SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

JUSTICE FOR ALL

Field Trip

EDUCATOR GUIDE

U of SC
Center for Civil Rights History and Research
College of Arts and Sciences

SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

JUSTICE FOR ALL

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EDUCATOR GUIDE

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JUSTICE FOR ALL
SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

Introduction

Since before Emancipation, African Americans in South Carolina have advocated for the full rights of citizenship. During Reconstruction after the Civil War, the struggle for citizenship, voting, and civil rights promised by the Thirteenth, Fourteenth, and Fifteenth amendments took on new urgency. African Americans participated fully in government to the extent conditions allowed. They formed political and social organizations to advocate for equality and the protection of law. In schools, churches, and civic groups, African Americans in South Carolina shaped the national struggle for civil rights.

In the "Second Reconstruction," or the Civil Rights Movement, South Carolina African Americans again helped change the nation. In the face of Jim Crow segregation, African Americans challenged unequal segregated schools starting in the 1940s, pushing for full access to education. In the 1950s and 1960s, they also worked to end segregation in public spaces, using sit-ins and mass demonstrations to challenge decades-long practices of White-only spaces. South Carolinians took these struggles to court, winning key cases in the United States Supreme Court, including *Briggs v. Elliott* (1954), which declared segregation unconstitutional, and *Edwards v. South Carolina* (1963), which affirmed the First Amendment rights of demonstrators.

African Americans in South Carolina advocated consistently for their right to vote. Civic groups worked tirelessly to register and get out the vote, pushing for African American political power. As South Carolinians fought for voting rights and an end to public segregation, national groups such as the National Association for the Advancement of Colored People, the Congress on Racial Equality, and Martin Luther King, Jr.'s Southern Christian Leadership Conference lent their support. African Americans also pushed for economic justice. From the 1963 March on Washington for Jobs and Freedom to the 1969 Charleston Hospital Workers Strike, South Carolinians advocated for full inclusion and equal treatment in all of American public life.

While some white South Carolinians supported the African American struggle for equality, many more actively worked to maintain segregation and white supremacy in the state. In the 1950s, the all-white state government passed legislation to uphold separate public education, punished activists pushing for equality, and used police forces to stop demonstrations. White South Carolinians organized institutions to resist the end of segregation, including the White Citizens' Councils and a renewal of the Ku Klux Klan in the state. The tensions between those fighting for justice and those dedicated to resisting it sometimes turned violent. In 1968, students protesting to desegregate a local bowling alley were met with deadly force. The State Highway Patrol shot into a crowd of protesters on a college campus, killing three and injuring at least 28 other students in the Orangeburg Massacre. African American students registered their grievance with a protest in the state capital.

In the 1970s, South Carolinians elected African Americans to office in the state government for the first time since the late nineteenth century while citizens continued to work for justice for all.

Main Themes

The following themes are highlighted in Justice for All traveling exhibition and may be useful in connecting the exhibition with your curriculum:

- **Reconstruction in South Carolina**
- **Challenging Segregation**
- **Organizations and Community Institutions**
- **Demanding Educational Opportunities**
- **Student Activism and Civil Action**
- **The Right to Vote**
- **Economic Rights**
- **Backlash and Retaliation**
- **Legacy of Civil Rights**
- **South Carolina and the Nation**

JUSTICE FOR ALL
SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

Key Terms

- **Activist**: a person who works to create political or social change
- **Backlash**: a strong reaction by a large number of people against a social or political change
- **Black Power**: movement with aim to achieve self-determination for Black people
- **Congress of Racial Equality (CORE)**: African American civil rights organization founded in 1942 to gain equality for all people regardless of race, creed, sex, age, disability, sexual orientation, religion, or ethnic background
- **Constitution**: founding document of the United States which sets out the frame of national government
- **Demonstration**: a public meeting or march protesting against something or expressing views on a political issue
- **Desegregate**: end a policy of racial segregation
- **Jim Crow segregation**: separation of the races in all areas of life
- **Literacy test**: test used to bar people from voting
- **National Association for the Advancement of Colored People (NAACP)**: civil rights organization formed in 1909 as an interracial group working to advance justice for African Americans
- **Overturned**: reverse a decision or make invalid
- **Poll tax**: a fixed amount of money (tax) charged to an individual to vote; historically used to bar African Americans from voting
- **Reconstruction**: period following the American Civil War, lasting from 1865 to 1877 that marked significant, but brief, change in the history of civil rights in the United States
- **Sit ins**: a form of protest that involves one or more people taking up an area, often to promote political, social, or economic change
- **Strikes**: a mass number of employees refusing to work, often causing work to stop, to demand change in labor and pay practices
- **Student Nonviolent Coordinating Committee (SNCC)**: founded in 1960 by students and was a major organization for student participation in the Civil Rights Movement.
- **Unconstitutional**: not in agreement with, or permitted under, the US Constitution
- **Southern Negro Youth Congress (SNYC)**: established in 1937 and consisted of youth leaders who worked to challenge fascism in the United States, specifically in the South. SNYC led boycotts, registered African American voters, and organized workers.

