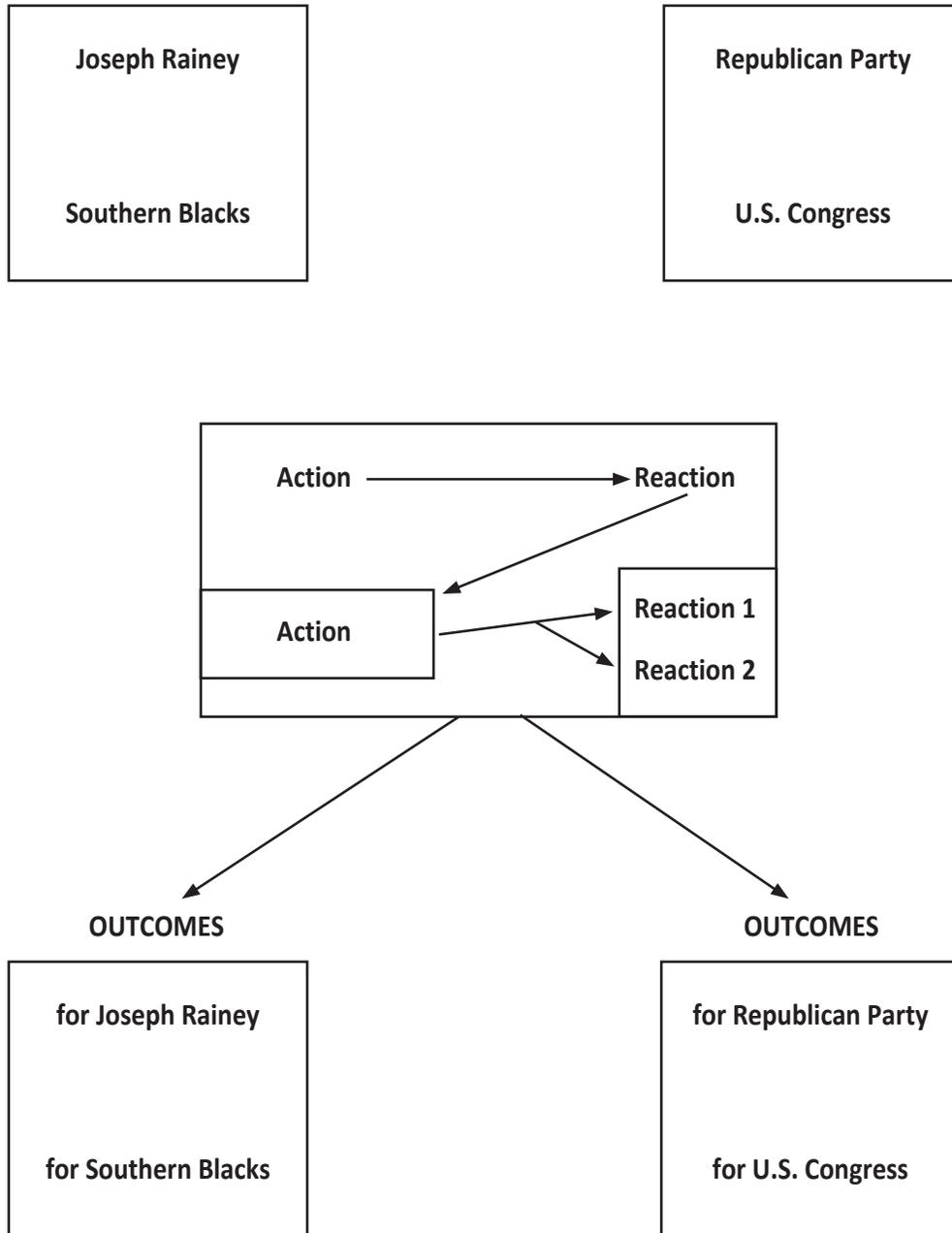
Use the fishbone map to demonstrate the causal interaction of black politicians during the Reconstruction era (1865-1890) in the Peedee region.



1. What are the factors that caused the establishment and growth of independent black churches in the Peedee Region?
2. How were black freedmen and women able to establish schools for their children?
3. What factors helped former slaves to survive in an economy largely closed to them?
4. Are the factors that caused a coalescence of the black community in the Peedee prior to 1900 the same that cause it to continue in the present day? Why or why not?

4. Interaction Outline

The interaction outline requires students to indicate the nature of an interaction between persons or groups at the local, state, and national levels.

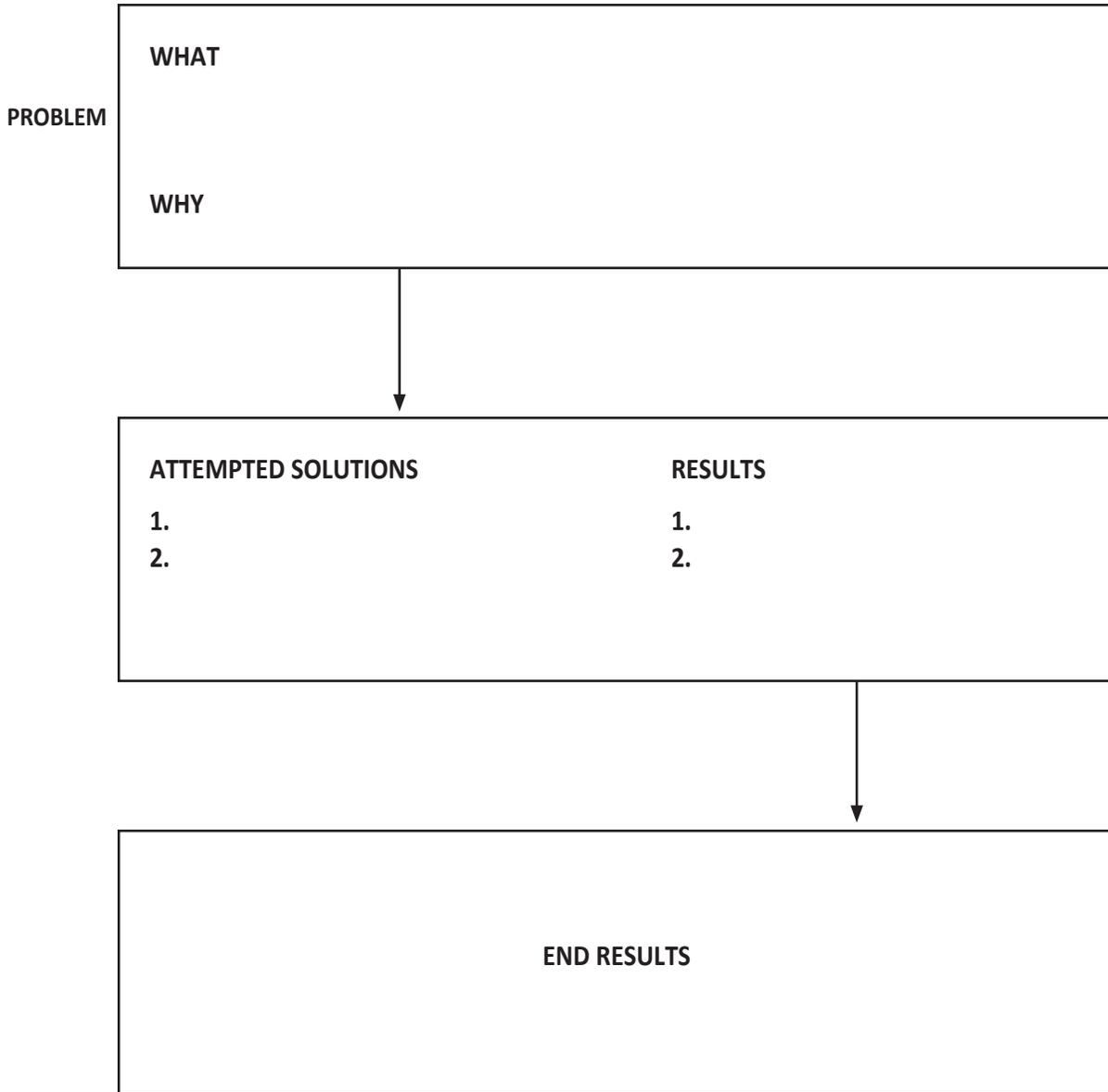


1. What were the goals of persons and groups involved in Reconstruction politics?
2. Did they conflict or cooperate?
3. What was the outcome(s) of each person or group?
4. What was the effect(s) of the goals and outcomes upon the black people of the Peedee region in South Carolina?

5. Problem/Solution

This method requires students to identify a problem encountered by one historical figure and consider multiple solutions and possible results. Apply this method to Deas, Swails, and Rainey.

Who: Lieutenant Stephen A. Swails



LP-CWR-2

WORSHIPPING FREE: AFRICAN AMERICAN CHURCHES AFTER THE CIVIL WAR

Rosamond Lawson

Charleston School of the Arts, Charleston County School District

Properties: Centenary United Methodist Church (Charleston)
Emanuel A.M.E. Church (Charleston)
Holy Trinity Reformed Episcopal Church (Charleston)
Old Bethel United Methodist Church (Charleston)
Old Plymouth Congregational Church (Charleston)
Saint Mark's Episcopal Church (Charleston)

Standard Indicators: K-4.1; 2-4.1; 3-4.5; 3-4.6; 5-1.1; 5-1.2; 5-1.4; 8-5.3; 8-5.4; USHC-3.4; USHC-3.5

English Language Arts: I-2.1; I-3.2; I-5.1; RI-4.1; RI-7.1; RI-12.1; W-2.1

Essential Questions

1. How did freedom affect the ability of African Americans to worship in Charleston and where did they worship?
2. Why was the worship experience important?
3. How did African American churches influence society?

Historic Content

From *African Americans and the Palmetto State* pages 117-118, 122:

"... African Americans in pre-Civil War South Carolina were deeply religious. They took active roles in building churches whenever and wherever they could . . . Churches were a center of social life for people who were not welcomed elsewhere in society. They helped develop organizing skills in members. Until the Civil War was over, those skills were kept inside the church."

Many new African-American churches were created during this period. "... African-Americans were eager to test their freedom. One way to test freedom was to move away from the churches identified with whites. Many white churches wanted to keep black members. However, they did not want to allow black participation in decision-making. In addition, they insisted on keeping segregated seating for services. As a result, African-Americans left these churches. Two church groups with very similar names, the African Methodist Episcopal Church and the African Methodist Episcopal Zion Church, sent missionaries to the South. Both attracted large numbers of people in many new churches."

"Had it not been for churches providing opportunities for schooling, many African-Americans would have had little chance for an education. Church schools offered an elementary education to many African-Americans . . . there were no government services to help the poor. Churches also assumed this role . . . Churches also played at least a limited role in politics . . . Most of the African-American churches supported the policies of the Republican government . . . Ministers became central figures in African-American communities . . . [and] served as role models and leaders during the era of segregation."

Sources Needed

Primary Sources (in addition to the historic sites)

Photographs to use in a PowerPoint presentation of the topic

Readings from interviews with former slaves pertaining to religion, specifically to church

Audio of the Slave Narratives that might pertain to religion and church

Secondary Sources

Botsch, Carol Sears, Robert E. Botsch, James O. Farmer, W. Calvin Smith, and Barbara Woods. *African Americans and the Palmetto State*. Columbia, SC: South Carolina Department of Education, 1994.

Powers Jr., Bernard E. *Black Charlestonians: A Social History, 1822-1885*. Fayetteville: University of Arkansas Press, 1994.

South Carolina State Historic Preservation Office, "Old Bethel United Methodist Church, Charleston County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/charleston/S10817710089/index.htm.

Lesson Procedures

Have a cooperative group activity comparing the photographs and history of the three sites

1. Give a PowerPoint presentation to the students that provides general background information about the sites. Include pictures of other examples of African American churches in the area.
2. Have groups examine the photos and other written material on the sites (provide specific information in the lesson plan so that the students will be able to answer the essential questions in their class presentations).

3. In groups, students can research the original pastors' and members' biographies. Based on their research, have each group present one site to the class in a way they have designed (i.e. drawing, skit, interview, etc.).
4. Finish with group discussion about the results of any investigation they have done.

Assessment Ideas

1. Informal evaluation of the group presentations.
2. Include vocabulary and facts from the lesson on a test.

Lesson Activities

1. Have a field trip to downtown Charleston to see the sites.
2. Have a daylong field trip to St. Helena Island or Edisto Island to visit other church sites.
3. Research a specific African American denomination and present a one to two page paper.
4. Make a drawing or painting based on one of the sites.
5. Act out a skit about African Americans deciding to leave white church groups and form their own churches.

LP-CWR-3

ROBERT SMALLS: WARRIOR AND PEACEMAKER

T. Lynn Moseley

Granby Education Center, Lexington District II

Lesson can be found online at www.teachingushistory.org/Smalls.html

Properties: First African Baptist Church (Beaufort)
Robert Smalls House (Beaufort)
Sons of Beaufort Lodge No. 36
(Beaufort)
Tabernacle Baptist Church (Beaufort)
South Carolina Statehouse (Richland)

Standard Indicators: 3-4.4; 5-1.1; 5-1.2; 5-1.3; 5-1.4;
8-4.5; 8-4.6; 8-5.1; 8-5.3; 8-5.4;
USHC-3.1; USHC-3.2; USHC-3.3;
USHC-3.4; USHC-3.5

English Language Arts: I-2.1; I-5.1; RI-4.1; RII-7.1; RI-12.1;
RI-12.3; W-2.1

Essential Questions

1. How did Robert Smalls become a Civil War hero to the Union cause?
2. What did Robert Smalls accomplish as a leader and politician after the Civil War?
3. How should Robert Smalls be remembered today?

Historic Content

As a Civil War hero and politician, Robert Smalls' career of over forty years coincided with the rise and decline of the Republican Party in South Carolina during the nineteenth century. Born enslaved in Beaufort on April 5, 1839, Robert Smalls began his life as a house slave for the family of his owner, Henry McKee. In 1851, he was hired out as a laborer in Charleston, working in a variety of jobs and eventually as a ship rigger and sailor. In July 1861, he took a job as a deck hand on a harbor boat called *The Planter* for \$16 a month. *The Planter* was chartered to run munitions among the widespread Confederate fortifications in the Charleston harbor. Robert Smalls gained notoriety on May 13, 1862, when he and his crew drove *The Planter* through and outside of the Charleston Harbor to the Union blockade (Miller 1995, 2).

Among the intelligence information passed on to Union authorities, an important piece was that Confederate fortifications on Cole's Island on the Stono River had been disarmed, allowing Union forces to occupy this area without resistance. As a skilled pilot who was familiar with the waters, Smalls was able to give important details about the area.

By April 1863, Smalls took part in a Union attempt to take the Charleston Harbor. A flotilla of ironclads, led by a 3,500-ton battleship, approached the harbor at a point between Forts Moultrie and Sumter. Shells were exchanged for hours and eventually the Union flotilla retreated in what was the last naval attempt to take Charleston. In December 1863, Smalls took command

of *The Planter* after it was caught in an intense crossfire with Confederate forces. From that point on, Smalls was officially made the captain of *The Planter*.

Smalls became a war hero to the Union cause. In describing his actions in a speech at a later date, Robert Smalls said, "Although born a slave I always felt that I was a man and ought to be free, and I would be free or die." He added that he felt "*The Planter* might be of some service to Uncle Abe." (Miller 1995, 3).

After the war, Smalls returned to his native Beaufort, and he purchased the home of his former master. As one of the founders of the state's Republican party, Smalls was a delegate to the 1868 Constitution, and he represented Beaufort County in the State House of Representatives and the State Senate. In 1874, Smalls was elected to the U.S. House of Representatives, where he served intermittently until 1886. As a political force during the turbulent postbellum era, Smalls fought for the interests of his constituents, which consisted largely of formerly enslaved African Americans of the Lowcountry.

One example of Smalls' influence as a leading politician comes from a letter written by Robert Smalls on August 24, 1876. Smalls was writing to South Carolina Governor Daniel Chamberlain reporting on a strike in the Rice Districts of the state. Smalls noted that the strikers were not receiving money for their services, and were being overcharged for the goods and services needed to live. Smalls ended his letter by asking Governor Chamberlain to end the system of checks, in order to restore peace to the rice districts of the Lowcountry. A resolution to the conflict came when the planters agreed to pay cash to their employees.

Smalls died at his home in Beaufort on February 23, 1915, and he is buried in the cemetery at Tabernacle Baptist Church.

Sources Needed

Primary Sources (in addition to the historic sites)

Simmons, William J., 1887. *Men of Mark: Eminent, Progressive and Rising*. Documenting the American South. University Library, University of North Carolina at Chapel Hill, 2000.

<http://docsouth.unc.edu/neh/simmons/>.

Smalls, Robert to Governor Daniel Chamberlain, 24 August 1876. Papers of Governor Daniel Chamberlain. S518024 Box 14. South Carolina Department of Archives and History, Columbia, South Carolina.

www.teachingushistory.org/documents/SmallsLetter.htm.

Secondary Sources

Miller, Edward A. *Gullah Statesman: Robert Smalls from*

Slavery to Congress, 1839-1915. Columbia: University of South Carolina Press, 1995.

Perlin, Don. *The Life of Robert Smalls*. New York: Golden Legacy, Illustrated History Magazine. Fitzgerald Publishing Company Inc., 1970.

South Carolina State Historic Preservation Office, "Robert Smalls House, Beaufort County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/beaufort/S10817707017.

Lesson Procedures

1. Display an image of Robert Smalls such as one found online or in Edward Miller's book, *Gullah Statesmen*. "Documenting the American South" has an image of Smalls located at <http://docsouth.unc.edu/neh/simmons/simm165.jpg>. The website has the full text of a book published in 1887 by William Simmons called *Men of Mark: Eminent, Progressive and Rising* (<http://docsouth.unc.edu/neh/simmons/>). The book features a chapter on Robert Smalls beginning on page 165. Images of *The Planter* are available online as well.
2. Tell students the story of Robert Smalls based on information in the essay above, the National Register of Historic Places Nomination for the Robert Smalls House (www.nationalregister.sc.gov/beaufort/S10817707017), and from the book by William Simmons.

3. Discuss the roles of African Americans during the Civil War and Reconstruction, especially Smalls' role as a legislator and his efforts as one of the founders of the Republican Party in South Carolina. Review South Carolina's 1868 Constitution (found online at www.teachingushistory.org/tTrove/1868Constitution.htm).
4. Give students a copy of the letter from Robert Smalls to Governor D.H. Chamberlain from August 1876 regarding tensions between rice workers and landowners along the Combahee River. Go to www.teachingushistory.org/documents/SmallsLetter.htm to find the letter and additional information. Read and discuss this letter using a glossary of terms. This glossary is located online at www.teachingushistory.org/documents/Glossary.doc.
5. Use a PAST handout to analyze the letter (www.teachingushistory.org/documents/PAST.DOC).

Assessment Ideas

Students will complete the *Robert Smalls* Assessment that consists of multiple choice questions and an essay found at www.teachingushistory.org/documents/assessment_000.doc.

LP-CWR-4

GENERAL WILD'S AFRICAN BRIGADE

Frederica Walker Brown
Baron DeKalb Elementary, Kershaw County

Properties: Camp Saxton (Beaufort)
Penn Center(Beaufort)

Standard Indicators: 8-4.5; 8-4.6; USHC-3.2
English Language Arts: I-2.1; I-3.2; I-5.1; RI-4.1; RI-12.1;
W-2.1; W-4.1

Essential Questions

1. How did African American women influence education post-reconstruction and during the Jim Crow era?
2. Where were the sites of emerging education that African American women influenced or founded?

Time Required

60 minutes

Recommended Grade Level

Middle/High

Historic Content

"Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship." - Frederick Douglass

The issues of emancipation and military service were intertwined from the onset of the Civil War. News from Fort Sumter set off a rush by free black men to enlist in U.S. military units. They were turned away, however, because a Federal law dating from 1792 barred Negroes from bearing arms for the U.S. army (although they had served in the American Revolution and in the War of 1812). In Boston disappointed would-be volunteers met and passed a resolution requesting that the Government modify its laws to permit their enlistment.