Curriculum Connections

Learning Standards

The Justice for All Traveling Exhibition may be used to meet any of the South Carolina College – Career Readiness Standards in Social Studies. They can also be adapted to meet English Language Arts and Fine Arts Standards. The pre-, during, and post-trip suggested activities that follow engage the following CCR indicators:

- **CO: Comparison** - Utilize multiple characteristics of historical developments to create a comparative analysis.
- **CE: Causation** - Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.
- **P: Periodization** - Utilize significant turning points to justify the historical narrative of a time period.
- **CX: Context** - Explain how historical themes are used to determine context when analyzing significant events.
- **CC: Continuities and Changes** - Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.
- **E: Evidence** - Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history.
- **IN: Interpret** – Gather and interpret evidence, including primary and secondary sources, to analyze data and establish an informed opinion.
- **IP: Informed Participation** - Use acquired knowledge to engage in the governing process through informed decision making.
- **CC: Communicate and Conclude** - Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.
- **ER: Establish Relationships** - Clearly state, define, explain, and draw connections between ideas and terms.

JUSTICE FOR ALL
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Curriculum Connections

Grade-Level Standards 4, 5, and 8

While the content of the exhibit and the following activities can be adapted for any grade level, they most closely align with the **SC Social Studies 2020 Standards** for South Carolina History in grades 4, 5, and 8.

Grade 4

Key Concept: Rebuilding:

- **4.5.CE:** Analyze the impact of federal legislation on the South during Reconstruction.
- **4.5.P:** Summarize Reconstruction as a turning point in American history.
- **4.5.CC:** Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.

Grade 5

Key Concepts: America as a World Leader, Social Changes:

- **5.3.CE:** Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.
- **5.3.E:** Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.
- **5.4.CE:** Analyze the causes and impacts of social movements in the U. S. and South Carolina.
- **5.4.P:** Summarize the economic, political, and social changes in the U. S. after World War II.
- **5.4.CC:** Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education.
- **5.4.E:** Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.

Grade 8

Key Concepts: At a Crossroads, Progress:

- **8.4.CX:** Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.
- **8.4.CC:** Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.
- **8.5.CE:** Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.
- **8.5.CX:** Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.
- **8.5.CC:** Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.

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Curriculum Connections

Grade-Level Standards 11 and 12

While the content of the exhibit and the following activities can be adapted for any grade level, they most closely align with the **SC Social Studies 2020 Standards** for United States History in grade 11 and United States Government in grade 12.

Grade 11

Key Concepts: Expansion and Union, Modernism and Interventionism, Legacy of the Cold War

- **USHC.2.CX:** Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830– 1877.
- **USHC.2.CC:** Differentiate the patterns of continuity and change within the development of sectionalism and reunion.
- **USHC.4.CC:** Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.
- **USHC.5.P:** Summarize the changes in the major American political party platforms during the period.
- **USHC.5.CC:** Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

Grade 12

Key Concepts: Government Structure, The Political Process, Citizenship

- **USG.2.IP:** Synthesize why the rule of law has a central place in American society and the impact it has on the American political system.
- **USG.3.IN:** Interpret how American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time.
- **USG.3.CC:** Investigate the role of linkage institutions (i.e. media, interest groups, political parties), and explain how they shape public agenda and opinion.
- **USG.3.IP:** Explain how the electoral process works in federal elections and the effects those elections have on U.S. government.
- **USG.4.ER:** Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time.
- **USG.4.CC**: Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society's opportunities and public facilities.
- **USG.4.IP:** Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