The Lincoln administration wrestled with the idea of authorizing the recruitment of black troops, concerned that such a move would prompt the border states to secede. When Gen. John C. Frémont (photo citation: 111-B-3756) in Missouri and Gen. David Hunter (photo citation: 111-B-3580) in South Carolina issued proclamations that emancipated slaves in their military regions and permitted them to enlist, their superiors sternly revoked their orders. By mid-1862, however, the escalating number of former slaves (contrabands), the declining number of white volunteers, and the increasingly pressing personnel needs of the Union Army pushed the Government into reconsidering the ban.

As a result, on July 17, 1862, Congress passed the Second Confiscation and Militia Act, freeing slaves who

had masters in the Confederate Army. Two days later, slavery was abolished in the territories of the United States, and on July 22 President Lincoln (photo citation: 111-B-2323) presented the preliminary draft of the Emancipation Proclamation to his Cabinet.

After the Union Army turned back Lee's first invasion of the North at Antietam, MD, and the Emancipation Proclamation was subsequently announced, black recruitment was pursued in earnest. Volunteers from South Carolina, Tennessee, and Massachusetts filled the first authorized black regiments. Recruitment was slow until black leaders such as Frederick Douglass (photo citation: 200-FL-22) encouraged black men to become soldiers to ensure eventual full citizenship. (Two of Douglass's own sons contributed to the war effort.) Volunteers began to respond, and in May 1863 the Government established the Bureau of Colored Troops to manage the burgeoning numbers of black soldiers.

By the end of the Civil War, roughly 179,000 black men (10% of the Union Army) served as soldiers in the U.S. Army and another 19,000 served in the Navy. Nearly 40,000 black soldiers died over the course of the war—30,000 of infection or disease. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army, as well. Black carpenters, chaplains, cooks, guards, laborers, nurses, scouts, spies, steamboat pilots, surgeons, and teamsters also contributed to the war cause. There were nearly 80 black commissioned officers. Black women, who could not formally join the Army, nonetheless served as nurses, spies, and scouts, the most famous being Harriet Tubman (photo citation: 200-HN-PIO-1), who scouted for the 2d South Carolina Volunteers. Because of prejudice against them, black units were not used in combat as extensively as they might have been. Nevertheless, the soldiers served with distinction in a number of battles. Black infantrymen fought gallantly at Milliken's Bend, LA; Port Hudson, LA; Petersburg, VA; and Nashville, TN. The July 1863 assault on Fort Wagner, SC, in which the 54th Regiment of Massachusetts Volunteers lost two-thirds of their officers and half of their troops, was memorably dramatized in the film *Glory*. By war's end, 16 black soldiers had been awarded the Medal of Honor for their valor.

In addition to the perils of war faced by all Civil War soldiers, black soldiers faced additional problems stemming from racial prejudice. Racial discrimination was prevalent even in the North, and discriminatory practices permeated the U.S. military. Segregated units were formed with black enlisted men and typically commanded

by white officers and black noncommissioned officers. The 54th Massachusetts was commanded by Robert Shaw and the 1st South Carolina by Thomas Wentworth Higginson—both white. Black soldiers were initially paid \$10 per month from which \$3 was automatically deducted for clothing, resulting in a net pay of \$7. In contrast, white soldiers received \$13 per month from which no clothing allowance was drawn. In June 1864 Congress granted equal pay to the U.S. Colored Troops and made the action retroactive. Black soldiers received the same rations and supplies. In addition, they received comparable medical care.

The black troops, however, faced greater peril than white troops when captured by the Confederate Army. In 1863 the Confederate Congress threatened to punish severely officers of black troops and to enslave black soldiers. As a result, President Lincoln issued General Order 233, threatening reprisal on Confederate prisoners of war (POWs) for any mistreatment of black troops. Although the threat generally restrained the Confederates, black captives were typically treated more harshly than white captives. In perhaps the most heinous known example of abuse, Confederate soldiers shot to death black Union soldiers captured at the Fort Pillow, TN, engagement of 1864. Confederate General Nathan B. Forrest witnessed the massacre and did nothing to stop it.

The document featured with this article is a recruiting poster directed at black men during the Civil War. It refers to efforts by the Lincoln administration to provide equal pay for black soldiers and equal protection for black POWs. The original poster is located in the Records of the Adjutant General's Office, 1780's–1917, Record Group 94.

Sources Needed

Secondary Sources (in addition to the historic sites)

Freeman, Elsie, Wynell Burroughs Schamel, and Jean West. "The Fight for Equal Rights: A Recruiting Poster for Black Soldiers in the Civil War." *Social Education* 56, 2 (February 1992): 118-120. [Revised and updated in 1999 by Budge Weidman.] <http://www.archives.gov/education/lessons/blacks-civilwar/>

Historical Marker (Charleston County) Camp of Wild's "African Brigade," 1863-1864 www.hmdb.org/Marker.asp?Marker=47153

Black Americans in the US Military from the American Revolution to the Korean War: The Civil War <http://dmna.ny.gov/historic/articles/blacksMilitary/BlacksMilitaryCivil>

Lesson Procedures

1. To motivate students and elicit their prior knowledge create a web together about the battles and events of the Civil War.
2. Share information about African Americans joining the Union Army, the battles which they fought, their acceptance by White Union soldiers.
3. Share background information on Edward A. Wild, the 55th Massachusetts and the 1st North Carolina regiments.
4. Allow students to divide into groups to brainstorm what life was like for the African Americans soldiers before, during, and after the Civil War.
5. As a final class discuss look back at the original web and create a list for "After the Civil War – A New America."
6. Students will choose one wrap up activity below for informal assessment.

Assessment Ideas

1. Write an epitaph for a headstone for one of the African American soldiers.
2. Create a monument for the historical battle site and write a description explaining why the design is appropriate for placement at this battle site.
3. Write a speech that General Edward A. Wild may have delivered to his troops (either before, during, or after a battle).

LP-CWR-5

CULTURAL STRENGTH GROWS A COMMUNITY

Spencer Gaither

Thornwell School for the Arts, Darlington County

Properties: Jerusalem Baptist Church
(Darlington)

Standard Indicators: 3-4.5; 3-4.6; 3-5.3

English Language Arts: I-2.1; I-5.1; RI-4.1; RI-7.1; RI-12.1;
RI-12.3; W-2.1

Objectives

1. Identify cultural artifacts that show the daily lives of people in South Carolina including the importance of religion.
2. Students will identify challenges faced by African Americans during the Civil War and the Great Depression.

Time Required

60 minutes

Recommended Grade Level

Elementary

Historic Content

This church, organized soon after the Civil War, is one of the oldest African-American churches in Darlington County. It held its first services a few miles E under a brush arbor on Snake Branch, a creek near E. Carolina Ave. The first permanent church, a log building, was built there. Trustees acquired this site in 1898, built the present church in 1907, and chartered the congregation in 1908. (Reverse) This church, built in 1907 as a frame building, was described as “a splendid achievement” when it was covered in brick veneer and rededicated in 1939. It had a congregation of more than 350 during the Depression. Rev. Henry H. Butler (1887-1948), pastor from 1932 until his death, was also for many years the principal of the Darlington Co. Training School/ Butler School and later president of Morris College. *Sponsored by the Darlington County Historical Commission, 2014*

During the Civil War, racial tensions increased as whites feared that slaves would rise up in rebellion. This led to the “20 slave rule” that exempted owners of 20 or more slaves from serving in the Confederate army. As slaves were liberated by the Union army, many left their plantation homes to search for family members who had been sold away or to experience freedom. Destitute, without food and/or shelter, except that provided by the Freedmen’s Bureau, most eventually returned to the vicinity of

their original plantation homes. In the post-war period, whites tried to continue to control the freedmen through a series of laws intended to prevent their mobility and exercise of new freedoms. African Americans, protected by amendments to the Constitution and by the national government, wanted to exercise the full rights of American citizens. This led to increased tension between former slaves and former slave owners in the years that followed the Civil War.

Before the Civil War, slave owners had tried to change the religious belief of those they owned to theirs. Instead, African Americans saw the need to preserve their cultural roots by blending the languages, music and rituals along with the Christian belief of white Americans to develop their own unique style of worship. After the war, freedmen built churches, which created a sense of community for African Americans. Today, religion continues to be an important part of our state’s culture for those of all races.

Soon after the Civil War, Jerusalem Baptist Church in Hartsville, SC was organized, and would become one of the oldest African-American churches in Darlington County. The destruction caused by the Civil War had a tremendous impact on the daily lives of people in South Carolina, who suffered much as a result of the war.

Proving the strength of their culture, a group of African Americans gathered a few miles East under a brush arbor on Snake Branch, a creek near East Carolina Ave. in Hartsville, SC, to form Jerusalem Baptist Church.. The first permanent church, a log building, was built there. Trustees acquired this site in 1898, built the present church in 1907, and chartered the congregation in 1908.

The church, built in 1907 as frame building, was described as “a splendid achievement” when it was covered in brick veneer and rededicated in 1939. The Great Depression had a profound effect on South Carolina as well as in the other parts of the country and around the world. Many South Carolinians were already living in poverty prior to the Great Depression. As a result of the Depression, many South Carolinians would lose their jobs because textile mills closed. Many lost their life savings due to the failure of banks and their homes or farms because they were not able to pay their mortgages. Nearly twenty-five percent of South Carolinians were unemployed during the depression but Jerusa-

Jerusalem Baptist Church had a congregation of more than 350 during the Depression.

Between 1929 and 1933, the United States government did little to directly help the many people who were out of work hungry, but there was Jerusalem. With 350 members the small group of people who started under a brush arbor has now become a pillar to the community during challenging times.

Scott, F. (2005). *Scott Foresman social studies*. Glenview, Ill.: Pearson Education, /Scott Foresman.

Use this information to create a media presentation (PowerPoint, Prezi, Haiku etc.)

Sources Needed

Secondary Sources (in addition the historic sites)

Extended Lesson: South Carolina After the Civil War

<http://www.archives.gov/education/lessons/>

Depression and the New Deal in South Carolina

<http://www.teachingushistory.org/>

Images.

<https://www.sc.edu/uscpres/books/2011/3984x.pdf>

Lesson Procedures

1. Have students listen to an African American Negro Spiritual as the activating strategy. Example: Waded in the Water
2. Teacher will then present a created power point of the historical content provided in the lesson plan with images.
 - a. Share information about brush arbors and why most African American churches during this time period started under a brush arbor.
 - b. Discuss the Freedmen's Bureau and its role in securing the site for Jerusalem Baptist Church.
 - c. Explain the other side of life for African Americans (They were not allowed to learn but they could meet for worship.)
 - d. Discuss how religion was not only a way of worship but an avenue of survival.
 - e. Discuss how songs were used as a way of communication and education.
 - f. Discuss how the church often times became a place of refuge during hard economic times such as the Great Depression

Differentiation of Instruction

3. (Advanced) Have students review 3 images of Jerusalem Baptist Church. Image 1: The image of the brush arbor on Snake Branch Road. Image 2: The first church built in 1907 and Image 3: The rededicated building in 1939. See next page for pictures.

Questioning: What do you think happened in society that helped the church move from the brush arbor to the current erected building?

Explain your answer with support.

(Middle level) Students will analyze secondary sources and present other findings that explain the events surrounding this time frame. Students will present their findings by creating a presentation with visual aids of their choice to the class.

(Lower level) Create a timeline that shows the events of history using the historical content and the attached church program.

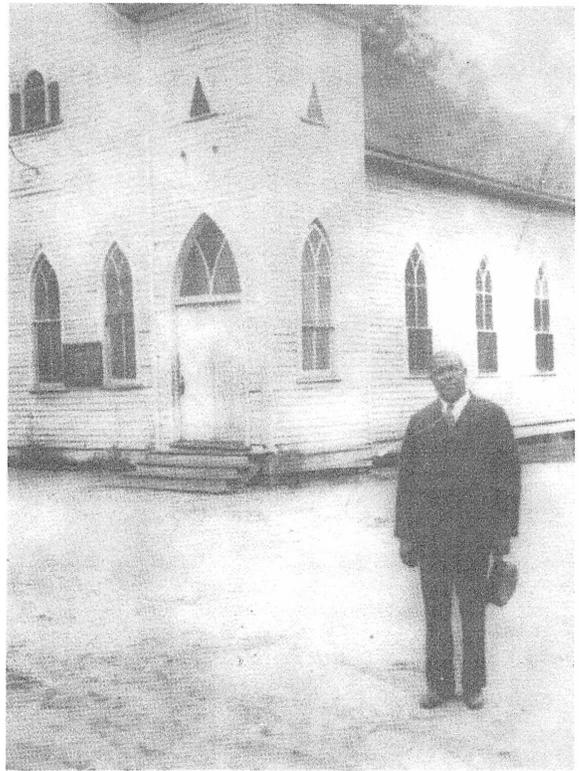
4. Students should present their finding to the class using media or written presentation.
5. Optional: Have pairs of students discuss how the information in the lesson relates to their daily life. Encourage them to make a two-column chart comparing details between the time period in the lesson and the present. Then have each student review their work by comparing charts.

Assessment Ideas

1. Write a speech/letter as a founding member to the church members today expressing the journey from the brush arbor to the present day renovated building. Explaining to the members of Jerusalem Baptist why they should take pride in their churches history.
2. Write a Short Story
 - a. Have students research details about their family's history and create a timeline or essay based on their family's history.
 - b. Have students discuss family traditions that remained and those that have changed.
 - c. Have students present their family's timeline.



Bush Arbor



The wood frame church



Jerusalem Baptist Church

LP-MAJC-1

AFRICAN AMERICAN WOMEN IN EDUCATION

Ellen Bagby

Beltline Campus, Midlands Technical College

Properties: President's Home of Harbison College (Abbeville)
(Attended by Jane Edna Hunter)
African American School Site (Anderson)
(Attended by Jane Edna Hunter)
Voorhees College Historic District (Bamberg)
(Founded by Elizabeth Evelyn Wright)
Birthplace of Mary McLeod Bethune (Sumter)

Properties not listed: Woodburn Plantation (Anderson)
Mayesville (Sumter)

Standard Indicators: 8-6.4; USHC-3.5

English Language Arts: I-2.1; I-3.3; RI-4.1; RI-5.1;
RI-12.1; W-3.1; W-4.1; C-1.1;
C-1.2; C-1.4; C-1.6; C-2.1; C-5.3

Essential Questions

1. How did African American women influence education post-reconstruction and during the Jim Crow era?
2. Where were the sites of emerging education that African American women influenced or founded?

Historic Content

In ten short years from 1872 to 1882 three southern women were born who would help to form social networks and enact social reform to make education an attainable goal. Elizabeth Evelyn Wright, Mary McLeod Bethune and Jane Edna Hunter were African American women who participated in the transformation from slavery to the classroom. Life was difficult in the aftermath of the Civil War and the beginnings of an approaching industrial era. Poverty, illiteracy and exploitation were the norm for African Americans. These women knew it was through education that freedom would truly be attained.

Elizabeth Evelyn Wright was born on April 3, 1872 in Talbotton, Georgia. She was one of twenty-one children growing up in the rural South reeling with poverty and with little means of supporting oneself. At age fourteen she found an advertisement urging poor African Americans to enroll in Tuskegee Institute in Tuskegee, Alabama. She went to Tuskegee and graduated in 1894. She promised herself she would found a school much like her mentor, Booker T. Washington, had done at Tuskegee. Following her dream, Elizabeth bought land in South Carolina and opened Denmark Industrial School on April 14, 1897. Its humble beginnings with fourteen students grew when Ralph Voorhees, a blind philanthropist from New Jersey, and his wife, Elizabeth,

donated money to the school, which was later renamed in the Voorhees' honor. The name changed once again in the 1940s and lastly in the 1960s to Voorhees College. Unfortunately, Elizabeth Wright died at the early age of 34 in 1908.

Mary McLeod Bethune (d. 1955) was born on July 10, 1875 in Mayesville, South Carolina. She was one of seventeen children whose parents had been former slaves. She entered Presbyterian Mission School in Mayesville when she was eleven years old. In 1893 she graduated from Scotia Seminary, a school for African American girls in Concord, North Carolina and then Moody Bible Institute. Her role as an educator took her to Daytona Beach, Florida where she opened Daytona Literacy School for Training Negro Girls in 1904 with six students. In 1912 she gained considerable financial help from James Gamble of Proctor and Gamble. In 1923 Bethune's school merged with Cookman Institute of Jacksonville, Florida, which was a school for boys, and Bethune-Cookman College was born.

Jane Edna Hunter (d. 1971) was born on December 13, 1892 on Woodburn Farm near Pendleton, South Carolina. In 1896, at the age of 14, she attended a boarding school on the campus of Ferguson and Williams College (renamed Harbison College in 1898) in Abbeville, South Carolina. Jane relocated to Charleston, South Carolina for work after an unhappy marriage to Edward Hunter, where she entered Cannon Street Hospital and Training School for Nurses with the help of friends. In 1904 she completed advanced training at Dixie Hospital and Training School and at Hampton Institute in Virginia. Jane moved to Cleveland, Ohio to seek employment and felt firsthand the difficulties of an African American woman in a large city. With the help of friends she founded the Working Girls' Home Association where unemployed women could find shelter, resources, and education. By 1912 the home was expanded and known as the Phillis Wheatley Association. In 1925 Jane passed the Ohio bar examination having graduated from Baldwin-Wallace Law School in Cleveland. Her autobiography, *A Nickel and A Prayer*, tells of her struggles and was published in 1940. She went on to found the Women's Civic League in 1943.

Sources Needed

Primary Sources (in addition to the historic sites)

- Bethune, Mary McLeod to Booker T. Washington. 3 November 1902 in *Mary McLeod Bethune: Building a Better World*, eds. Audrey T. McCluskey and Elaine M. Smith. Bloomington: Indiana University Press, 1999.
- Hunter, Jane Edna. *A Nickel and a Prayer*. Cleveland, OH: Elli Kani Publishing Co., 1940.

Primary Sources

Barton, Rebecca C. *Witnesses For Freedom*. New York: Harper & Brothers Publishers, 1948.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge: Harvard University Press, 2001.

Bodie, Idella. *South Carolina Women*. Orangeburg, SC: Sandlapper Publishing, Inc., 1978.

Jones, Adrienne Lash. *Jane Edna Hunter: A Case Study of Black Leadership, 1910-1950*. Brooklyn, NY: Carlson Publishing, Inc., 1990.

Jeffries, Dr. Leonard, Jr. "The African Americans Search for Truth and Knowledge: African American Educators and Their Sacred Mission," <http://africawithin.com/jeffries/aapart29>. (accessed 9 January 2008).

Peterson, Carla. "Lifting as We Climb: African American Women and Social Activism: 1880-1920," in Beth Savage, ed., *African American Historic Places*. Washington, DC: Preservation Press, 1994.

South Carolina Department of Archives and History. "African American Historic Places in South Carolina." Columbia: South Carolina Department of Archives and History, 2007.

South Carolina State Historic Preservation Office, "Harbison College President's Home, Abbeville County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov.

_____. "Voorhees College Historic District, Orangeburg, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov.

Lesson Procedures

1. Have students imagine that they are someone like Elizabeth Evelyn Wright, Mary McLeod Bethune, or Jane Edna Hunter growing up African American in South Carolina between the years 1877 and 1900. Have them make a plan for their future. They need to be specific as to how they would get an education.
2. Discuss where African Americans might turn to get an education (churches, communities, missionaries, Northerners) between the years 1877 to 1900.
3. Have students write a chronological sketch of Jane Edna Hunter, Elizabeth Evelyn Wright, and Mary McLeod Bethune and tell how these women furthered education.

Assessment Ideas

1. Students write letters to one of the women studied asking for advice in furthering their education. Other students would answer their letters.
2. Students write obituaries for Jane Edna Hunter, Elizabeth Evelyn Wright, and Mary McLeod Bethune.

Lesson Activities

1. Locate places where African Americans received an education between the years 1865 and 1945.
2. Visit a historically black college or university in South Carolina and learn its history.
3. Create a South Carolina map showing where African Americans might turn for educational opportunities.
4. Visit one of the three sites associated with Jane Edna Hunter, Elizabeth Evelyn Wright, or Mary McLeod Bethune.

LP-MAJC-2

IF THESE STONES COULD SPEAK

Linda F. Hardin

Tanglewood Middle School, Greenville County School District

Property: Richland Cemetery (Greenville)

Standard Indicators: 2-4.3; 8-5.4

English Language Arts: I-3.1; RI-4.1; W-2.1; C-2.1; C-3.2; C-5.3

Essential Questions

1. What can we learn about Greenville's African American population from the inscriptions on tombstones in Richland Cemetery? Consider community leaders, talents, professions, religions, personal interests and other factors.
2. How do African American burial customs in Richland reflect the African origins of the people buried there?
3. What inferences can we make about the life spans and health of the African American population of Greenville, SC from 1900 to the present from surveying Richland Cemetery?

Historic Content

Taken from *2007 African American Historic Places in South Carolina* pg. 34.

Richland Cemetery was established by the City of Greenville in 1884 as its first municipal cemetery for African Americans. It was named for nearby Richland Creek. Today the cemetery occupies approximately six acres on a small hill northeast of downtown Greenville in a traditionally African American area known as the Greenline-Spartanburg neighborhood. After the Civil War African Americans were generally excluded from white cemeteries. Richland Cemetery is a rare example of a municipal African American cemetery established in the late nineteenth century. The establishment of the cemetery led to the development of a self-sustaining African American community in downtown Greenville when in 1886 a portion of it was divided into ten building lots and sold. Richland is the final resting place of many of Greenville's most notable African American educators, health practitioners, and community leaders. The cemetery also features a variety of landscape features, funerary art, and cultural artifacts that distinguish it as a traditional African American cemetery.

Sources Needed

Primary Sources (in addition to the historic site)

"African-American Heritage in Colleton, Dorchester, and Bamberg Counties." This site, part of the SCGenWeb Project, has photographs, genealogical resources, and general historical resources. It contains a large variety of links to other sources.

"African-Americans in The South Carolina Room," This site provides studies of church archives and cemeteries

done by the WPA in the 1930s.

Secondary Sources

"African-American Cemeteries in South Carolina,"

<http://africanamericancemeteries.com/sc/>. This site provides lists of names for selected African American cemeteries in South Carolina. Unfortunately, there are many cemeteries listed that have broken links to the name lists.

Aheron, Piper Peters. *Greenville: Images of America*. Charleston, SC: Arcadia Publishing, 1999. Aheron has assembled excellent photographs of Greenville in the early 1900s.

Chicora Foundation, Inc. "Grave Matters," www.sciway.net/hist/chicora/gravematters.html. The information on this webpage, provided by the Chicora Foundation, provides an overview of the history of African American cemeteries, maps, songs, the differences between African American and European American cemeteries, archeological research in the cemeteries, locations of cemeteries, and methods of cemetery preservation. The site demonstrates the importance of the cemeteries not only as a final resting place, but also as a storehouse of African American history. See Chicora's informational website specifically about cemetery preservation at <http://chicora.org>.

"Find a Grave," www.findagrave.com/. If you wish to find the grave of a specific South Carolina figure, you can browse by state and then the grave locations are indexed by the person's name. Students could compose grave listings for South Carolina's African American leaders and tell others where their graves are located.

"Greenvillesouth.com." This site has an eclectic collection of history information and links, not only for Greenville County, but also for the upcountry and the state.

Helsley, Alexia Jones. *Silent Cities: Cemeteries and Classrooms*. Columbia, SC: South Carolina Department of Archives and History, 1997. Helsley has a comprehensive overview of cemetery research methods including many activities for the classroom.

Huff, Archie Vernon, Jr. *Greenville: The History of City and County in the South Carolina Piedmont*. Columbia, SC: University of South Carolina Press, 1999. Dr. Huff's careful review of Greenville history has details of African American history interwoven throughout the book.

McGahee, Susan, and Mary W. Edmonds. *South Carolina's Historic Cemeteries: A Preservation Handbook*. Columbia: South Carolina Department of Archives and History, 1997. This handbook helps create a plan

for the maintenance and preservation of historic cemeteries. Methods and additional resources are discussed.

South Carolina State Historic Preservation Office. "Richland Cemetery, Greenville County, South Carolina," National Register of Historic Places nomination. www.nationalregister.sc.gov/greenville/S10817723060/index.htm. This nomination provides a brief description of Richland Cemetery, its significance to Greenville, and site images. It also includes an extensive bibliography of published and unpublished primary and secondary resource materials.

_____. "African American Historic Places in South Carolina." Columbia: South Carolina Department of Archives and History, 2007. This publication was used to supply the historic content for the lesson.

"Tombstone Transcription Project," www.rootsweb.com This site provides links to counties and cemeteries in which tombstones have been listed or transcribed. The exact location of each cemetery is listed and photos can be accessed.

Cultural Institutions

Greenville Cultural Exchange Center, Greenville, South Carolina

Ruth Ann Butler and the directors of the Cultural Exchange were instrumental in having Richland Cemetery designated as an historical site. They have artifacts from prominent African American citizens, a cemetery map, and many biographical details about Greenville's African American community.

Lesson Procedures

1. What can we learn about Greenville's African American population from the inscriptions on tombstones in Richland Cemetery? Consider community leaders, talents, professions, religions, personal interests and other factors.
 - a. Students will visit Richland Cemetery, using a cemetery map from the Greenville Cultural Exchange. They will take photographs of selected tombstones and transcribe the inscriptions. Using the dates of death, the students can find out more about selected individuals from newspaper obituaries, city directories, and secondary resources. Students can also rewrite a brief inscription so that it is more reflective of the person's life, or create an inscription that accurately describes accomplishments. Students will also complete a checklist of the talents, professions, religious beliefs, personal interests, or other factors found during the cemetery visit.

2. How do African American burial customs in Richland reflect the African origins of the people buried there?
 - a. Using *Silent Cities: Cemeteries and Classrooms*, as well as internet research on African American burial customs, students will create a list of customs or tomb styles typical of African American origins. Then, during the cemetery visit, students will look for and document with photos, evidence of these customs at Richland Cemetery. They may present their findings in a PowerPoint presentation or in a poster format.
3. What inferences can we make about the life spans and health of the African American population of Greenville, SC from 1900 to the present from surveying Richland Cemetery?
 - a. Using a cemetery survey form or the form on page 27 of *Silent Cities: Cemeteries and Classrooms*, record dates of birth and death for as many graves as possible. List ages at death. About how long did most African Americans live during different decades? Are there dates when many deaths occur? What events might have caused these deaths? Look at the graves of children. Are there more deaths of children in certain time periods? Students can display their findings in charts or graphs of various decades, making conclusion statements about each data display.

Assessment Ideas

1. Students will create a video and photo documentary of Richland Cemetery. They will use photographs of graves, live video footage taken at the cemetery, interviews with Ruth Ann Butler (Director of the Greenville Cultural Exchange Center), members of the Friends of Richland Cemetery, or other experts on the history of Greenville's African American community. The documentary will present the major conclusions about the African American community gained from the cemetery study. They will distribute copies of the DVD to the public library, the Upstate Historical Museum, school libraries and churches.
2. Students will create a cemetery brochure that includes a map, locations of the most notable graves, especially those of important Greenville citizens, graves that show cultural heritage, and the qualities that make Richland Cemetery a unique historical site.
3. Students will create video podcasts that could be posted online on the school website of 2-3 minutes in length that describe and illustrate various aspects of the cemetery.

Lesson Activities

1. Visit sites like the Greenville Cultural Exchange Center and the Upstate History Museum. Students will have lesson, interview, or summary forms to complete at each location.
2. Read selections from *Spoon River Anthology* by Edgar Lee Masters. Create Spoon River style monologues for the people of Richland Cemetery giving details of African American life in Greenville between 1890 and 1960. Perform the speeches using tombstone photos or grave rubbings as a setting for the performance.
3. Use the obituary section of the *Greenville News* to read about Greenville citizens. Ideally, a newspaper reporter could visit the class and talk about the methods of writing an effective obituary. Create an obituary page for Richland Cemetery featuring prominent or unusual people who are buried there.
4. Visit the South Carolina Room of the Greenville Public Library to see the cemetery survey books. Contact the Friends of Richland Cemetery to determine what they have already surveyed or how your students' efforts can be used to assist them. Consult *South Carolina's Historic Cemeteries: A Preservation Handbook* written by Susan McGahee and Mary W. Edmonds for information about the techniques used to create an effective cemetery survey for Richland Cemetery that would allow the most important features to be explored. Publish the survey in the South Carolina Room.
5. Using information about Greenville's prominent African Americans in Richland Cemetery, post photos of the graves and biographies of the citizens online at www.findagrave.com/.
6. Interview a genealogist about the use of cemetery records to research family history.

LP-MAJC-3

AMEN! SCHOOLS IN!

Sherie Sawyer

Latta Elementary School, Dillon School District 3

Properties: Mt. Zion Rosenwald School
(Florence)
Mt. Zion Methodist Church
(Florence)
St. James Rosenwald School (Horry)
Hope Rosenwald School
(Newberry)
Howard Jr. High School (Newberry)
Great Branch Teacherage
(Orangeburg)

Standard Indicators: 5-1.3; 5-3.2; 5-5.3; 8-5.3; 8-5.8;
8-7.2; USHC-8.1

English Language Arts: L-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1;
W-2.1

Essential Questions

1. How did discriminatory laws affect the academic opportunities of African Americans in the Southeast?
 - a. How was the *Plessy v. Ferguson* decision used to develop Jim Crow laws in the South and specifically South Carolina?
 - b. How did Jim Crow Laws affect educational opportunities for African Americans?
 - c. How did local churches and programs like the Rosenwald Fund attempt to improve African American education in the South and specifically South Carolina?
 - d. How did Rosenwald educational facilities compare to white educational facilities in the same area during Jim Crow segregation?

Historic Content

In *Plessy v. Ferguson* (1896), the U.S. Supreme Court decided that a Louisiana law mandating separate but equal accommodations for blacks and whites on intrastate railroads was constitutional. This decision provided the legal foundation to justify many other actions by state and local governments to socially separate blacks and whites. This separation was evident in education throughout South Carolina.

From 1877 to the 1970s, several Southern states enacted and maintained formal and informal rules limiting the legal rights of African Americans. These rules were known as Jim Crow laws, named after a minstrel character (white musical performer who portrayed blacks negatively). The rules were meant to maintain white supremacy.

South Carolina had twenty-two formal Jim Crow laws and six specifically related to education. Separate schools meant that authorities did not have to guarantee an adequate education for blacks or have to maintain

black schools at the same level. Segregated schools also reinforced feelings of inferiority among black children and superiority among whites.

Many South Carolina African American communities already had a legacy of providing educational opportunities for their children when others could not be found. Unfortunately, due to unequal funding, many of these schools were either held in churches or one-room shanties that provided for neither adequate lighting nor ventilation. Because of the inadequacies of black public and private schools and the high value of education among African Americans, community and church leaders were always seeking better educational opportunities for their children.

In 1912, Julius Rosenwald, a northern philanthropist and president of Sears & Roebuck at the turn of the twentieth century, worked with Booker T. Washington to help fund the construction of five schools near Tuskegee Institute in Alabama. Rosenwald was keenly aware of the deplorable state of educational facilities for African American children throughout the South and saw building quality schoolhouses as a way to supplement the monies spent on black education. From this small effort began a matching grant fund that launched a 20-year regional building program that encompassed 15 southeastern states and over 5,300 schools, shops, and teacher's homes. At a time when State support for educating African American children was woefully inadequate, Rosenwald Schools played a critical role in educating South Carolina's African American children.

Generally, to receive a Rosenwald Fund matching grant for the construction of a school, one-third of the funds had to come from the community. This one-third could be in the form of labor, land, money or any other monetary resource. The state and/or local government had to provide one-third of the money also. Once these requirements were met, the Rosenwald Fund provided the remaining one-third of the necessary funds.

Once 500 Rosenwald school buildings dotted the South Carolina landscape. They were built using mandated school plans created by an architect funded solely by the Rosenwald fund. The communities that built these schools were willing to work hard and sacrifice financially and in many other ways to build adequate schools for their children. Though African Americans paid taxes into the public school system, they were required to raise additional funds to build the schools and in some cases donate land to the public school system to have these schools built.

The Rosenwald Schools were greatly needed and appreciated, but often they still did not compare in size

and equipment to their local white school counterparts. The Mars Bluff (white) and Mt. Zion (black) schools were a prime example of this inequality. It has taken many laws, the strength of great people and many years to improve education and educational facilities for all. The Rosenwald Schools were a step in the right direction to correct the inequality found in African American schools during segregation.

Sources Needed

Primary Sources (in addition to the historic sites)

Jim Crow History. "Jim Crow Laws: South Carolina."

<http://www.sciway.net/afam/reconstruction/blackcodes.html> (accessed June 29, 2015).

Know It All. "Mt. Zion Rosenwald School." www.knowitall.org/roadtrip/cr-flash/flash.cfm (accessed June 29, 2015).

Pictures of Julius Rosenwald

South Carolina Department of Archives and History.

"Mars Bluff School." www.archivesindex.sc.gov/onlinearchives/Thumbnails.aspx?recordid=240196 (accessed February 2, 2008).

_____. "Mars Bluff Colored School." www.archivesindex.sc.gov/onlinearchives/Thumbnails.aspx?recordid=240195 (accessed February 2, 2008).

Secondary Sources

Anderson, James D. *Black Education in the South, 1860-1935*. Chapel Hill: University of North Carolina Press, 1988.

Ascoli, Peter M. *Julius Rosenwald: The Man Who Built Sears, Roebuck and Advanced the Cause of Black Education in the American South*. Indianapolis: Indiana University Press, 2006.

Hoffschwelle, Mary S. *The Rosenwald Schools of the American South*. New Perspectives on the History of the South, ed. John David Smith, 2006.

"Jim Crow Laws." *Junior Scholastic*, 107(13) (Skills Master 1).

National Trust for Historic Preservation. "The Rosenwald Schools Initiative." www.rosenwaldschools.com/index.html.

Ourdocuments.org. "Plessy v. Ferguson (1896)." www.ourdocuments.gov/doc.php?flash=true&doc=52 (accessed January 31, 2008).

"Rosenwald, Julius." *Grolier Multimedia Encyclopedia*.

"Rosenwald, Julius." *The Columbia Encyclopedia*, 6th ed., reproduced in Kids InfoBits. <http://galenet.galegroup.com/servlet/KidsInfoBits>.

South Carolina State Historic Preservation Office.

"Great Branch Teacherage, Orangeburg County, South Carolina," National Register of Historic Places nomination. www.nationalregister.sc.gov/orangeburg/S10817738039/index.htm.

_____. "Hope Rosenwald School, Newberry County, South Carolina," National Register of Historic Places nomination. www.nationalregister.sc.gov/newberry/S10817736031/index.htm.

_____. "Howard Junior High School, Newberry County, South Carolina," National Register of Historic Places nomination. www.nationalregister.sc.gov/newberry/S10817736030/index.htm.

_____. "Mt. Zion Rosenwald School, Florence County, South Carolina," National Register of Historic Places nomination. www.nationalregister.sc.gov/florence/S10817721020/index.htm.

Steamer, Robert J. "Plessy v. Ferguson." *Grolier Multimedia Encyclopedia*.

Street Law and the Supreme Court Historical Society.

"Landmark Supreme Court Cases: Plessy v. Ferguson." www.landmarkcases.org/plessy/home.html (accessed January 31, 2008).

Lesson Procedures

1. Choose one of the historic sites above. Read and discuss its historical background. Check for prior knowledge and connect to past learning during the discussion time.
2. Share pictures and background information on the schools found on the South Carolina Department of Archives and History websites. The Mt. Zion Rosenwald School has a virtual tour on www.knowitall.org/.
3. Give a brief but detailed description of the founder of the Rosenwald Fund and share his portrait and purpose for setting up the fund.
4. Give specific information about the community and church leaders that helped build Rosenwald Schools in your area. Example: pictures, church histories, newspaper articles.
5. Read the South Carolina Jim Crow Laws that effected education and led to the need for Rosenwald Schools. <http://www.sciway.net/afam/reconstruction/blackcodes.html>.
6. Compare white schools during the same time period with the Rosenwald Schools in the same area. Use a Venn diagram. Use the [knowitall.org](http://www.knowitall.org) website.
7. Discuss the need and importance of the Rosenwald School in your area.

Assessment Ideas

1. The class will create a picture story of a Rosenwald School using [knowitall.org](http://www.knowitall.org) and/or South Carolina Department of Archives and History website. www.archivesindex.sc.gov/onlinearchives/search.aspx
2. Each student will use the pictures and historical background discussed and shared in class to write a summary of the history of a Rosenwald School.
3. The students will write about their experience as a student attending a Rosenwald School using their summary of the historical background information discussed and shared during the lesson. Each student or group of students will include pictures found on the [knowitall.org](http://www.knowitall.org) and South Carolina Department of Archives and History website.

Lesson Activities

1. Use a Rosenwald School to create a diorama.
2. Create an Acrostic Poem describing a Rosenwald School.
3. Jim Crow Must Go! Rewrite the law or create a political cartoon (propaganda) showing why Jim Crow Must Go!
4. Create an advertisement showing the criteria that has to be met to build a Rosenwald school. Remember, it has to be inviting and simple.

LP-MAJC-4

TRAVELING SOUTHERN STYLE

Valentina Cochran

Pine Grove Elementary School, Richland County School District 1

Lesson can be found online at www.teachingushistory.org/travelingsouthernstyle.html

Properties: Atlantic Beach (Horry)
Harriet M. Cornwell Tourist Home
(Richland)

Standard Indicators: 3-5.2; 8-7.1; 8-7.2; USHC-7.6
English Language Arts: I-1.1; RI-12.1; C-1.1; C-1.2; C-5.2;
C-5.3; W-1.1

Essential Questions

1. How did Jim Crow laws make travel different for African Americans?
2. Where did African American travelers find lodging during the Jim Crow era?

Historic Content

Traveling during The Jim Crow Era exposed African Americans to both risk and humiliation. Crossing the Mason-Dixon Line or the Ohio River meant entering a different world with different laws. While traveling basic necessities were needed such as food, gas, water, restrooms and maybe an overnight hotel stay. Stopping for these necessities in the South was dangerous for African Americans due to Jim Crow segregation laws.

Seeing signs enforcing segregation and denial of service were a common part of life for African Americans living and traveling in the South. While traveling by train the conductor was sure to let passengers know which sections were for “whites” and “colored.” The train stations also had separate entrances, ticket offices, restrooms and waiting rooms. “White Only” signs hung above restaurant entrances, gas stations, and other public facilities. Parks, benches, movie theaters and hospitals were also segregated. Many restaurants served blacks through a door or window at the rear of the building, not allowing them to sit in the dining area. Most stores practiced segregation by making people of color wait until the white people were served first. Blacks were forbidden to try on hats, clothes or shoes in the store. Public libraries were closed to African Americans in the South.

While traveling south during the Jim Crow Era travelers had to pass through small towns where knowledge of the local unwritten Jim Crow laws was very important. Blacks could be stopped at anytime and forced to state their reason for being in a certain place at a certain time. Local people in small towns knew where the whites and blacks were allowed to mix such as the post office, banks and certain stores. Blacks were often warned not to let the sun go down on them in certain towns. Traveling during this time presented great danger.

Victor Green, publisher and owner of *The Negro Travelers’ Green Book* began publishing the book in 1936. It offered “Assured Protection for the Negro Traveler.” Green created the book from his own personal experiences while traveling. His encounters and those of his friends were often described as painful embarrassments, which ruined the vacation or business trip. (Green 1956, 5)

Two properties listed in *The Negro Travelers’ Green Book* were the Harriet M. Cornwell Tourist Home in Columbia and the Theretha Hotel in Atlantic Beach, both in South Carolina. Harriet Cornwell, known for her community activism, provided travelers to Columbia with an alternative to staying in the two black hotels in town. At her house was a comfortable place to stay with one meal a day provided. She only required guests to pay what they could. While white travelers had no problems getting rooms or food, the Cornwell Tourist Home, which never advertised with signs, is an example of how much people of color depended on word of mouth for an enjoyable traveling experience.