Classroom Resources

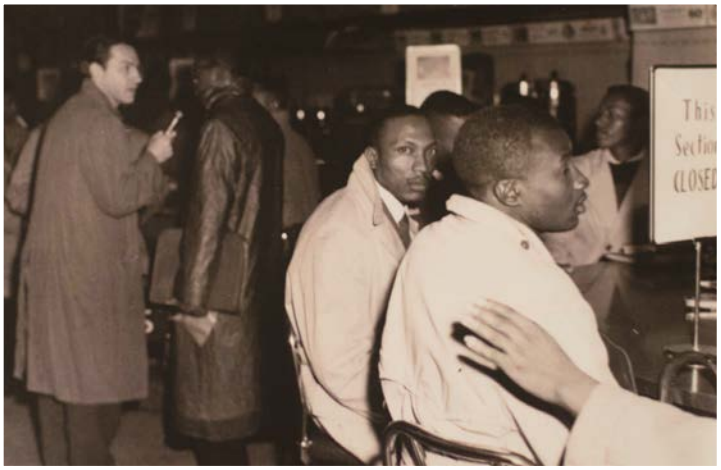
Traveling Trunks

The Justice for All Traveling Trunks give educators the chance to bring hands-on lesson planning kits that coordinate with the Justice for All exhibition into your classroom.

These can be used as extensions to the field trip guide and field trip or as a stand-alone exhibit/lesson-in-a-box. The two trunks include reproduction artifacts, copies of primary source text documents and images, and a lesson plan tied to the SC 2020 standards.

There is one trunk geared toward K-5 students and one for 8th grade students.

Scheduling one of the traveling trunks is simple. **Email: usccrc@mailbox.sc.edu** or contact the exhibition hosting organization in your community!



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Online Resources

Teacher Guides:
Facing History Teaching Strategies:
https://www.facinghistory.org/resource-library/teaching-strategies/s-i-t-surprising-interesting-troubling

Learning for Justice:
https://www.learningforjustice.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-6-12-Framework.pdf

Library of Congress Guides:
https://guides.loc.gov/

Racial Violence Archive:
https://www.racialviolencearchive.com/maps.html

Step-In, Step-Out Teaching Tool:
https://pz.harvard.edu/sites/default/files/Step%20In%20-%20Step%20Out%20-%20Step%20Back_1.pdf

Using Primary Resources:
https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/

Zinn Education Project--Teach the Black Freedom Struggle Online Classes:
https://www.zinnedproject.org/news/teach-black-freedom-struggle-classes

Primary and Secondary Sources:
African American Historic Sites in South Carolina:
https://uscgeography.maps.arcgis.com/apps/MapJournal/index.html?appid=2bcce7cd19a044b4aa38834405460c8a

BUNK History:
https://www.bunkhistory.org

Center for Civil Rights History and Research:
https://civilrights.sc.edu/

Civil War and Reconstruction Era (1861-1877) - Primary Sources | ProQuest
https://blackfreedom.proquest.com/category/civil-war-and-reconstruction-era/

Fifteenth Amendment in Flesh and Blood | US House of Representatives: History, Art & Archives Exhibit:
https://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Fifteenth-Amendment/Introduction/

Justice for All Permanent Exhibit Collections:
https://digital.library.sc.edu/exhibits/civilrights/

South Carolina African American Civil Rights Education Sites Virtual Tours:
https://www.knowitall.org/partners/center-civil-rights-history-and-research

Review Videos:
Crash Course: the Reconstruction era
Crash Course: the Civil Rights Movement and the 1950s
Crash Course: Plessy v. Ferguson and Segregation

Focused Field Trips

Before you go ...

The Justice for All traveling exhibition is easy to view in one day and is generally housed within a local community institution that may have more than one exhibition.

Before going, make sure you check with your community institution to settle logistics like parking, timing, group space, and associated programming events.

To set your students up for success, we recommend scaffolding your visit using the suggested before, during, and after activities as well as doing a quick review of Reconstruction, the 13th, 14th and 15th amendments, segregation, and the Civil Rights Movement.