Not much is known about the Theretha Hotel, but Atlantic Beach became a popular destination for African Americans as early as the 1930s. Nicknamed “the Black Pearl,” Atlantic Beach is a 4-block stretch of beach from 29th to 32nd streets surrounded by North Myrtle Beach on three sides and the Atlantic Ocean on the other. Atlantic Beach was not only segregated by land with barricades at 29th and 32nd Street but barricade wire also ran into the water. The land barricades still remain today that block off Ocean Boulevard on either side from Atlantic Beach. During segregation Atlantic Beach was one of the most popular beaches for blacks on the East Coast from Virginia to Florida. Even nationally-known black entertainers like Ray Charles and James Brown who performed in Myrtle Beach had to stay in Atlantic Beach because of Jim Crow Laws. Incorporated in 1966, Atlantic Beach may be the only black-owned and governed oceanfront community in the United States.

Sources Needed

Primary Sources (in addition to the historic sites)

South Carolina ETV Roadshow. “Atlantic Beach.”
YouTube™.

The Negro Motorist Green Book. New York: Victor H. Green and Company, 1949. From the Collections of Henry Ford, in partnership with the University of Michigan. www.autolife.umd.umich.edu/Race/R_Casestudy/Negro_motorist_green_bk.htm.

The Negro Travelers' Green Book. New York: Victor H. Green and Company, 1956. Published Materials Division, South Caroliniana Library, University of South Carolina, Columbia, South Carolina. Selected portions of this source are online at www.teachingushistory.org/tTrove/blackandwhitetourism.htm.

State Development Board. Tourism Promotional Brochure. S149013. South Carolina Department of Archives and History, Columbia, South Carolina. www.teachingushistory.org/tTrove/blackandwhitetourism.htm.

The Town of Atlantic Beach, <http://www.townofatlanticbeachsc.com>.

Secondary Sources

Cooper, Michael L. *Bound for the Promised Land: The Great Migration*. New York: Lodestar Books, 1995.

Dawson, George and Richard Glaubman. *Life Is So Good*. New York: Penguin Books, 2000.

Litwack, Leon F. *Trouble in Mind: Black Southerners in the Age of Jim Crow*. New York: Alfred A. Knopf, 1998.

South Carolina State Historic Preservation Office. "Harriet M. Cornwell Tourist Home, Richland County," National Register of Historic Places nomination. www.nationalregister.sc.gov/richland/S10817740141/index.htm.

Taylor, Mildred. *The Gold Cadillac*. New York: Scholastic, 1987.

Lesson Procedures

1. Students will read aloud and discuss *The Gold Cadillac* by Mildred Taylor. The students will use the book for building background and prior knowledge to discuss some of the problems African Americans faced while traveling South during the 1950s.

2. Students will compare travel guides (*The Negro Travelers' Green Book*, *The Negro Motorist Green Book*, and the *South Carolina Tourism Promotional Brochure* that was intended for white travelers). Students might also compare these travel guides with modern travel guides provided today by the state of South Carolina (www.discoversouthcarolina.com). Students can discuss the differences between travel guides of the past and present.
3. Students will pretend that they are traveling to Columbia from another part of the state that includes an overnight stay. They will create a poster showing the route they will travel, including signs and stops along the way.
4. Students will write a two-paragraph essay explaining and comparing a trip taken by an African American family and one by a white family during the Jim Crow era. Students could also pretend that they are leaving South Carolina to a city in the North, such as Chicago, Detroit, or New York, making the same comparisons. Students should read selections in the 1949 *Green Book* and 1956 *Green Book* (cited above) in order to describe conditions for African Americans traveling during the Jim Crow era.
5. Drawing on their personal experiences of traveling within and outside the state, have students compare traveling during the Jim Crow era to today by creating a poster and writing a two-paragraph essay.

Assessment Ideas

Descriptive Poster and Essay. See Project Rubric on next page.

Name _____

Date _____

Traveling Southern Style

Project Rubric

Travel Description

The writing assignment must include two paragraphs. The first paragraph must describe four stops listed in either the 1949 *Green Book* or the 1956 *Green Book*. Students should read pages 1-7 of the 1949 *Green Book* and pages 3-7 of the 1956 *Green Book* to learn more about the

emotions of African Americans who traveled in the Jim Crow South. Posters must include features listed below to receive points toward this assignment. Illustrations from either *Green Book* may be copied and printed to create the poster. Other images from the web may be used. Be sure to include images from the Jim Crow era as well as from today.

	Total Points Possible	Student Grade
First Paragraph		
Description of 4 Stops from Green Book	16	
Explanation of Feelings	6	
Problems	6	
Reasons to Visit Particular Stops	3	
Second Paragraph		
2 Stops Today	6	
3 Ways Travel Differs Today	9	
Poster		
Route of states in order	18	
Pictures of 4 Stops	12	
4 Stops labeled	12	
4 Jim Crow Signs	12	
Total	100	

LP-MAJC-5

THE HAMBURG MASACRE

Jeremy K. Gerken

J. Paul Truluck Middle School, Florence County School District Three

Properties: Aiken Colored Cemetery (Aiken)

Standard Indicators: 3-4.6; 5-1.3; 5-1.4; 8-5.3; 8-5.4;
USHC-3.4

English Language Arts: I-1.1; RI-12.1; C-1.1; C-1.2; C-5.2;
C-5.3; W-1.1

Time Required

60 minutes

Recommended Grade Level

Middle

Objectives

1. Students will summarize how Reconstruction political, educational, and social opportunities for African-Americans failed as a result of the Hamburg Massacre.

Historic Content

Reconstruction ended in South Carolina with violence and controversy. The Hamburg Massacre of 1876 took place in a predominantly African-American town in Aiken County. Six black militia members were killed by a white mob. This incident marked an intensification of the white campaign to “redeem” South Carolina’s government. White Democrat “Red Shirts,” led by former Confederate general Wade Hampton, coordinated a campaign of violence, intimidation and fraud in order to win the election of 1876. President Grant sent more federal troops but they could not assure a free and fair election. Voting irregularities threw the governor’s election into the General Assembly but there were also disputes about who was elected to the state legislature.

Two rival governments were established, one Republican and one white Democrat. There was a stand-off as white taxpayers refused to support the Republican government. Election irregularities also plagued the national election. The electoral votes of three southern states, including South Carolina, were in dispute. The resolve of Congress to protect the freedmen had waned in the face of continuing resistance of southerners as well as the corruption of the Grant administration, economic depression in the North and issues related to increased migration to the West. Democrats and Republicans reached a compromise whereby Democrats would recognize the election of Republican President Hayes in exchange for the withdrawal of federal troops from the South.

President Hayes withdrew the last of the federal troops from South Carolina, Florida and Louisiana. The Conservative Democratic Party under former Confederate

General, now Governor, Wade Hampton took control of the government of South Carolina and African Americans were left to fend for themselves in a hostile environment.

Example: South Carolina Social Studies Support Document, Grade 8, 2012 <http://ed.sc.gov/agency/pr/standards-and-curriculum/documents/GRADEEIGHT.pdf>

Lesson Materials

1. Political Cartoon about the Hamburg Massacre
2. Student graphic organizer (see attached) Note-This sheet will need to have identical front and back copies
3. Role-play activity sheet (see attached)

Lesson Procedures

Keep procedures clear, concise and linear for ease of interpretation.

1. Begin the lesson by reviewing the accomplishments of African-Americans since the beginning of Reconstruction, such as being able to vote, gaining freedom, holding political office, etc... Make a list of these items on the board or with an overhead projector so that everyone in the class can see.
2. Instruct the students to pair up and identify whether these accomplishments would be considered social, political, educational, or accomplishments that could fit into multiple categories. The students should also write down and give a reason as to why they placed these items in these categories. (If time permits allow the students to switch up and work with another pair or two to discuss these items with each other.)
3. Randomly select or pick students to participate in a role-play (see attached) that will give the background of what happened during the Hamburg Massacre. Discuss with students where the Massacre took place. Tell them that the name has been changed to North Augusta, South Carolina partially because of the events that took place there.
4. After students have performed the role-play have students will get back into groups and use the chart from before to brainstorm social, political, and educational opportunities that would negatively affect African-Americans in South Carolina. If time permits have members from each group share their results of how this event would have impacted African-Americans socially, politically, and educationally.
5. After students have shared their lists, they will then be given the assessment with some focus questions and task to complete (see assessment below)

Assessment Ideas

Students will be given the choice of completing one of two different activities. Students may choose to complete a political cartoon (similar to the web link) that would summarize the negative effects of the Hamburg Massacre on African-Americans socially, politically, and educationally. Students may also write a newspaper article 300-500 words long that describes the Hamburg Massacre and documents how this event will now affect African-Americans politically, socially, and educationally. Use the rubric below to assess student results.

Focus Questions

1. How would the Hamburg Massacre create tensions between whites and African-Americans? Democrats and Republicans?
2. What would be the consequences for African-Americans if the new government of “white” Democrats no longer viewed the African-Americans as equals?
3. Would there have been any way for the “white” Democrats, Republicans, and African-Americans to have worked out the election, so that tensions could have been decreased?

The Hamburg Massacre

Rubric

Category	1-2 Points	3-4 Points	5 Points
1. Purpose	Student lacked purpose or included only 1 of the three categories of failure of Reconstruction.	Student fulfilled most of the purpose of the assignment or included two of the three points for reasons that Reconstruction would be considered a failure.	Student fulfilled all of the purpose of the assignment and included all three aspects of social, political, and educational opportunities that would have been affected by the Massacre.
2. Brainstorm-Pair Share Activity	Student indicated which categories the item would be part of, but did not include an explanation.	Student indicated categories and provided explanations for two of the three categories or student indicated categories, but included insufficient or brief explanations.	Student indicated categories for all three items and developed sufficient explanations for choosing these categories.
3. Focus Questions	Student answer one or two focus questions, but did not complete in depth.	Student completed two or more focus questions, but did not complete in depth for all or only a few.	Student completed all focus questions and completed in depth questions that examined and summarized aspects of the Hamburg Massacre.

Total out of 15 _____

The Hamburg Massacre

Name _____ Period _____ Date _____

Item	Category (Social, Political, or Educational)	Explanation

The Hamburg Massacre

Role Play Activity

Directions: Randomly select students to participate in the role play or ask for volunteers give students their individual roles for each scene. If your class is not large enough students may play multiple roles or the teacher may participate as well. Give students participating in the role play a few minutes 1-3 to develop their role play. During this time other student can examine the political cartoon provided in the link and make predictions on what the Hamburg Massacre is about. During each scene student not participating in that scene should record their thoughts/feelings about each scene.

Scene 1: The two students should read each role, and then discuss how they will play out their parts together.

White Democrat/Red Shirt-You are talking to a Republican and are upset that they have stolen money from the government and that they have allowed former slaves to be part of government.

Republican-You are talking to a White Democrat/Red Shirt and they are upset with you for how the state government is being run. They are especially upset that Republicans have allowed African-Americans to be part of South Carolina Government.

Scene 2: A group of black militia are having a meeting near a road when a white farmer approaches and finds that the road is blocked by the members of the black militia.

Black Militia (5-6 persons should play this role)-This group of black militia members is meeting together near a road and discussing different items including Reconstruction and the election of 1876. After a few minutes they are approached by a white farmer who demands that all of the members of the black militia move. The black militia refuses to move and the farmer vows to come back.

White Farmer-You are going down the road and come upon a group of black militia that you feel are blocking the road. You ask them to move, because you have "better things to do." However, members of the black militia refuse to move and you and the militia members get in an argument. You become upset and vow to come back and have them moved.

Scene 3: In this scene members of the Black Militia and Red Shirts have a confrontation, in which five of the members of the Black Militia are dead.

Black Militia Group (5-6 people)-The following day after the confrontation you are again at the same road, when you are approached by the white farmer and a magistrate (judge) who has also brought with him a group of Red Shirt (white militia men). Arguments come about and five members of the Black Militia are shot and killed.

White Farmer-You approach the black militia with a magistrate (judge) to have the members of the black militia arrested for blocking your road. An argument occurs and then gun shots are fired, which ends up killing five members of the black militia.

Magistrate-You are a judge who has been asked to come along and have members of a black militia arrested for blocking a road that a white farmer was trying to go around. You instruct the Red Shirts to arrest and detain members of the black militia. Shots are then fired killing five of the black militia members.

Red Shirts (5-6 people)-You are asked by a judge to come along and help restrain a black militia group who is blocking a road that a white farmer was trying to go around. Arguments break out between your group and the black militia and shots are fired. At the end of the day five of the black militia members are left dead.

Scene 4: This scene details the consequences of the Hamburg Massacre and effects that it would have had on relations between whites and blacks politically, socially, and educationally.

African-American (3-4 people)-You are gathered with other African-Americans at a voting booth who are discussing whether or not you should vote, because rumors have that anyone who votes Republican may be shot and killed. The discussion continues with whether or not people should just avoid confrontation and lives to see another day or fight for rights and possibly be killed.

Red Shirts (3-4 people)-You are gathered a voting booth and are checking before people vote, whether they are voting Republican or Democrat. You are also holding sticks (like baseball bats) to intimidate anyone from trying to vote for Republicans.

LP-MAJC-6

WORLD WAR II'S IMPACT ON SOUTH CAROLINA

Rhonda Willis

Wade Hampton High School, Hampton School District One

Property: Training of the Tuskegee Airmen
(Colleton)

Standard Indicators: 8-6.5

English Language Arts: RI-12.1; RI-4.1; C-1.1; C-1.2; W-2.1

Time Required

180 minutes

Recommended Grade Level

Middle

Objectives

1. Students will explain how certain events opened opportunities for African Americans in South Carolina during World War II, including the training of the Tuskegee Airmen.
2. Students will compare how wartime industries and military opportunities impacted South Carolina's economy and the United States' economy.

Historic Content

During World War II, South Carolina experienced significant economic growth. The war effort ended the Great Depression as South Carolinians enjoyed full employment. Many South Carolinians joined the armed forces. The expansion of military bases to meet training needs at Fort Jackson, Parris Island, the naval base at Charleston and the new air base at Columbia stimulated the local economy. However, segregation and discrimination continued to limit the opportunities of African Americans in South Carolina. President Roosevelt's executive order opened jobs in wartime industries and led African Americans to move off South Carolina farms in search of better economic and social opportunities in the cities of the North and West. Once the war ended, economic prosperity continued in South Carolina as it did throughout the country. Demand for goods unavailable in wartime and the ability to pay for them because of wartime savings led to increased consumer spending.

World War II had a significant impact on South Carolina just as it did on the rest of the country. Immediately after the bombing of Pearl Harbor, the United States was anxious to retaliate against the Japanese, whose sneak attack had brought the United States out of isolationism and into the war in Europe as well as the Pacific. A group of bomber pilots under the leadership of James Doolittle trained in Columbia to engage in an air attack to be launched from aircraft

carriers on Tokyo. The attack helped to lift the morale of Americans.

Even before Pearl Harbor the United States government was drafting young men into the armed services and preparing for war. Military camps that had been established during World War I in South Carolina reopened to serve as training bases for the thousands of young men drafted into the armed services. Camp Jackson in Columbia became Fort Jackson. The Charleston Navy yards increased production of destroyers. South Carolinian James F. Byrnes helped to guide the Lend Lease plan that offered support to the allies in their fight against the Germans through Congress and later served as the director of war mobilization. The economy of South Carolina and the United States began to climb out of the Great Depression as the result of government spending on war preparations.

African American pilots were trained at the air base at the Tuskegee Institute in Alabama. Commanded by white officers, the Tuskegee airmen supported the allied invasion of Italy. Then they were assigned to escort heavy bombers on raids against strategic enemy targets. This air campaign was directed at weakening Germany prior to the D-Day invasion. Several of the Tuskegee airmen earned the Distinguished Flying Cross and the airmen proved that African American pilots could shoot down enemy aircraft as well as or better than white air crews. African American soldiers served in segregated units commanded by white officers in the fight for freedom. When they returned to the states many were determined to fight to end segregation.

The Tuskegee Airmen and the bravery and sacrifice of other African American members of the military opened the doorway for other African Americans to serve in the military and for the desegregation of the military in the postwar period.

Many South Carolinians served in the armed forces but many others were not fit for service. One third of young white men and one half of black men were either illiterate or in such poor health that they could not serve. This was a startling indication of the poverty of South Carolina. But war brought some prosperity. War mobilization meant more jobs at home and the wartime population of South Carolina cities grew with a resulting impact on area businesses. Farmers were shorthanded but women and children worked in the fields to bring in bumper crops.

Just as people did throughout the United States, South Carolinians collected scrap metal and rubber for the war effort. They used ration books to get their share of the short supply of food and fuel and they bought war bonds to fund the war effort. When the war was over they had

savings to use to buy the automobiles and goods that were not available during the war. When V-E Day and V-J Day finally arrived, South Carolina and the United States were poised to enter a period of prosperity.

South Carolina Social Studies Support Document, Grade 8, 2011 <http://ed.sc.gov/agency/ccr/Standards-Learning/SocialStudiesSupportDocuments.cfm>.

Lesson Materials

1. Data collection sheet (see attached).
2. Variety of classroom resources and/or Internet access
3. Assessment rubric

Lesson Procedures

1. Begin by describing agricultural South Carolina compared to other regions of the United States prior to World War II.
2. State that World War II impacted the United States' economy, including South Carolina. Describe how the WW II's impact on the rural agricultural society ended some opportunities while opening or expanding others and how events like the attack on Pearl Harbor caused the military to expand its operations, which supported economic recovery from The Great Depression.
3. Divide the class into groups of two or three.
4. Assign each group to do research on one of eight different topics: 1) the economy of the United States prior to WW II, 2) the economy of South Carolina prior to WW II, 3) President Roosevelt's order to expand wartime industries, 4) James Doolittle's bomber pilots, 5) South Carolinian James F. Byrnes and the Lend Lease plan, 6) the Tuskegee Airmen and South Carolina, 7) the economy of the United States after WW II, and 8) the economy of South Carolina after WW II.
5. Provide students with Internet access and/or a variety of other classroom sources to research topics. Students will prepare a presentation to share information on their topic. The presentation can be written or visual using poster boards or a slide show. Students must cite the source of their information and document all sources with a Works Cited page.

6. After groups have researched their topic, they will present what they have learned. The audience will write relevant information and sources in the data collection chart.
7. After the groups have presented their topics and the students have filled in their charts, the groups will meet again to compare and discuss their notes with their members.
8. After students have discussed their notes, the teacher will facilitate a whole class discussion to answer these questions as a formative assessment: 1) How did World War II expand opportunities for African Americans during and after World War II? 2) What economic impact did World War II have on the United States, particularly South Carolina?

Assessment Ideas

Choose one of the following topics. Write a one page paper addressing your choice. Use information gathered, presented, and discussed in class to support your ideas. You may use your data collection chart to write your essay. Use at least three sources to provide evidence for your argument and include a Works Cited page with your essay. Use the rubric to self-evaluate your writing.

1. Describe and compare how World War II impacted the economies of South Carolina and the United States. Support your argument with cited evidence.
2. The expansion of military operations helped the United States, particularly South Carolina, recover from The Great Depression. Do you agree or disagree with this statement? Defend your answer with cited evidence.
3. The training of the Doolittle Raiders and the Tuskegee Airmen contributed to the United States' victories during World War II and impacted opportunities for African Americans during and after the war. Describe their challenges and contributions. Support your answer with cited evidence.

World War II's Impact on South Carolina

Essay Rubric

Criteria	4	3	2	1
Content	The content addresses the topic thoroughly with a valid argument and supporting evidence.	The content addresses the topic with a valid argument but evidence is weak or missing.	Some content addresses the topic but other content is off topic.	The content does not address the topic.
Evidence	At least three sources are cited to support argument.	At least two sources are cited to support argument.	At least one source is cited to support argument.	No sources are cited to support the argument.
Organization	Argument is presented logically and concisely and evidence is clearly presented.	Argument is presented logically but some evidence is scattered or insufficient.	Argument's association with the topic and supporting evidence are difficult to follow.	Argument is not logical and evidence is not clearly presented or absent.
Grammar/ Sentence Structure	Minor grammatical errors exist and do not impact the essay's argument.	Some grammatical errors slightly distract the reader from the essay's argument.	Grammatical errors and awkward sentence structures impact the essay's argument.	Major grammatical errors and sentence fragments make the essay difficult to read.

LP-MAJC-7

THE TUSKEGEE AIRMEN

Marlon M. Smith
CA Johnson High School

Property: Training the Tuskegee Airmen
(Colleton)

Standard Indicators: 8-6.5

English Language Arts: RI-12.1; RI-4.1; C-1.1; C-1.2; W-2.1

Science Focused Lesson

1. **Science Standard:** 8.P.2

The student will demonstrate an understanding of the effects of forces on the motion and stability of an object.

2. **Performance Indicator:** 8.P.2A.1:

Plan and conduct controlled scientific investigations to test how varying the amount of force or mass of an object affects the motion (speed/direction), shape, or orientation of an object.

Recommended Grade Level

Middle

Essential Questions

1. How does an exerted force effect the motion and stability of an object?
2. How can a paper airplane be used to illustrate Newton's Laws of Motion?

Historic Content

Graduates of the Tuskegee Army Flying School, who belonged to the first African-American units in the U.S. Army Air Corps, took further combat flight training at Walterboro Army Air Field from May 1944 to October 1945. Many of the first "Tuskegee Airmen" had already won distinction and fame in missions over North Africa, Sicily, and Italy in 1943-44, and several of them were assigned here as combat flight instructors.

Trainees here flew the P-39, P-47, and P-40 fighter planes and the B-25 bomber. The officers' quarters and enlisted men's barracks stood just east and just west of this spot, respectively. Segregation on American military posts, in place until 1948, was made worse by the fact that German POWs held here could use "White" facilities but the "Colored" officers and men of the U.S. Army Air Corps could not.

Sources

1. YouTube Video: "The Tuskegee Airman" <https://youtu.be/uQdUOWcsCrE>
2. Website: Tuskegee Airmen Monument: <http://www.sciway.net/sc-photos/colleton-county/tuskegee-airmen-monument.html>
3. South Carolina Earth Science Standards
4. Materials to construct paper airplanes

Lesson Procedures

5 E's

1. **Engage:** The teacher will begin the lesson by engaging the students through the YouTube video: "The Tuskegee Airmen."
2. **Explore:** The teacher will introduce to the students the Tuskegee Airmen Monument and how there flying techniques are related to concepts of Newton's Laws of Motion.
3. **Explain:** The teacher will explain to the student the effect that a force has on motion and stability of an object; referencing back to the Tuskegee Airmen and how airplanes fly. Key Terms: balanced, unbalanced, inertia, force, motion, speed, gravity.
4. **Elaborate:** To illustrate the effect force has on the motion and stability of an object, the students will fly paper airplanes inside the classroom and outside. The students will measure the distance the airplane fly's in both environment. (*The airplanes should be created by the teacher prior to lesson, or purchased from Walmart, Target, etc.*)
5. **Evaluate:** To evaluate the student understanding of the lesson, the teacher may complete any of the following:

Graphic Organizer on Force & Motion, Vocabulary Quiz, or Exit Slip to answer Essential Question.

Lesson Activities

1. Airplanes in Motion (Effect on wind (force) on paper airplane inside vs. outside)
2. Compare/Contrast the fighter jets of today to those flown by Tuskegee Airmen
3. Research Project on Tuskegee Airmen

LP-MAJC-8

BENJAMIN E. MAYS BIRTHPLACE

Mary D. Haile

W. J. Keenan High School, Richland County School District One

Property: Benjamin E. Mays Birthplace
(Greenwood)

Standard Indicators: 3-5.5; 5-5.3; 8-7.2; USHC-8.1

English Language Arts: I-2.1; I-5.1; RI-4.1; RI-9.1; RI-12.3;
W-2.1; W-4.1; C-1.2; C-1.6; C-2.3;
C-3.2

Time Required

Two or Three 60 minute class periods

Recommended Grade Level

Elementary/Middle/High

Essential Questions

1. What is Benjamin E. Mays' legacy? Why has Benjamin E. Mays' birthplace been recognized as an African American Historic Place in South Carolina?
2. How do I paraphrase another's words?
3. How do I add meaningful visual representation to great quotes from Benjamin E. Mays?

Historic Content

This house, originally 14 mi. SE on US Hwy. 178 in the Epworth community, was the birthplace of Dr. Benjamin E. Mays (1894-1984), Baptist minister, college president, author, and civil rights pioneer. Mays was the eighth child of Hezekiah and Louvenia Mays, both born into slavery. In 1911 he left the tenant farm where this house stood to attend high school at S.C. State College in Orangeburg.

Mays, a graduate of Bates College and the University of Chicago, was an early and forceful opponent of segregation. Best known as president of Morehouse College, in Atlanta, 1940-1967, Mays was described by Dr. Martin Luther King, Jr. as his "spiritual mentor." Mays's inspiring memoir *Born to Rebel* (1971) is a civil rights classic. This house was moved to Greenwood County, renovated, and dedicated as a museum in 2011.

Sources/Resources Needed:

1. One computer and a projection device/screen
2. Benjamin E. Mays' tribute (YouTube video: <https://youtu.be/m5YqctgW520>)
3. Benjamin E. Mays' birthplace (http://www.townofninetysixsc.com/?page_id=414)
4. How to Paraphrase (mini lesson; lesson notes)
5. Benjamin E. May quotes (handout)
6. White art paper

7. Art Supplies (markers, crayons, colored pencils)

Lesson Procedures

Day 1

1. The teacher will have students complete the Quickwrite: What do you know about Benjamin E. Mays? The teacher and students will have a quick discussion about students' Quickwrite.
2. The teacher and students will watch the Benjamin E. Mays tribute (YouTube video: <https://youtu.be/m5YqctgW520>). While viewing, students will record key facts and their observations about Benjamin E. Mays. The teacher and students will briefly discuss the facts and observations.
3. The teacher and students will discuss Mays' birth place (use http://www.townofninetysixsc.com/?page_id=414)
4. The teacher will complete the mini-lesson on paraphrasing (See "Mini Lesson Notes" below). The teacher and students will practice paraphrasing two sentences in a whole group exercise.
5. The students will receive eight (8) Benjamin E. May's quotes. The students will paraphrase each quote (See Part I of the "Benjamin E. Mays—Paraphrasing and "What is Character?" Handout" below).

Day 2

1. The teacher and students will review what students learned the previous day about Benjamin E. Mays.
2. The teacher will discuss the word character. The students will use what they have learned about Mays in the tribute and through his quotes to describe Benjamin E. Mays' character (See Part II of the "Benjamin E. Mays (Paraphrasing and "What is Character?") Handout" below).
3. Explain to students they will each be creating visual representations based on his or her paraphrases of four of the eight Benjamin E. Mays quotes. *Note: Students will decide which four quotes they would like to create visual representations (See "Set-up for Visual Representations" below). Students will need white art paper and art supplies to complete this part of the lesson.

Day 3

1. Display students' visual representations around the classroom. Ask students to briefly share the ideas behind their representations, making connections between the quotes and the images they used.
2. Give students the chance to walk around and look at each other's visual representations. Tell students to take some notes on works they find especially compelling or those that are the most similar to or the most different from their own.
3. Have students compare and contrast their ideas and reflect on the diverse representations of the quotes.
4. Have a final discussion about Benjamin E. Mays' legacy and the significance of the birthplace being designated an African American Historic place in South Carolina.

Assessment Ideas

1. Have students turn in their paraphrasing/what is character handout.
2. Assess students' visual representations.

Lesson Notes

Paraphrasing

Paraphrasing involves taking a set of facts or opinions and rewording them (putting the ideas into your own words). When paraphrasing, it is important to keep the original meaning and to present it in a new form.

Paraphrasing can be done with individual sentences or entire paragraphs.

A good paraphrase:

- Is accurate: Should accurately represent the author's ideas.
- Is complete: Should tell the whole idea of author.
- In your own voice: Don't just substitute synonyms for key words and leave the rest unchanged. Your words and voice should convey the information.
- Should make sense by itself: like a summary, you should be able to read a paraphrase and feel it is done in sentences which flow together naturally.

What are the steps for making a good paraphrase?

1. Read the passage and circle unfamiliar words. Look these up in a dictionary and write a few synonyms for each difficult word.
2. Read through the passage very carefully and write notes of main points on a sheet of paper.
3. Without looking at the passage, re-write it in your own words.
4. Look at your re-writing and the original. Make sure you haven't copied the same words or sentence structure. Also be sure you've included all the information in the original passage.

Examples of paraphrased sentences:

Original: Her life spanned years of incredible change for women.

Paraphrase: Mary lived through an era of liberating reform for women.

*** For Group Exercise:**

Original: Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day.

Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay every day.

Original: Any trip to Italy should include a visit to Tuscany to sample their exquisite wines.

Paraphrase: Be sure to include a Tuscan wine-tasting experience when visiting Italy.

Benjamin E. Mays

Paraphrasing and “What is Character?” (Part I)

Directions:

Part I: Read each quote below. Paraphrase each quote.

Part II: What is Character? Describe Benjamin E. Mays’ character

Quote	Paraphrase
"It isn't a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for."	
"Every man and woman is born into the world to do something unique and something distinctive and if he or she does not do it, it will never be done."	
"The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach."	
"Honest communication is built on truth and integrity and upon respect of the one for the other."	
"If what is communicated is false, it can hardly be called communication."	
"It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream."	
"Not failure, but low aim is sin."	
"Whatever you do, strive to do it so well that no man living and no man dead and no man yet to be born could do it any better."	

Benjamin E. Mays

Paraphrasing and “What is Character?” (Part II)

Directions:

Part I: Read each quote below. Paraphrase each quote.

Part II: What is Character? Describe Benjamin E. Mays’ character

What is Character?

One dictionary defines character as “the mental and moral qualities distinctive to an individual.” Another says it is “the complex of mental and ethical traits marking a person.” In still another dictionary, character is said to be “the stable and distinctive qualities built into an individual’s life which determine his or her response regardless of circumstances.”

Using what you learned about Benjamin E. Mays in the video tribute and what you learned about him through the paraphrasing of his famous quotes, describe Benjamin E Mays’ character.

Benjamin E. Mays

Paraphrasing and “What is Character?” (Part II)

Directions:

Part I: Read each quote below. Paraphrase each quote.

Part II: What is Character? Describe Benjamin E. Mays’ character

Paraphrased Quote:

Visual Representation

LP-MAJC-9

AIKEN GRADED SCHOOL

Katelyn Price
Richland County School District One

Property: Aiken Graded School (Aiken)

Standard Indicators: 8-5, 8-6 USHC-3

English Language Arts: I-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1;
W-2.1

Recommended Grade Level

Middle/High

Learning Objectives

1. Students will understand the development of education for the African American student.
2. Students will explain the involvement of the community to create schools for African American students.
3. Students will compare and contrast the education at the Aiken Grade School to the other schools in the state

Essential Questions

1. What is the Aiken Graded School? Who went to that school? Why was it built?
2. How was the Aiken Graded School different from other schools built during this time?
3. Who is Julius Rosenwald? What impact did he have on the Aiken Graded School?

Historic Content

This park is the site of Aiken Graded School, a two-story brick school built 1924-25. It was built for black pupils in grades 1-7 and was one of almost 500 S.C. schools funded in part by the Julius Rosenwald Foundation 1917-1932. Black Aiken physician Dr. C.C. Johnson raised \$3,500 in the black community toward the total cost of \$33,500. Black brick mason Elliott Ball supervised the school's construction. The school, described as "one of the best in the state" when it was being built, had ten classrooms, a library, and an auditorium seating 600. It opened in the fall of 1925, with principal W.D. Drake, nine teachers, and almost 300 students. The school, the only black elementary school in Aiken until new schools began to be built in 1954, closed in 1969. It was demolished in 1973.

Sources/Resources Needed:

1. <http://www.palmettohistory.org/rosenwald/rosenaiken.pdf>
2. <http://www.sciway.net/sc-photos/aiken-county/warrenville-elementary.html>
3. http://shpo.sc.gov/res/Documents/SCAHP_Addendum_2013.pdf

Lesson Procedures

1. Introduce students to the topic by showing this youtube clip, <https://www.youtube.com/watch?v=uAfOBhdSXBO>
2. Have an open discussion on Julius Rosenwald reason for donating the money to start the fund.
What role did Mr. Rosenwald ethnicity play in his decision? Why was that important?
How did Booker T. Washington inspire him?
How does this inspire you?
3. Allow students to read the Rosenwald text, http://archive.org/stream/juliusrosenwaldf033270mbp/juliusrosenwaldf033270mbp_djvu.txt
4. Allow students to read about the Aiken Graded School, <http://www.palmettohistorysc.org>.
5. In groups of 3-4, create a brochure illustrating the benefits of Rosenwald Schools like the Aiken Graded School. The brochure should also compare the quality of the school to the quality of Warrenville Elementary School. Brochure rubric attached.

LP-CRM-1

INTEGRATION WITH DIGNITY

Cleo Crank

Greenville Tech Charter High School, Greenville County School District

Properties: Integration with Dignity, 1963 (Pickens)
Liberty Hill Church (Clarendon)
Summerton High School (Clarendon)
Sterling High School (Greenville)
Marysville School (Spartanburg)
McCrary's Civil Rights Sit-Ins (York)

Standard Indicators: 3-5.4; 3-5.5; 5-5.3; 8-7.2; 8-7.3;
USHC-8.1; USHC-8.4

English Language Arts: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1;
W-2.1; C-1.2

Essential Questions

1. What constitutes segregation?
 - a. How is segregation different from racial separation?
 - b. How did *Brown v. Board of Education* promote racial equality?
2. Why was the nation changing established views on racial segregation?
 - a. What was the national response to mandated desegregation?
 - b. How did the state of South Carolina respond?
3. What were some significant places affected by the Civil Rights Movement in the South Carolina Upstate?

Historic Content

The moniker "Integration with Dignity" that is embossed on the historical marker on Clemson University's campus in Pickens county suggests that South Carolina's engagement with the Civil Rights Movement and the desegregation of many schools is unique. While South Carolina's decision to end school segregation can be traced back to Clarendon County in the *Briggs v. Elliott* case, it was later combined with *Brown* and desegregation cases from Virginia, the District of Columbia, and Delaware and renamed *Brown v. Board of Education of Topeka Kansas* so the nation would not see the case as just a southern issue. This case eventually mandated racial integration in all public schools nationwide. Many areas in America reacted with protests and violence. In contrast, the upstate of South Carolina witnessed very little civil unrest and managed desegregation with dignity and grace.

This lesson will help high school students explore the events of the Civil Rights Movement and the sites of racial separation and segregation. Students will gain a broader understanding about how different people in different regions reacted and eventually accepted the changing times.

Sources

Primary sources (in addition to the historic sites)

Civil Rights Movement photos from South Carolina Archives and History Center (www.scdah.sc.gov) and the Library of Congress (www.loc.gov).

Jim Crow History, "South Carolina Segregation Laws," <http://www.sciway.net/afam/reconstruction/blackcodes.html>.

Photos of historical sites

Williams, Cecil J. *Freedom and Justice: Four Decades of the Civil Rights Struggle as Seen by a Black Photographer of the Deep South*. Macon, GA: Mercer University Press, 1995. Also see www.cecilwilliams.com/freedomjusticeimages/gallery.html.

Yearbooks from local white high school and black high school during early 1960s

Secondary Sources

Bast, Kirk K. " 'As Different as Heaven and Hell': The Desegregation of Clemson College." *Proceedings of the South Carolina Historical Association* (1994): 38-44.

Edgar, Walter. *South Carolina: A History*. Columbia, SC: University of South Carolina Press, 1998.

_____. *South Carolina in the Modern Age*. Columbia, SC: University of South Carolina Press, 1992.

Haessly, Lynn. "'We're Becoming Mayors': An Interview with Former Sit-In Leader Harvey Gantt, Now Charlotte's Mayor." *Southern Exposure* 14 (1986): 44-51.

Horton, James Oliver. *Landmarks of African American History*. New York City: Oxford University Press, 2005.

South Carolina State Historic Preservation Office, "Marysville School, Spartanburg County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/spartanburg/S10817742058/index.htm.

_____. "Summerton High School, Clarendon County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/clarendon/S10817714006/index.htm.

Lesson Procedures

1. E. Q. - What constitutes segregation?

Opening hook: Randomly select 20% of students to represent those who are "segregated" — provide the other 80% with laptops to use, new pencils and pads, new markers, etc. Give to the other 20% old, used, outdated supplies. As students protest, explain that they have supplies just like everyone else. Discuss how "equal is not fair."

2. How did *Brown v. Board of Education* promote racial equality?

Show pictures/yearbooks of Marysville School in Spartanburg and Sterling High School and Greenville High School in Greenville (or your local segregated schools). Have students find proof in the images that the schools were not equal.

3. E.Q. - Why and how was the nation changing established views on racial segregation?

Place students in 5 small groups to read summaries of

- ◆ Jim Crow laws;
- ◆ the *Brown v. Board of Education* decision;
- ◆ early desegregation activities in the South (the Arkansas nine; the University of Mississippi and James Meredith; sit-ins and the Friendship Nine at McCrory's);
- ◆ *Briggs v. Elliott* and Scotts Branch School; and
- ◆ Clemson University and Harvey Gantt.

Each group has one topic. Have students share info on their topics.

4. E.Q. -What were some significant places affected by the Civil Rights Movement in the South Carolina Upstate?

Show pictures of historical markers for Sterling High School and Clemson. Show pictures of statue in downtown Greenville to honor Sterling High School. Discuss the importance of recognizing important events, people and locations.

Assessment Ideas

1. Have students write a letter to the editor of the local paper explaining how diversity in public school has benefited them.
2. After generating possible questions, have students interview someone who remembers when integration of public schools began — need to be 50 years old or older.
3. Have students create a presentation on the topics they researched using various creative formats, (i.e. PowerPoint, skits, newspapers).

Lesson Activities

1. Visit the Upstate History museum and concentrate on the section on Civil Rights. Have students keep journals of their observations and connections. Based upon these journals, students will complete additional research on a topic of interest to them found in this section and create a presentation for the class.
2. Create a calendar of famous events during the modern Civil Rights Movement.
3. Generate a map of the Upstate showing the location of African American historical places. Plan a one-day trip to see them including mileage, basic info on each and why each is important.
4. Create a digital timeline of Civil Rights events with pictures and music.

LP-CRM-2

ORANGEBURG MASSACRE

Dale Evans

Robert E. Howard Middle School, Orangeburg Consolidated School District 5

Properties: All Star Bowling Lanes (Orangeburg)
The Orangeburg Massacre
(Orangeburg)
South Carolina State College
Historic District (Orangeburg)

Standard Indicators: 3-5.2; 3-5.6; 5-5.3; 8-7.4; USHC-9.5
English Language Arts: I-3.2; RI-12.1; W-1.1; W-2.1; C-1.2

Essential Questions

1. On what legal grounds did the students feel they were entitled to entrance at All Star Bowling Lanes, the segregated bowling alley?
2. What impact did the Orangeburg Massacre have on the Civil Rights Movement in South Carolina?

Historic Content

On February 8, 1968, African American students protesting the segregation of All Star Bowling Lanes, the city's only bowling alley, were fired upon by local law enforcement. Three students from South Carolina State College were killed and 28 more were wounded. The Orangeburg Massacre, as it was then called, went on to have a major impact on race relations not only in the state of South Carolina, but on the Civil Rights Movement as a whole.