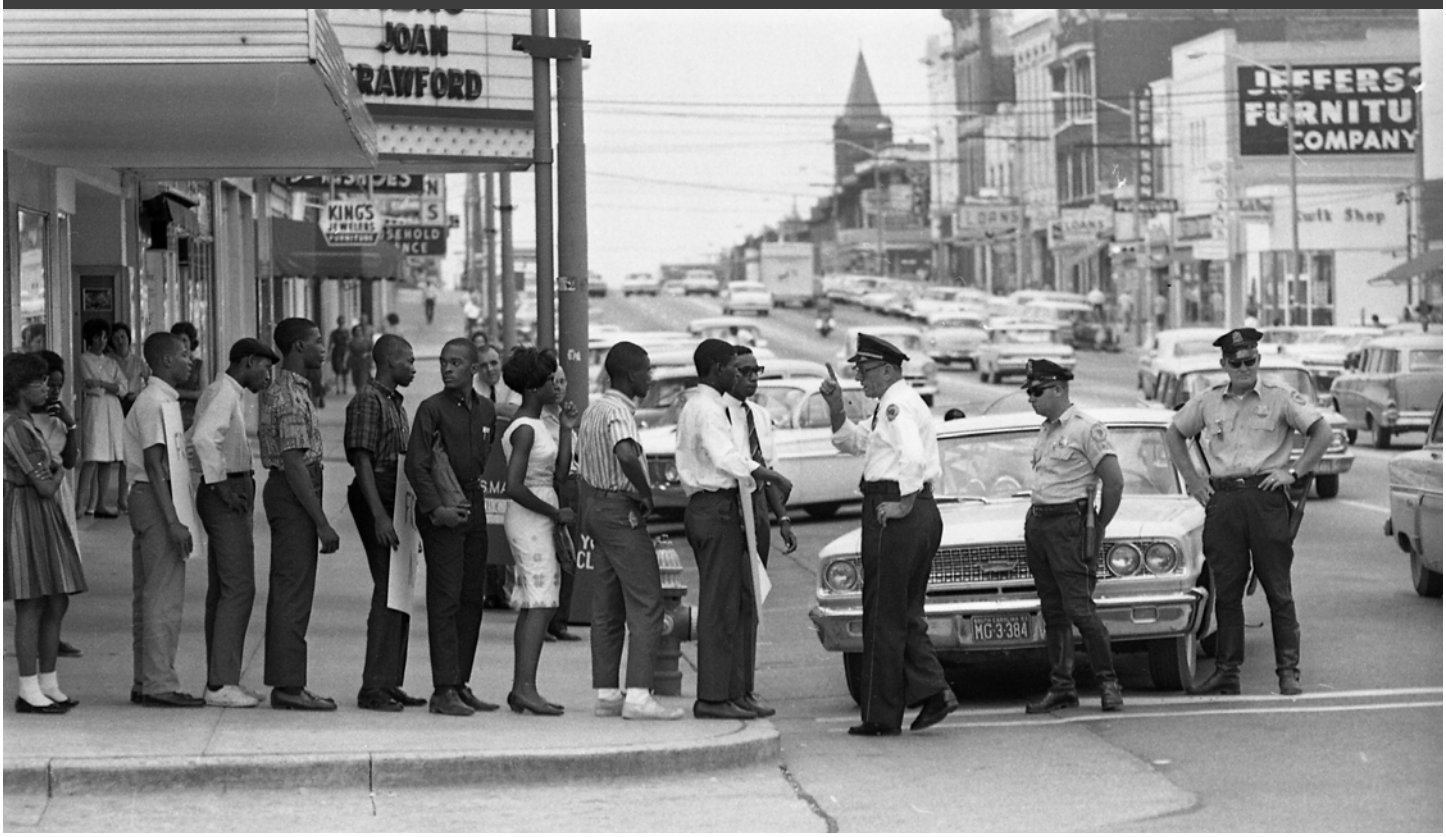
To help you get started, we have designed focused field trip activities to engage your students in exploring the exhibit. Each focused field trip includes the three essential components of a focused field trip: pre- , during, and post-field trip activities.

In addition, the activities/sample lessons are designed for specific grade levels and align with the **SC College-Career Readiness Standards**.

JUSTICE FOR ALL

SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

Focused Field Trips



Grades 4 & 5

United States and South Carolina Studies

Focused Field Trip: Grades 4-5 US and SC Studies

Before they explore ...

These activities and worksheets can be adapted to face-to-face or virtual learning. For virtual, please consider creating a Padlet or Classkick for discussion questions or use the whiteboard function in Zoom or GoogleClassroom for graphic organizers. Make sure to discuss the brainstorm questions as a class.

Introduction:

To prepare students for their visit, introduce key vocabulary terms (page 5), briefly review/introduce Reconstruction, segregation, and the Civil Rights Movement.

Objective:

Students will acquire an overview of the themes addressed in Justice for All and brainstorm the meaning behind "Justice for All" in relation to the Civil Rights Movement in South Carolina from Reconstruction through the 1970s.