Sources Needed

Primary Sources (in addition to the historic sites)

"AAS Envoy Investigates Orangeburg." *The Dartmouth* (Hanover, NH), February 29, 1968.

"Curfew Imposed by Governor in Orangeburg, S.C." *New York Times*, February 10, 1968.

Davis, Mike. "Boycott Set in Orangeburg." *The Afro American* (Philadelphia Edition), February 17, 1968.

Ford, Wally. "Afro-Ams Aid Victims of 'Atrocities'." *The Dartmouth* (Hanover, NH), February 19, 1968.

Interviews from actual participants

Library of Congress, Washington, DC and online at www.loc.gov.

"One Slain, 50 Shot in Carolina." *Atlanta Constitution*, February 9, 1968.

"Riot Brings Curfew in Carolina." *Atlanta Constitution*, February 10, 1968.

Trainor, Charles. "Afro-Ams Push Towards Goal of \$1750." *The Dartmouth* (Hanover, NH), February 29, 1968.

Secondary Sources

Bass, Jack and Jack Nelson. *The Orangeburg Massacre*. Macon, GA: Mercer University Press, 1984.

Hine, William C. "Civil Rights and Campus Wrongs: South Carolina State College Students Protest 1955-1968." *South Carolina Historical Magazine* vol 97, October 1996.

"Orangeburg Massacre: 40th Commemoration Ceremony." www.orangeburgmassacre.com.

Sellers, Cleveland with Robert Terrell. *The River of No Return*. Jackson, MS: University Press of Mississippi, 1990.

South Carolina Educational Television. "RoadTrip! Through SC Civil Rights History," www.knowitall.org/roadtrip/cr-flash/flash.cfm, (accessed February 24, 2008).

South Carolina State Historic Preservation Office. "All Star Bowling Lanes, Orangeburg County, South Carolina." National Register of Historic Places nomination, www.nationalregister.sc.gov/orangeburg/S10817738032/index.htm.

_____. "South Carolina State College Historic District, Orangeburg County, South Carolina." National Register of Historic Places nomination, www.nationalregister.sc.gov/orangeburg/S10817738034/index.htm.

Williams, Cecil. *Out of the Box in Dixie*. Orangeburg: Cecil J. Williams Photography/Publishing, 2007.

Lesson Procedures

1. Students will be given a brief history of the Civil Rights Movement and laws relating to integrating public places in order to examine the "racial barometer" of the 1960s and look at the response of both blacks and whites to *Brown v. Board of Education* and the integration of Central High School in Little Rock, Arkansas.
2. Using cooperative learning groups, the students will examine issues and outcomes using selected documents, photographs, and film footage of highly publicized protest movements like the Montgomery Bus Boycott, The Sit-In Movement, The Freedom Rides, Voter Registration movements, the Selma March, and urban riots. The Orangeburg Massacre can be introduced by having recorded interviews with actual participants. If this isn't possible, a synopsis of events using excerpts from secondary sources can be used. Students will again use documents and photographs to examine issues and outcomes specific to the Orangeburg Massacre.
3. This unit can culminate with a guided tour of the sites at South Carolina State University where the Orangeburg Massacre took place.

Assessment Ideas

1. Students can choose from one of the following:

- a. write an editorial on the Orangeburg Massacre with a call to action for positive change
- b. create a PowerPoint presentation of the causes and events leading up to the Orangeburg Massacre
- c. write and perform a poem, song, or rap on the Orangeburg Massacre
- d. construct a brochure or booklet on the Orangeburg Massacre

A rubric or a checklist type of evaluation can be used to assess the above activities.

2. Students can be given grades for participation in group work, class discussion, and the “Ticket out the Door” activities. “Ticket out the Door” questions can include the essential questions, or one of the following questions:

- a. What does the Orangeburg Massacre tell us about the Civil Rights Movement in 1968?
- b. What impact did the Orangeburg Massacre have on the Civil Rights Movement in Orangeburg, the state of South Carolina, and the rest of the United States?

Lesson Activities

1. Construct an annotated timeline of important civil rights events.

2. Write a dialog between a white conservative southern resident and an African American progressive southern resident on race relations in 1968.

3. Have students do a photograph analysis of any one of the following Cecil William’s photographs relating to the Civil Rights Movement of the 1960s: www.cecilwilliams.com/freedomjusticeimages/gallery.html. Photographs: *In Pursuit of Human Dignity*, *Thank God for Mississippi*, *Prayer on the Green*, *Ministers Marching for Freedom*, *Lest We Forget*, *Colored Rest Room*, *Hate at Sandy Run*, and *Beginning of an American Massacre*.

4. Write a poem, song, or rap that depicts what they view as issues of the day and hopeful solutions.
5. Interview actual participants of the Orangeburg Massacre. Noted speakers like Cleveland Sellers and Cecil Williams will visit school sites. Visit websites like *Road Trip! Through South Carolina Civil Rights History* www.knowitall.org/roadtrip/cr-flash/flash.cfm for interviews on the Orangeburg Massacre.
6. Research the Kent State demonstration and do a Venn diagram comparing the Orangeburg Massacre to the Kent State demonstration.
7. Watch or read *To Kill a Mockingbird* by Harper Lee. Explore the relationship between the social and historical context which influenced the author, and the ways in which this novel makes relevant connections to today. Students can also explore one of these concepts: prejudice, intolerance, courage, and/or justice.
8. Dramatize the play *A Long Road to Freedom* by Fannie Lou Hamer that depicts the author’s struggle for equality when she was refused the right to vote in 1962. The play can be printed from the website www.scholastic.com/browse/article.jsp?id=4788.
9. Students in groups can write and dramatize a play dealing with a civil rights protest.

LP-CRM-3

THE LYNCHING OF WILLIE EARLE

Amishocoe Fulmore
Lake City High School, Florence District #3

Properties: Working Benevolent Temple and Professional Building (Greenville)
The Lynching of Willie Earle (Greenville)

Standard Indicators: 8-5.4

English Language Arts: I-1.1; I-3.3; RI-4.1; RI-6.1; RI-12.1; W-2.1

Time Required

Day 1 – 60 minutes (research)

Day 2 – 60 minutes (multimedia creation and presentations)

Day 3 – 60 minutes (multimedia creation and presentations)

Recommended Grade Level

Middle

Objectives

1. Students will select and read one newspaper article about the lynching of Willie Earle. (see web links below)
2. Students will identify major events that lead to the lynching of Willie Earle.
3. Students will create a multimedia presentation (PowerPoint Presentation or Movie-Maker Documentary) on the lynching of Willie Earle.

Historic Content

Lynching is the violent punishment or execution, without due process, for real or alleged crimes. On February 17, 1947, Willie Earle was lynched by a mob of 31 men after being accused of murdering Thomas Watson Brown. This lynching was the last recorded event in South Carolina history. The trial of the men who were arrested for the lynching of Earle drew national as well as international attention. After five and a half hours the jury returned with a not guilty verdict. The governor at the time was Strom Thurman. He orders an investigation in the event.

Sources Needed

Letters to the Editor of the Spartanburg Herald February 1947. <http://www.johnbisom.com/WillieEarle.html>.

Will Moredock writes a brief history of the Willie Earle lynching. <http://www.charlestoncitypaper.com/charleston/the-good-fight-zwnj-the-lastlynching/Content?oid=1108264>.

November 30, 2001 interview with Alexander M. Rivera

on the lynching of Willie Earle Rivera describes in the Pittsburgh Courier. He describes people reaction to him as he researched the lynching. http://docsouth.unc.edu/sohp/C-0297/excerpts/excerpt_4977.html#fulltext.

Article on the background of Willie Earle lynching. <http://www.greenvilleonline.com> (Keyword search Willie Earle.)

Video from the WYFF- Greenville Evening news commemorating the historic mark. <http://www.youtube.com/watch?v=9EkPgLhhXuM>.

Movie Maker Instruction Manuel. http://www.bcps.org/offices/lis/tvprog/resources/Windows_Movie_Maker_GuideAUG2005.pdf.

Lesson Procedures

Day 1

1. Students will complete an anticipation guide.
2. Begin by introducing students to who Willie Earle and Thomas Brown was and there place in South Carolina history.
3. Students will view the YouTube video from the WYFF Greenville Evening News on the commemorative historical marker.
4. Present students with the historical marker. Students are to read to the marker.
5. The class should discuss the major theme of the marker and how it related to the idea of racism.

Why create a mile marker?

Is remembering Willie Earle disrespectful to the memory of Thomas W. Brown?

Is racism still a part of American society?

Is violence ever a good way to solve your problems?

Day 2 & 3

1. Instruct students to choose two news articles about the lynching of Willie Earle.
2. Instruct students to search through their selected article to find major events that lead to the lynching of Willie Earle. Students are to complete the chronology of the events chart.
3. After students have identified their major events, they are to create a multimedia presentation project.

NOTE: Students may need more time to complete the presentation.

4. Students will present their presentation to the class

Assessment Ideas

1. Students will complete an anticipation guide.
2. Students will complete the chronology chart regarding the lynching of Willie Earle.
3. Students will complete an oral presentation of the lynching of Willie Earle.

The Lynching of Willie Earle

Rubric for Multimedia Presentation

Category	10 Points	5 Points	3 Points	1 Point
Images Points Earned _____	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Point of View/ Purpose Points Earned _____	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Duration of Presentation Points Earned _____	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long OR more than 4 minutes.
Video Presentation Points Earned _____	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness Points Earned _____	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Summarization Points Earned _____	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
Identifies Important Information Points Earned _____	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Oral Presentation Points Earned _____	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Total Points Earned _____

The Lynching of Willie Earle

Chronology of Events Chart

Beginning Events	Middle Events	Concluding Events
<p>What happened to cause the lynching of Willie Earle?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>What evidence tied Earle to the crime?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What were the events that lead the lynching of Willie Earle?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>	<p>What were the end results of those that lynched Willie Earle?</p> <p>1.</p> <p>2.</p> <p>3.</p>

The Lynching of Willie Earle

Anticipation Guide: Willie Earle

Read each statement and place a (+) or a (-) sign if you agree or disagree with the statement. After you have read the Articles about Willie Earle, return to this sheet and put a (+) or (-) sign if you agree or disagree with the statement.

Before Reading		Statements to Consider	After Reading	
Agree (+)	Disagree (-)		Agree (+)	Disagree (-)
		Sometimes, it's best to take the law into your own hands.		
		People should always do something to protect the lives of others.		
		Sometimes a violence is necessary to solve problems		
		Under our justice system, all citizens are treated fairly in our courts of law.		
		When the law does not succeed in punishing criminals, citizens should do so.		

LP-CRM-4

SURVEY OF THE CIVIL RIGHTS MOVEMENT

Franklin Gause
Richland County School District One

Properties: All Star Bowling Lanes (Orangeburg)
Friendship School (York)

Standard Indicators: 3-5.2, 3-5.5, 3-5.6, 5-1.5, 5-5.3,
8-7.2, 8-7.4, USHC-8.1, USHC-9.5

English Language Arts: L-3.2; RI-4.1; RI-5.1; RI-7.1; RI-12.1;
W-2.1

Time Required
180 minutes

Recommended Grade Level
All Grade Levels

Objectives

1. Describe the Civil Rights movement in South Carolina.
2. Explain the role of college students during the Civil Rights movement in South Carolina.
3. Describe the nonviolent strategies used by students at Friendship College and South Carolina State University.

Historic Content

All Star Bowling Lanes NR

559 East Russell Street, Orangeburg

After the Civil Rights Act of 1964 became law, most of Orangeburg's public accommodations soon desegregated; however, white resistance to desegregation remained, and the management of the All Star Bowling Lanes refused to comply. From 1964 to 1968, the management turned away African Americans, including students at South Carolina State, Claflin College, and even a Little League team in town to play at the Little League World Series. In early 1968, protests were staged in the bowling alley and in the parking lot. During the first week of February, blacks were arrested for trespassing and vandalism, and police physically restrained and beat back a crowd of African American students, who retreated. These events led directly to a confrontation on the campus of South Carolina State University known as the "Orangeburg Massacre," in which three young men were killed.

Friendship School HM

445 Allen St., Rock Hill

Friendship College, on this site from 1910 to 1981, was founded in 1891 by Rev. M.P. Hall and sponsored by the Sunday Schools of the black Baptist churches of York and Chester counties. It first met in nearby Mt. Prospect Baptist Church before acquiring 9 acres here in 1910.

Also called Friendship Normal and Industrial Institute, it was chartered in 1906 and combined an elementary and secondary school curriculum with an industrial education for much of its history.

Friendship Junior College

Dr. James H. Goudlock was president here 42 years, 1931-1973. The college dropped grades 1-7 in 1938, then dropped grades 8-12 in 1950 and became Friendship Junior College. In 1960-61, students who protested segregation at "sit-ins" at McCrory's on Main St. became pioneers of the Civil Rights Movement. The struggling junior college closed in 1981, and the buildings on this site were demolished in 1992.

Sources Needed

Civil Rights in S.C. / Briggs vs. Elliot

1. <http://www.columbiasc63.com/timeline/briggs-v-elliott-1951/>
2. <http://www.civilrights.org/education/brown/briggs.html>
3. <http://www.knowitall.org/roadtrip/>

Orangeburg Massacre

1. <http://www.blackpast.org/aah/orangeburg-massacre-1968>
2. <http://niemanreports.org/articles/documenting-the-orangeburg-massacre/>
3. <http://www.nps.gov/nr/travel/civilrights/sc2.htm>
4. <http://www.nps.gov/nr/travel/civilrights/sc1.htm>
5. <http://www.orangeburgmassacre.com/>
6. http://www.jackbass.com/_u_the_orangeburg_massacre__u__25512.htm

Friendship Nine

1. http://www.nytimes.com/2015/01/29/us/south-carolina-court-clears-friendship-nine-in-1961-sit-in.html?_r=0
2. <http://www.statelibrary.sc.gov/news/friendship-9-53-years-later>

Lesson Procedures

1. Give students background information on the Civil Rights movement in South Carolina and the landmark case Briggs vs. Elliot (whole group instruction).
2. In small groups, review the timeline of events of the Civil Rights movement in South Carolina. Have students select one event and recreate a simulation of the event.
3. Divide class in to two groups. One group will research Friendship College and the other group will research All

Star Bowling Alley. Students will develop a skit they will perform that highlights the events of each in the Civil Rights movement.

4. Have students research the Briggs vs. Elliot case. Divide the class into two random groups (they choose a number that determines their group). Have students debate the issue of segregation using the Briggs vs. Elliot court case, one group for segregation and the other group against segregation.

LP-MTP-1

SOUTH CAROLINA'S AFRICAN AMERICAN WOMEN: "LIFTING AS WE CLIMB"

Harmonica R. Hart

Kelly Mill Middle School, Richland School District 2

Time Periods: ANTE MAJC CRM

Properties: Alston House (Richland)
Mann-Simons Cottage (Richland)
Modjeska Monteith Simkins House
(Richland)

Standard Indicators: 3-4.1; 3-5.4; 3-5.5; 5-3.2; 5-4.7;
5-5.2; 8-5.2; 8-7.3; USHC-3.4;
USHC-8.1

English Language Arts: I-4.1; RI-12.1; RI-12.3; W-2.1;
C-1.1; C-1.2; C-2.1

Essential Questions

1. What does the motto "Lifting As We Climb" mean?
2. Why did women of color feel it was necessary for them to form an organization to help their gender and their race when few women were politically empowered after the Reconstruction Period?
3. In what ways has the National Association of Colored Women's Club been beneficial?
4. How did the personal involvement of South Carolina's African American women contribute to the social and political success of African Americans after the Reconstruction period?

Historic Content

South Carolina's African American Women: "Lifting As We Climb" tells the story of how South Carolina's African American women used their education, leadership, and possessions as a means to lift their race from social and political inequality as they themselves climbed to higher positions in society. The empowerment of African American women became most evident as early as 1896 when women of color made the decision to merge two prominent women's organizations to create the National Association of Colored Women's Club (NACWC), the oldest African American secular organization designed to combat the social and political issues most important to African American women; issues such as education for women and children, women's suffrage, anti-lynching and Jim Crow laws.

South Carolina native Modjeska Monteith Simkins and the founders and well-known members of the NACWC like Josephine St. Pierre Ruffin, Ida Barnett Wells, and Mary Church Terrell, were examples of women of color who desired to "promote interracial understanding so that justice may prevail among all people."

In addition to this objective, they promoted the education of women. With an education, women were in a position to take a stand for women's equality and "secure and enforce civil and political rights for the

African American race." Attending college and choosing a career would help women of color advance themselves and their race. Education and leadership allowed women of color to contribute to the cause of equality and "work for the moral, economic, social, and religious" welfare of all women. Women of color were able to accomplish this goal by offering their possessions to help African American political leaders and their race. For example, during the Antebellum period, Celia Mann, a free African American woman, opened the basement of her home to three prominent black churches for members to come and worship. During Jim Crow segregation, Carolina Alston acquired property to start her own dry goods business, which allowed her to be in a position to serve African American customers. Modjeska Monteith Simkins invited prominent African American political leaders to lodge and carry out political business at her home during the Civil Rights Movement.

South Carolina women of color offered their services by opening their homes and their hearts. They welcomed opportunities to help social and political leaders fight for justice and equality in areas of health-care, education, voting, and ending Jim Crow laws and lynching practices. The "aims and interests [of women of color] are identical with those of all good and aspiring women." Lifting As We Climb symbolizes the dedication of women of color who gave what they had to help their race and themselves.

Sources Needed

Primary Sources (in addition to the historic sites)

National Association of Colored Women's Clubs, Inc.

www.nacwc.org. Primary source selected to understand the objectives of the organization and its influences on women of color in South Carolina.

Simkins, Modjeska, to *The State* (Columbia, SC), 18 May 1981. Modjeska Monteith Simkins Papers, South Caroliniana Library, University of South Carolina, Columbia, SC. Primary source selected to capture the voice and political and social perspectives of Simkins.

"Un-American Activity Group Exhibits List Mrs. Simkins." *News and Courier* (Charleston, SC), 23 October 1953. Modjeska Monteith Simkins Papers, South Caroliniana Library, University of South Carolina, Columbia, SC. Primary sources selected to analyze the life and work of Modjeska Monteith Simkins.

Secondary Sources

Peterson, Carla. "Lifting as We Climb: African American Women and Social Activism: 1880-1920," in Beth Savage, ed., *African American Historic Places*.

Washington, DC: Preservation Press, 1994. Secondary source used to understand how women’s political and social roles developed over the course of the Reconstruction period and how women became political and social leaders.

“Simkins, Modjeska Monteith.” In *The South Carolina Encyclopedia*, ed. Walter Edgar, 866-867. Columbia, SC: University of South Carolina Press, 2006. Secondary source provided background information about the life and work of Simkins.

South Carolina State Historic Preservation Office. “Alston House, Richland County.” National Register of Historic Places nomination, <http://www.nationalregister.sc.gov/richland/S10817740048/index.htm>. Secondary source selected to provide an understanding of the significance of the historical site.

_____. “Mann-Simons Cottage, Richland County.” National Register of Historic Places nomination, www.nationalregister.sc.gov/richland/S10817740026/index.htm. Secondary source selected to provide an understanding of the significance of the historical site.

_____. “Modjeska Monteith Simkins House, Richland County.” National Register of Historic Places nomination, www.nationalregister.sc.gov/richland/S10817740102/index.htm. Secondary source selected to provide an understanding of the significance of the historical site.

Lesson Procedures

Day 1

1. Ask students what does the motto “Lifting As We Climb” mean to them.
2. Introduce students to women of color organizations — National Federation of Afro-American Women, National League of Colored Women, and National Association of Colored Women — and compare these organizations to other women’s organizations established during the same time period using a graphic organizer.
3. Discuss the meaning of the colors and symbols chosen by organizations to represent their goals and objectives. Discuss the National Association of Colored Women’s Club colors and symbols.

Day 2

1. Students will read the seven objectives of NACWC and discuss why members of NACWC included each objective.
2. Identify key women of color who were involved in the NACWC and compare their efforts to gain suffrage for women with the efforts of other women’s organizations of the period. Determine how their efforts were alike and how their efforts were different using the organization’s documents and a Venn Diagram to illustrate findings.

Day 3

1. Preview a photograph of Modjeska Monteith Simkins’ historical house and discuss how women of color contributed their possessions to help in the fight for equality.
2. Study other South Carolina historical sites that were instrumental in the fight for equality in areas of health care, education, voting, ending Jim Crow and lynching practices.

Assessment Ideas

1. Written and oral responses to essential questions.
2. Informal and formal lecture quizzes and tests.
3. Create a portfolio of African American Women’s Organizations and their key leaders and prominent members. List the organizations that were set up for and by women, give dates of organizations and goals of each — include primary sources collected (maps, letters, governmental documents, photographs, newspaper clippings).

Lesson Activities

1. Visit the Mann-Simons Cottage and Modjeska Monteith Simkins House. Take notes, pictures, and study the grounds. Imagine the traffic of people coming in and out of the houses. Draft an analytical poem describing your perspective of one of the houses.
2. Visit the Richland County Public Library Local History Room. Research newspaper clippings on the life and work of Simkins to determine the life Simkins lived in South Carolina.
3. Have students design a collage of South Carolina African American women who were instrumental in the fight for equality and justice in South Carolina. Explain how their contributions impacted South Carolina and African American history.
4. Students can create a Tour Guide Brochure of Simkins’ home. Include in the brochure the history of the home, key people, rooms of significance, a map of the home, directions to the home, and any other interesting facts from primary and secondary sources you have researched.
5. After reading letters to the editor written by and about Simkins, have students write a letter to an editor explaining their views about women activists. Ask if they agree or disagree that African American women should be involved in the fight for equality and justice for African Americans and most importantly for African American women? Have the students explain their responses using information learned from primary and secondary sources.

LP-MTP-2

SLAVE NARRATIVES—STORIES FROM THE WPA AND THE FEDERAL WRITERS PROJECT

Lacy B. Bryant
Charleston County School District

Time Periods: ANTE CWR

Properties: McGowan-Barksdale Servant Houses (Abbeville)
Daufuskie Island (Daufuskie)
Coffin Point Plantation (St. Helena Island)
Frogmore Plantation (St. Helena Island)
Seaside Plantation (St. Helena Island)
Howe Hall Plantation (Goose Creek)
Aiken-Rhett House Slave Quarters (Charleston)
Old Slave Mart (Charleston)
Point of Pines Plantation (Edisto)
McLeod Plantation (Edisto)
Boone Hall Plantation (Mount Pleasant)
Selkirk Farm (Bingham)
Middleton Place (Rural Dorchester County)
Roseville Plantation Slave and Freedman's Cemetery (Florence)
Hewn-Timber Cabins (Lake City)
Slave Houses, Gregg Plantation (Lake City)
Hobcaw Barony (Georgetown)
Richmond Hill Plantation (Murrells Inlet)
Cedar Grove Plantation (Pawley's Island)
Arundel Plantation Slave House (Georgetown)
Keithfield Plantation (Georgetown)
Mansfield Plantation Slave Street (Georgetown)
Pee Dee River Rice Planters Historic District (Georgetown)
Fair-Rutherford and Rutherford Houses (Columbia)
Goodwill Plantation (Eastover)
Magnolia Slave House (Gadsden)

Standard Indicators: 8-1.4; 8-4.1; 8-4.6; 8-5.2; 8-5.3;
8-5.4; USHC-2.4; USHC-3.4

English Language Arts: I-2.1; I-5.1; RI-4.1; RI-9.1; RI-12.3;
W-2.1; W-4.1; C-1.2; C-1.6; C-2.3;
C-3.2

Time Required

Two 60 minute class periods

Recommended Grade Level

Middle/High

Objectives

1. Students will analyze first hand accounts of former slaves as recorded by the WPA Federal Writer's Project.
2. Students will identify how slaves' lives changed before and after the Civil War.
3. Students will evaluate oral histories including their strengths and limitations.

Historic Content

During the 1930s, the Works Progress Administration collected, recorded, and assembled over 2,000 primary source accounts of the lives of African Americans before and after the Civil War. These recordings, prints, and photographs have been made available to the public and are an invaluable source of information from this time period. Hearing people tell their own stories helps students understand what life may really have been like. This experience is far better than reading about slavery from a textbook.

Although there is no other source of information quite like this collection, it does have limitations. The recordings themselves were made in the 1930s, which was over 65 years since slavery had ended. The people who were interviewed were very young when they were considered slaves. Also, since so much time had passed we cannot be sure if the details of some stories are true. 1930s was a time in American history where there were great tensions among whites and blacks. Jim Crow and other discriminatory laws were common in all parts of the country. The people who interviewed these former slaves were usually white men and women. Some historians argue that the former slaves would not feel comfortable sharing intimate details of their lives and therefore preventing the WPA from recording accurate narratives.

Students can learn much valuable information about slavery and the lives of slaves through the use of these interviews and documents. In addition, students will learn about author bias and the reliability of primary sources, which are important skills to develop in order to think and write like historians.

Sources Needed

"Slave Narratives: An Introduction to the WPA Slave Narratives." *Slave Narratives: An Introduction to the WPA Slave Narratives*. Web. 18 Apr. 2015.

<http://memory.loc.gov>

This link takes you to the Library of Congress's information about the Slave Narratives. It gives readers background information on how the project began, the limitations of the collection, and other ways in which the slave narratives can be used for learning.

"Voices from the Days of Slavery." - About This Collection (American Memory from the Library of Congress). Web. 22 Apr. 2015. <http://memory.loc.gov/ammem/collections/voices/vfsabout.html>. This link gives students and teachers information about the WPA and Federal Writers project.

"Voices from the Days of Slavery." - Faces and Voices from the Presentation (American Memory from the Library of Congress). Web. 22 Apr. 2015. <http://memory.loc.gov/ammem/collections/voices/vfssp.html>. This is the direct link to the interview recordings and photographs.

Lesson Procedures

1. Students should already be familiar with SC history standards about slavery and slave lives.
2. Group Discussion Topics: What do we know about slavery? How do we know the things we do? Do you think there are parts of a slave's life that we don't know about? (Specific examples of mistreatment and discrimination, personal feelings about slavery, stories of families and their lives) How would we find information about those things? (We could ask a slave but slavery ended in 1865 after the Civil War).
3. Introduce the WPA, Federal Writer's Project, and Slave Narratives to students. Explain that these groups of people took the time and resources to collect that part of history and it is very important that we have it now.
4. Show students the following Youtube video. It is from the show "Nightline" and it aired on January 12, 1999. This video gives an overview of the Slave Narratives and students can see how it was introduced to the general public in the late 90s. <https://www.youtube.com/watch?v=XWqVMNUawso>
5. The teacher will play one (or a selected portion of one) of the recordings for the class and work with students to complete an audio-recording analysis form as a group. (Attachment) The teacher should demonstrate/talk about their own thinking to the students as a model. <http://memory.loc.gov/ammem/collections/voices/vfssp.html>
6. In small groups, listen to a slave narrative. The teacher will need to select a few of the narratives and review them for language, recording quality, and content. Some of the narratives are hard to hear. Others have content that may not be appropriate for very young children. It is suggested that the teacher give students clear directions on how to play the recording and clear instructions on how to answer the questions on the document analysis sheet. The teacher may also want to have a discussion about different words, dialects, and language that was used during the 1930s.
Students will complete a primary source analysis form about the recording.
7. In a whole group, the teacher will work with students to analyze a photograph or painting that is part of the collection. Students should notice that the interviews are of elderly people, which will begin a conversation about bias and reliability of sources. It should be pointed out to students that there are limitations to the slave narratives but it is one of the best sources of information we have about this time period and setting.
8. In small groups, students will analyze a primary source photo from the collection and complete the photo analysis sheet.
9. After students have analyzed the recordings and photographs, students will join together as a whole class. Students will summarize the stories they heard for the class. Create a chart that lists new information about slavery or the lives of slaves that was discovered from the primary sources.
10. The class will discuss, decide, and reflect on which are the most important stories they heard from this lesson and why.
11. Extension Activity 1: Present information or allow students to research the limitations of the slave narratives. Have a discussion with the guiding question: Although this is a great primary source, what limitations may it have had? Did you notice anything about the date of the recordings? Did you notice anything about the people who worked for the WPA? What conclusions can we draw from this information?
12. Extension Activity 2: Analyzing written testimony of former slaves. Here is a link to the transcripts of some of the narratives that were not recorded. Among the list is Amos Gadsden. He was a slave in the "Big House" of a plantation owning family who lived in Charleston. His account reveals the unique relationship between a slave and slave owner. The teacher should make copies for each student. The teacher should model their thinking about the document for a few paragraphs. The teacher and student should annotate the document with highlighters and pencil/pen as they read through his story. <http://memory.loc.gov/mss/mesn/142/142.pdf>

Assessment Ideas:

1. Have students turn in their document analysis sheets.
2. Assess students for understanding as they present their stories to the class.
3. Have students reflect on the benefits and limitations of the collection.
4. Ask students to answer the question "which was the most important story you heard today and why?"

Audio Recording Analysis Sheet

Step 1: Pre-Listening	Whose voices will you hear in the recording?	
	What is the date of the recording?	
	Where was this recording made?	
Step 2: Listening	Type of sound recording:	<input type="checkbox"/> Policy Speech <input type="checkbox"/> Press Conference <input type="checkbox"/> Congressional Testimony <input type="checkbox"/> Campaign Speech <input type="checkbox"/> News Report <input type="checkbox"/> Court Proceedings <input type="checkbox"/> Entertainment Broadcast <input type="checkbox"/> Interview <input type="checkbox"/> Other
	Unique Physical Characteristics of Recording	<input type="checkbox"/> Music <input type="checkbox"/> Background Noises <input type="checkbox"/> Narration <input type="checkbox"/> Special Effects Notes:
	What is the tone or mood of this recording?	
Step 3: Post-Listening or Re-Listening	List three things you think are important.	
	Why do you think the original broadcast was made? Who was the audience?	
	What evidence from the recording tells you why it was made?	
	List two things you can learn about the topic from this recording.	
	Write a question that is unanswered from the recording.	
	What information do you gain about this event that would not be conveyed by a written transcript? Be specific.	

*This analysis sheet has been modified from the original which was created by the National Archives and Records Administration, located in Washington, DC.

Photo Analysis Sheet

Step 1: Observation	Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items.	Notes and observations:	
	Details: Divide the photograph into four quadrants. Focus on each quadrant one at a time. Use this chart to record some of the details about the photograph.		
	People	Objects	Activities
Step 2: Inference	Based on your observations from above, list three things you can infer from this photograph.		
Step 3: Questions	What questions do you have after looking closely at this photograph?		
	Where can you find the answers to these questions?		
*This analysis sheet has been modified from the original which was created by the National Archives and Records Administration, located in Washington, DC.			

LP-MTP-3

THE A.M.E. JOURNEY

Wallace Foxworth
Johnakin Middle School, Marion, SC

Time Periods:  

Property: Pine Hill A.M.E. Church (Dillon)

Standard Indicators: K-4.1; 2-2.2; 3-2.5; 4-6.2; 8-4.6;
USHC-3.3

English Language Arts: I-2.1; I-3.2; I-5.1; RI-4.1; RI-7.1;
RI-12.1; W-2.1

Essential Question

1. How did the African American church influence society?

Historic Content

From South Carolina Curriculum Guide page 44 and the History of South Carolina pages 246-247:

During the Reconstruction Era, freed slaves and African Americans were extended most of the rights of other citizens, including the right to vote. Because the African American population in South Carolina was greater than the white population, the oppressed group suddenly gained tremendous political power during Reconstruction.

As African Americans gained more political power in the South, the white residents grew more and more frustrated. This created a backlash of intense racial tensions during Reconstruction. Methods were used to prevent African Americans from voting (such as poll taxes or literacy tests), and groups such as the Ku Klux Klan formed to intimidate African Americans. When the Democratic Party (consisting mostly of white residents) took over after Reconstruction, a series of unfair laws were passed to restrict the rights of African Americans. *The African American Churches and Education:*

In politics African Americans wanted equality with whites. In religion they preferred separation. Freedmen began to withdraw from white-dominated churches to which they had belonged. Northern missionaries formed many of them into African American congregations. Black Baptists formed churches all over the state. Northern Methodists and Presbyterians set up African American churches of their denominations. Bishop Daniel A. Payne, a native of Charleston, reestablished the African Methodist Episcopal Church, which had been closed after the Denmark Vesey insurrection. Congregations of the African Methodist Episcopal Church, Zion, were formed along the northern border of the state. The Colored, now Christian Methodist Episcopal Church elected Richard H. Vanderhorst (van-DORST) of Georgetown as one of

its first bishops. Along with the Republican Party, these churches became the center of African American life in South Carolina. The ministers were central figures in black communities.

The new African American churches opened schools and colleges. The AME church founded the Payne Institute in Cokesbury. It later moved to Columbia and became Allen University. Northern Baptists set up Benedict Institute, now Benedict College in Columbia. Northern Methodists opened Claflin University in Orangeburg. These schools offered elementary and high school work, as well as college courses.

The new public school system was headed by Justus K. Jillson of Massachusetts, the first state superintendent of instruction. The schools got little money from the legislature, but Jillson set up standards for textbooks and for training schools for teachers with what money he had. The legislature added a Normal School to the University of South Carolina to train teachers. It quickly became an all-black school. The state also gave funds to Claflin and Orangeburg, and it operated as a joint church-public university until 1896.

Sources Needed

Primary Sources (in addition to the historic sites)
Photographs to use in a photostory presentation.

Secondary Sources

Dillon Herald newspaper article

An Encyclopedia of African American Christian Heritage by Marvin Andrew McMickle,
http://www.aaregistry.org/historic_events/view/black-church-brief-history

Richard Allen Biography: Civil Rights Activist, Minister, Journalist (1760–1831), www.biography.com/people/richard-allen-21056735

Lesson Procedures

1. Read article from The Dillon Herald dated November 3, 2011 to provide general background information about the site.
2. Have groups examine photos and other written material on the sites.
3. Students research the original pastors or members' biographies. Based on their research each student will present to class a mini powerpoint, poster, or brochure.

Assessment Ideas

Student will answer the following question in a short essay: As a learner of history, how has this learning experience impacted my life?

Lesson Activities

1. Research the history of the African Methodist Episcopal (A.M.E.) church using www.aaregistry.org/historic_events/view/black-church-brief-history and www.pbs.org/godinamerica/black-church/ and www.ame-church.com/our-church/our-history
2. Use the Bio Cube planning sheet at www.readwritethink.org to gather information on Richard Allen, William P. Quinn, Daniel A. Payne, or Henry M. Turner, all instrumental in developing the A.M.E. Church. You may use www.biography.com (keyword: Richard Allen) and www.ame7.org/history/pages/4_horsemen.htm for all.
3. Use the information gathered in #2 to create an electronic presentation (using Microsoft PowerPoint, Microsoft PhotoStory or Prezi (www.prezi.com)).
4. Pine Hill A.M.E. Church is located in Dillon County, SC. It originated in Marion County, SC, but was moved when Dillon separated from Marion and became a county in 1910. On a South Carolina map, locate Dillon County and Marion County and color them. Suggest some reasons you believe the counties might have been divided.

LP-MTP-4

A HISTORY OF PUBLIC EDUCATION IN CHARLESTON COUNTY

Lisa M. Seeber
Charleston County School District

Time Periods: MAJC CRM

Properties: Robert Smalls House (Beaufort)
Summerton High School
(Clarendon)
Liberty Hill Church (Clarendon)
Penn School (Charleston)
Avery Normal Institute (Charleston)
Laing (Charleston)
Burke (Charleston)
Kress Building (Charleston)

Standard Indicators: 3-5.5; 5-5.3; 8-7.2; USHC 8.1;
USHC 8.2

English Language Arts: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1;
W-2.1; C-1.2

Time Required

2-3 class periods

Recommended Grade Level

3rd, 5th, 8th and High School

Objectives

1. Students will learn the history of the public education experience of African Americans living in the Lowcountry following the Reconstruction era.
2. Students will learn about the desegregation of public schools.
3. Students will learn the roles of significant leaders and educators in the effort to provide equal education opportunities for African Americans.

Historic Content

In 1865, the federal Reconstruction government forced states from the former Confederacy to reform their legal systems for re-admission into the United States. With the protection of federal troops, formerly enslaved African Americans could vote and run for political office in the American South for the first time. Reconstruction proved to be a tumultuous period as former Confederates, newly freed African Americans, free people of color, and northern transplants to the region struggled to restructure a society and economy that had revolved around slavery for centuries. This period was also a time of fundamental progressive change. With the support of newly elected African American politicians, establishing a public school system in the American South became one of the most significant and long-lasting progressive legacies of Reconstruction.

In South Carolina, African American representatives elected during Reconstruction, such as Robert Smalls and Joseph Hayne Rainey, took the lead in implementing progressive legislation through the 1868 state constitution. This constitution featured many groundbreaking amendments, including provisions for free public education for all children in the state, black and white. Prior to the American Civil War, southern states generally did not provide public education. White elites employed private tutors or sent their children to private institutions, while simultaneously enforcing laws that prevented enslaved African Americans from learning to read and write. Poor whites either did not receive a formal education, or they only had access to informal schooling. This legislative move to write state-supported education into law reflected the aspirations of formerly enslaved people. Black South Carolinians saw newly acquired freedom and citizenship as an avenue to obtain formal schooling and literacy for all.

Even before the ratification of South Carolina's 1868 constitution, the Freedmen's Bureau, northern philanthropic and missionary associations, and African American leaders established the state's first private schools for black youth. In 1865, the American Missionary Association (AMA) established the Avery Normal Institute as the first secondary private school for African Americans in Charleston. The Avery Normal Institute required tuition fees, and initially focused on training professionals and leaders of the local upper class African American community through a classical education curriculum. It emerged as a premier private institution and remained one of the only secondary schools for African Americans in the Lowcountry until the end of the nineteenth century.

Reconstruction ended in South Carolina after Wade Hampton's 1876 gubernatorial election, followed by the Compromise of 1877 that elected Republican Rutherford Hayes as President of the United States and led to the withdrawal of federal troops from the South. Without federal supervision, former Confederate legislators in South Carolina increasingly shut African American out of political participation on all levels, while repealing numerous progressive measures from the Reconstruction period. Their actions inhibited the growth of private and public schools for African Americans in South Carolina. Despite these challenges, the state did maintain a racially segregated elementary, secondary, and postsecondary system of education after Reconstruction. Unfortunately, black public schools within this system were underfunded, and did not meet the needs and aspirations

of African American communities. In Charleston and across the South, black parents and civic leaders spent years organizing and petitioning local school districts to support missions to include effective education for their children.

In 1894, Reverend John L. Dart, a graduate of the Avery Normal Institute and Atlanta University opened the Charleston Industrial Institute (later known as the Charleston Colored Industrial School and eventually Burke Industrial School in 1921) on the corner of Bogard and Kracke Streets in downtown Charleston. The original school building, Dart Hall, accommodated approximately 150 male and female students. As the student population grew, Reverend Dart organized the construction of additional buildings on the small campus. Dart envisioned the mission of this long overdue free public school as an institution of vocational and moral education.

As his original prospectus read: "In view of the startling fact that there are more than 5,000 colored children in Charleston without free public school advantages, and knowing that the many boys and girls who are now growing up in ignorance, idleness and crime must become, in future, a large criminal and dependent class, a number of the leading and progressive colored men of this city undertook the work of establishing a school for colored children, where they could be taught not only reading and writing, but the lessons of morals, temperance, sewing, cooking, nursing, housework, carpentering, etc."

Based on this prospectus, the Charleston Colored Industrial School sought to educate African American students with technical skills that would help them secure gainful employment in the local economy. The intended curriculum mirrored the vocational or industrial structure encouraged by many white leaders that sought to shape black educational policy during the post-war period and into the early twentieth century.

African American leaders such as Booker T. Washington were also prominent advocates for this industrial labor focus in black education. As a former slave, Washington endorsed the notion that African Americans could gain racial equality in the United States through gradual economic mobility. Washington and his supporters argued that vocational training assisted in this endeavor better than a classical education curriculum. Schools like Reverend Dart's Charleston Industrial School mirrored Washington's philosophy by providing courses that emphasized technical skills, strong work ethic, and moral character development. These vocational education goals for African Americans generated controversy within black communities. Though the school was established through the initiatives of black Charlestonians, there were concerns that the school's industrial focus was a strategy for white elites to develop a subservient black class trained in manual labor once institutionalized slavery had ended. They believed that a professional and college preparatory curriculum better served African Americans by generating racial uplift and

social, economic, and political equality.

In contrast to the model of education emphasized at the Charleston Industrial School, the Avery Normal Institute in Charleston encouraged a classical liberal arts curriculum that facilitated access to higher education and professional development for African Americans. Avery's mission was closely aligned with W.E.B. DuBois's concept of the "Talented Tenth," which sought to educate the upper echelons of black society to become civil, political, and economic leaders for promoting racial equality in the United States. The divergent educational philosophies between Avery and the Industrial School were apparent in their initial course offerings. While the Industrial School provided classes in carpentry and domestic sciences, Avery emphasized college preparatory classes aimed to train school teachers or students entering colleges and universities upon graduation.

During the late nineteenth and twentieth centuries, the early educational goals and mission statements at Burke and Avery were regularly contested and debated within the local African American community. As a result, the class divides and distinction between the vocational and classical education goals at the schools became blurred. By the mid-twentieth century, Burke offered academic curricular programs and Avery offered vocational classes.

Reverend Dart initially gained funding for Charleston Industrial School through local private donors and northern philanthropists. For years, he regularly petitioned the city of Charleston to assume responsibilities for the school. The city government finally responded in 1911 by constructing a new building at the school's present location at the corner of Fishburne and President Streets. Once the Charleston Industrial School operated as a public school, city officials enforced an ordinance that only white teachers could be employed to teach in coveted city school positions. Even though the industrial school was a segregated black school, African American teachers from Charleston had to find work in private institutions, or in rural African American public schools outside of the city. In 1919, local activists successfully petitioned to overturn the ordinance, and only black teachers could join the faculty of black public schools in Charleston, until the city desegregated its public school system in the 1960s. In 1921, the school district changed the name of the Charleston Colored Industrial School to Burke Industrial School, in memory of the death of city board member James E. Burke. Until 1947, Burke High School was the only public high school for African American students in the city of Charleston. Outside of Laing School, which served the rural black population in Mt. Pleasant, Burke was also the only public secondary institution for African American students in Charleston County until the 1950s. The school district did not provide transportation from outlying areas to downtown, so that black students from surrounding rural Lowcountry and Sea Islands area could only attend Burke High School as circumstances permitted.

As the city continued to experience dramatic economic and population growth after World War II, the African American population demanded a more comprehensive public education system. By the 1940s, Burke experienced overcrowded conditions and required financial support for expansion, but the city of Charleston consistently failed to provide adequate resources to the school. The Avery Normal Institute continued to provide African American students with access to liberal arts education, but as a private institution, the school's tuition was costly and out of reach for many black families on the peninsula.

Beginning in the 1940s, local activists, committed faculty, and leadership at Burke High School organized to address the lack of support from the Charleston County School District. They also launched a concerted effort to strengthen and expand the curriculum beyond the school's vocational emphasis. The academic course offerings grew to include a math and science program, and Burke faculty developed chorus, theater, art, and band programs that soon gained distinction in the community, particularly through the success of renowned Burke graduates such as artist Merton Simpson, who graduated in 1949. In addition, faculty implemented a student newspaper, the *Parvenue*, where students reported local news and addressed larger social issues. During this time, administration at Burke successfully navigated the state's school accreditation process. After several years of lobbying, the state of South Carolina formally evaluated and approved the Burke High School faculty, curriculum, and educational mission in 1947. During this same year, Avery also became a public school. Burke High School earned full accreditation from the Southern Association of Colleges and Secondary Schools in 1954.

As the largest African American public school on the Charleston peninsula, Burke High School began to experience dramatic changes in the 1950s with new legislation for school desegregation. In 1952, Reverend Joseph A. DeLaine in Summerton, South Carolina organized African American parents in Clarendon County, including Harry and Eliza Briggs, to litigate for bus transportation to public schools for their children. Thurgood Marshall and the NAACP picked up this case, *Briggs v. Elliot*, to argue for equally funded schools throughout the state. White political leaders in South Carolina had anticipated this litigation. Before *Briggs v. Elliott*, they attempted to avoid integration by equalizing school facilities, teacher salaries, and other educational expenditures throughout South Carolina, in a belated attempt to adequately meet the "separate but equal" provision that had defined educational policies in the U.S. South since the *Plessy v. Ferguson* decision in 1896. This statewide equalization program led to the construction of a new Burke High School on the same location as the former building. It also led to new high schools for African American students in North Charleston (Bonds-Wilson High School), John's Island (Haut Gap High School), and James Island (W. Gresham Meggett

High School). These additional African American schools alleviated overpopulation pressures on Burke facilities to accommodate students from surrounding areas. Still, the state's equalization program ultimately failed to prevent desegregation, and South Carolina's *Briggs v. Elliot* case became one of the five cases that launched the monumental *Brown v. Board of Education* Supreme Court decision in 1954 to desegregate schools throughout the nation.

The *Brown v. Board of Education* decision did not immediately desegregate public schools in Charleston. Through various delay tactics, segregationist leaders in the city prevented school integration for nearly a decade. The 1954 *Brown* decision did, however, coincide with a significant merger between Avery and Burke. The city of Charleston closed the Avery Normal Institute months prior to the historic *Brown* decision. Government officials argued that the newly renovated and accredited Burke High School had the capacity to absorb the faculty and student body that attended Avery, which was then a public school. The merger between the two schools resulted in a high school that comprehensively adopted both a liberal college preparatory program and a vocational education model. The historic divide between the two institutions effectively ceased before the first phases of desegregation in Charleston.

Burke High School students worked with local activists to play a major role in organizing protests for integration and equality during the civil rights movement of the 1950s and 60s. The College of Charleston and the Citadel did not accept African Americans at this time, and the city did not feature a historically black college, so black activism was non-existent on college campuses in Charleston compared to other U.S. cities. Burke High School students filled this void by becoming active participants in the Charleston Movement. Under the leadership of J. Arthur Brown and I. DeQuincey Newman, many young people joined the NAACP Youth Council.

Faculty at Burke High School, particularly Eugene C. Hunt, encouraged their participation. Burke students took part in local marches, sit-ins, and statewide planning meetings. The sit-in at the S.H. Kress store in downtown Charleston became one of the most significant examples of Burke's student activism. On April 1, 1960, twenty-four students marched to Kress, a segregated five-and-dime store in a major commerce district on King Street. They occupied nearly one half of the lunch counter seats, and were arrested for trespassing. The Kress sit-in was the first direct action protest in the city of Charleston. Over the next few years, young African Americans in Charleston, many of them from Burke High School, participated in boycotts, protests, and demonstrations demanding racial equality and the abolishment of Jim Crow segregation. Millicent Brown, a Burke High School student, was one of twelve students to desegregate the first public elementary, middle, and high schools in the fall of 1963.

Burke High School students who graduated in the

1960s also shaped the changing environments of colleges and universities during the civil rights movement. Harvey Gantt, a Burke graduate in 1960, became the first student to desegregate public college education in South Carolina when he enrolled at Clemson University in 1963. Later that same year, Delano Meriwether (who also graduated from Burke in 1960) desegregated the Duke University School of Medicine. Students also had an option to attend the Citadel once the military college began to enroll black students in 1966. The College of Charleston desegregated in 1967. Historically black colleges remained a strong option for postsecondary education, and they were also sites of powerful civil rights protests. During the 1968 Orangeburg Massacre on the campus of South Carolina State University, white highway patrolmen killed three African American student protesters and wounded twenty-seven others. This tragic event at a historically black college played a prominent role in the ongoing struggle for full racial equality in the state.

**Background information comes from the Lowcountry Digital Library (<http://ldhi.library.cofc.edu/>)*

Sources Needed

- www.hstry.co
- <http://ldhi.library.cofc.edu/>

Lesson Procedures

1. The teacher will model her thinking aloud to students as she demonstrates how to annotate this document. The teacher will model annotation for the first paragraph or section before breaking students into smaller groups to annotate the rest of the document.
2. In small groups, students will read the historical background listed above and annotate it. Annotations should include questions that arise from reading the document, comments and observations about the document, and a reflection of the document. Other useful parts of the annotation would include charting prior knowledge before reading, summarizing the main idea, and a list of questions that arise from the reading. The background can be broken down into smaller sections based on time period, location, event, or individual school.
3. Students will create a timeline of events. This can be done on paper or by using www.hstry.co, which allows students to create an interactive timeline. Timelines can be hung in the classroom or published to the class website. After students have a clear understanding of the events (timeline), students will research other events and the means in which African Americans sought to bring change and equality under the law.

Extension Activities

1. Research famous Burke High school graduates who have influenced South Carolina. Students will create a fake yearbook for these students.
2. Students will research important African American figures from this time period who have a lasting legacy today. Topics/People may include: Septima Clark, Modjeska Monteith Simkins, Harvey Gantt, Millicent Brown, Cecelia Rogers, and Eugene Hunt. Students will create a newspaper article telling their local community about the accomplishments and legacy of these people.

Assessment Ideas

Collect annotations, timelines, yearbook, and/or newspaper from students or have students present these to the class.

LP-MTP-5 SEPARATE BUT EQUAL

Brian Williams
Richland County School District One

Time Periods: MAJC CRM

Properties: Robert Smalls School (Chesterfield)

Standard Indicators: 3-5.5, 5-3.2, USG 4.5, USHC 8.1

English Language Arts: I-2.1; I-3.2; I-3.3; RI-4.1; RI-12.1;
W-2.1; C-1.2

Time Required

180 Minutes

Recommended Grade Level

All grade levels

Essential Questions

1. How did the Plessy vs. Ferguson Case play a role in South Carolina's public education system?
2. How did Jim Crow, Segregation and Desegregation affect public education in South Carolina?

Historic Content

Robert Smalls School, completed in 1953, is significant in the area of education for its association with the South Carolina "Equalization School" building program, a state initiative in the early 1950s to make schools for black children "separate but equal" to their white counterparts and in support of the practice of segregation. It served as an African-American school until it was desegregated in 1971. It is in fact, the only remaining example of the "separate but equal" schools in the Cheraw area, and indeed the only school building that predates 1965 remaining in the town of Cheraw.

Robert Smalls School is also significant in the area of Architecture as an example of the architectural vision of Cheraw, Incorporated, a group of local leaders who sought to maintain Cheraw's historic architecture and ensure that new designs were compatible, in the "colonial" or "ante-bellum" style, and according to plans prepared by the Florence, South Carolina, architectural firm of Hopkins, Baker & Gill. The work of Cheraw, Incorporated, was one of the earliest attempts in inland South Carolina to preserve "a sense of place" in a historic community.

When it was constructed Robert Smalls School housed grades one through six. It was used as a school until new elementary and primary schools were constructed in the 1990s. (316 Front St., Cheraw)

Sources Needed

http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html

<http://www.history.com/topics/black-history/plessy-v-ferguson>

<http://www.britannica.com/EBchecked/topic/464679/Plessy-v-Ferguson>

http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Content/PDFs/Plessy_v_Ferguson_Teaching_Guide.pdf

Lesson Procedures

1. Divide the students into two groups according to a distinct characteristic. Allow the students to try and figure out why they have been divided and try to compare and contrast themselves to the other group. Use this activity to explain what segregation was and what characteristics were used in the United States to divide races.
2. Give students background information on the Plessy vs. Ferguson case using whole class instruction.
3. Discuss the roles of African Americans in education and why a school for African Americans was a necessity in the South due to the Jim Crow Laws.
4. Use Electronic devices to research Robert Smalls and have the students complete essays on who he was and why the school would be named after him.
5. Research the "Separate but equal" policy in the South and its effects on segregation and desegregation.
6. In groups, discuss the importance of race relations in public education, and create a play or script in which you explain what role race had in public education in the south during the Jim Crow era.

Assessment Ideas

In groups, discuss the importance of race relations in public education, and create a play or script in which you explain what role race had in public education in the south during the Jim Crow era.

LP-ARTS-1

OLD MARINE HOSPITAL/JENKINS ORPHANAGE

JENKINS ORPHANAGE BAND

Joy Young

Adjunct Faculty in Music, Benedict College

Time Periods: MAJC

Property: Old Marine Hospital/Jenkins Orphanage (Charleston)

Standard Indicators for Visual and Performing Arts

Music SI: 3-5.1; 3-5.2; 3-6.4; 3-6.5

Dance SI: 3-5.1; 3-5.2

ELA SI: 3-5.1; 3-5.2; 3-5.3

Class Size

Small or Large Group Activity

Time Required

1-2 Class Periods

Recommended Grade Level

3rd Grade

Vocabulary

Jazz, Rag, melody, rhythm, beat, emotion, harmony, dynamics, timbre, texture, form, mood, motion, imitation, improvise, partner, pattern, percussion instruments, brass instruments. Orphan/orphanage

Materials

Open space, web access, CD player, percussion instruments, writing materials, world map

Historic Content

This building, which was designed by Robert Mills, was constructed in 1833 for the care of sick and disabled seamen. After the Civil War, it became a school for African American children. From 1895 to 1939 the building was the home of Jenkins Orphanage, established by Rev. Daniel J. Jenkins for African American children who were orphans or had poor or disabled parents. Enrollment at the orphanage grew to include over 500 children. In addition to this building, the orphanage included a 100-acre farm, a print shop, and a shoe repair shop. The Jenkins Orphanage Band, wearing uniforms discarded by the Citadel, performed throughout the country and in England raising money to support the orphanage. In 1973 the Old Marine Hospital was designated a National Historic Landmark as an outstanding example of the work of Robert Mills.

Assessment Ideas

Evaluate each student's ability in these areas:

1. Responding to story of the Jenkins Orphanage – ability to re-tell key historical facts and points
2. Making sound on the percussion instruments by copying rhythms and patterns
3. Identifying instruments seen and heard in video
4. Comparing and contrasting music styles and genre
5. Comparing and contrasting dance styles and genre
6. Performing social dances
7. Creating written communications
8. Using appropriate vocabulary in written and spoken communication

Resources

1. Read aloud the book *Hey Charleston!: The True Story of the Jenkins Orphanage Band* by Anne Rockwell with illustrations by Colin Bootman. Classroom activity from publisher, <https://www.lernerbooks.com/digitalassets/Assets/Title%20Assets/11209/9780761355656/Classroom%20Activity.pdf>
2. Show a video clip of Fox Movietone News Story 1-507: Jenkins Orphanage Band." Video link: <http://library.sc.edu/mirc/playVideo.html?i=30>." As students watch video, talk about the historical period - what was happening?
3. Show a video clip of the dance "Charleston." Charleston -- Original AI & Leon Style! <https://www.youtube.com/watch?v=s58iTzknkP0> or <https://youtu.be/s58iTzknkP0>.

Music Lesson

1. Play sample from rag-style music and jazz (use samples below or identify others of the same style and era). Have the children listen to the selections then discuss the differences and similarities between the two. Discuss timbre, and then identify instruments heard in the selections.
 - U.S. Marine Band - Maple Leaf Rag (1907), <https://youtu.be/NYeGbtV5gsU>
 - Original Dixieland Jazz Band - Tiger Rag (1918-03-5), <http://www.loc.gov/jukebox>
 - Wilbur Sweatmans Original Jazz Band - Bluin' The Blues (1918), <https://youtu.be/3DUZN-cz1Pw>
2. Share the story and history of the Jenkins Orphanage

and the Jenkins Orphanage Band.

3. Play video clip of Fox Movietone News Story, Jenkins Orphanage Band. "Video link: <http://library.sc.edu/mirc/playVideo.html?i=30>." As students watch video, talk about the historical period - what was happening? Have the students tap their feet to the beat of a rag-style song. Have students to identify the instruments seen and heard. Teacher should point out the conductors-ask about the role of a conductor. Discuss the concept of rhythm and beat.
4. Have students use various percussion instruments to imitate the rhythm and beat within the music samples and from different styles and genres (Country, Swing, Blues, Classical). However, return to rag-style to talk about unique features of the style.
5. While playing different pieces of rag-style music, have the students count their heart beats. Have the students calculate their heart rate during each song and discuss the energizing or soporific effect music can have on the body.

Dance Lesson

1. Share the story and history of the Jenkins Orphanage and the Jenkins Orphanage Band.
2. Discuss the relationship between dance and music, to include shared vocabulary.
3. Discuss social dances throughout history.
4. Talk about dance within cultural and ethnic communities – Line Dances, Indian Classical Dance, West African Dance, etc. Ask and answer questions about movement and communication through dance.
5. Remind students of state dance "The Shag".
6. After watching video clip of Fox Movietone News Story, Jenkins Orphanage Band. "Video link: <http://library.sc.edu/mirc/playVideo.html?i=30>." Show a video clip of the dance "Charleston. Original Al & Leon Style!" <https://www.youtube.com/watch?v=s58iTztnkp0> or <https://youtu.be/s58iTztnkp0>.
7. Have the students demonstrate the dance movements from video clip of the "Jenkins Orphanage Band" and then associate those movements with those from the video of "Original Al & Leon Style!" Help students see the connection.
8. Teach students to dance the Charleston.

English Language Arts Lesson

1. Share the story and history of the Jenkins Orphanage and the Jenkins Orphanage Band.
2. After listening/viewing samples of rag-style and jazz music and/or examples of social dances, discuss vocabulary that is present in both performing arts forms: jazz, melody, rhythm, beat, emotion, harmony, dynamics, texture, form, mood, motion, partner, pattern, rhythm, style, genre, imitation, and improvise.

3. Have students use the vocabulary to write about music or dance.
4. Use a map to show and tell about the places where the Jenkins Orphanage Band traveled. Have students take the perspective of a child in the Jenkins Orphanage Band and then write a story or a letter about the places traveled.
5. Have the students write about the ability of music and/or dance to convey feelings and emotions.

Additional Resources

1. This is the official website of the Jenkins Orphanage, now named the Jenkins Institute. It provides information on the founder, the Institute's history, Jenkins Band alumni, and current information about the Institute. Jenkins Institute, <http://www.jenkinsinstitute.org/>
2. God Dealing with Rev. D.J. Jenkins, The Orphanage Man, <https://archive.org/details/goddealingwithre00char>, with alternate access at http://www.archive.org/stream/goddealingwithre00char/goddealingwithre00char_djvu.txt.
3. Charleston Jazz Initiative: Descriptions of Our Collections, <http://charlestonjazz.net/collections-about/>. The first collection listed is focused on the Jenkins Orphanage Band. The collection is comprised of approximately 50 items from Edmund Thornton Jenkins. Pictures are provided on the site. The site offers a great deal of information on jazz, local musicians, and collections that include manuscripts, photographs, recordings, oral histories, public program excerpts, musician biographies, musical recordings, and more. One oral history of note was told by a 95-year-old blacksmith discussing the influence of the Jenkins Orphanage Bands and other musicians.
4. Jenkins Orphanage, Julie Hubbert, University of South Carolina School of Music, <http://www.sc.edu/orphanfilm/orphanage/symposia/scholarship/hubbert/jenkins-orphanage.html>
5. University of South Carolina Libraries: Moving Image Research Collections: Fox Movietone News Story 1-507: Jenkins Orphanage Band <http://library.sc.edu/mirc/playVideo.html?i=30>. The short performance by the Jenkins Orphanage Band embedded on this website is the earliest surviving recording.
6. Dance Resource: From the Academic Video Store, www.academicvideostore.com. "The Spirit Moves: A History of Black Social Dance on Film - 1900-1986". <https://www.academicvideostore.com/video/spirit-moves-history-black-social-dance-film-1900-1986>.