Strategy:

1. As a class, brainstorm what the phrase "Justice for All" means to students. Consider having students recite the Pledge of Allegiance before or after they brainstorm. (Teachers may find it helpful to use a graphic organizer students are familiar with or the handout on the following page so that students can revisit/revise their answers.)
2. Have students fill out the K-W-L chart below then pass out the field trip hand-out.
3. Have students share their charts in pairs, small groups or as a class.
4. Pick out 2-3 major themes from the exhibit (page 4) to go over with your class. Feel free to have students get creative! Draw what they think the theme might mean, create a gallery walk for each theme that students can add their pre-trip questions to or use a photograph or other primary source found on the Justice for All primary source website. You can help students work through primary sources using the Library of Congress tool.

As they explore ...

Make sure students have a field trip handout!

Field trip directions:

Go over the handout with students before you go into the exhibit. With the help of the local staff at the exhibit, orient students within the exhibit space. Remind students to pay attention to images!

Focused Field Trip: Grades 4-5 US and SC Studies

After they explore ...

Objective:

Students will be able to explain what the phrase "Justice for All" means within the context of the Civil Rights movement.

Strategy:

1. As a class, create a human timeline based on the event or person each student chose. When everyone is in place, start at the beginning and have each student present 1-2 facts they found while learning about their event.
2. Together, discuss what students observed: Teachers might need to help students make comparisons and unpack their observations.
    a. What changed between each event (for example, the Briggs v. Elliott case or Plessy v. Ferguson)?
    b. What was happening in daily life in South Carolina that might have sparked this event?
    c. Were there any major changes between Reconstruction and the Civil Rights Movement? If so, what were they?
    d. What similarities did they notice between the events or people in South Carolina and famous events in the United States?
3. Have students finish their K-W-L charts if not already done for homework and briefly discuss as a class.
4. Wrap up by answering any questions from the gallery walk or have students revisit their ideas about what the phrase "Justice for All" means. Discuss as a class how and why their ideas about the phrase changed after visiting the exhibit.

Extension Activities:

1. Write a letter or newspaper article about the event you found in the exhibit explaining:
    a. When did the event occur?
    b. What happened at the event?
    c. Why is the event important to the struggle against racial discrimination?
    d. What similar events happened before or after?
2. Create a protest poster, newspaper advertisement, or flyer for the event you chose. Draw or create a slogan or message that represents the event. Think about who, what, why, where, and how. Teachers, feel free to use the 5Ws and an H chart.

My Field Trip (4-5)

Name: _____ Date: _____

Think! (before you explore)

What does the phrase "Justice for All" mean to you?
Write at least 2 examples in your answer below.

1. _____

_____

2. _____

_____

Observe and Explain (in the exhibition)

1. Take a few minutes to explore the exhibit. Be sure to read the headers, look at the pictures, and try to read some of the captions.
2. After exploring, choose one event in South Carolina to observe and read about more closely:

   Name of SC Event:_____

   Event Date(s): _____
3. List 2-3 important facts about the event. Remember when, who, why, and what!

   1. _____

   _____

   2._____

   _____

   3._____

   _____
4. Go to the timeline! Find the date when your event might have happened in South Carolina. What red event happened before or after the one you chose?

   Name of SC Event:_____

   Event Date(s): _____

   National Event:_____

Share and compare (after you explore)

Share your event with a classmate. Compare the facts you identified about the event with the facts your classmate identified. List one way the events are similar and/or one way they are different:

_____

_____

_____

_____

_____

My Field Trip (4-5): K-W-L

Name: _____ Date: _____

K-W-L: "Justice for All" and the Civil Rights Movement

Directions: Write what you know about the Civil Rights Movement.
Fill in the columns below with what you already **Know** about the topic, what you **Want** to know, and what you have **Learned**.

What do you KNOW about the topic?

_____

_____

_____

_____

_____

_____

_____

_____

What do you WANT to know?

_____

_____

_____

_____

_____

_____

_____

_____

What have you LEARNED?

_____

_____

_____

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_____

_____

SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

JUSTICE FOR ALL

Focused Field Trips

Grade 8

History of South Carolina

Focused Field Trip: Grade 8 History of South Carolina

Before they explore ...

These activities and worksheets can be adapted to face-to-face or virtual learning. For virtual, please consider creating a Padlet or Classkick for discussion questions or use the whiteboard function in Zoom or GoogleClassroom for graphic organizers. Make sure to discuss the brainstorm questions as a class.

Introduction:

To prepare students for their visit, introduce key vocabulary terms (page 5), briefly review/introduce Reconstruction, segregation, and the Civil Rights Movement.

* Teacher can play the Crash Course video on the Reconstruction era and Crash Course video on the Civil Rights Movement and the 1950s, if needed, for a quick refresher on Reconstruction and/or the Civil Rights Movement.

Objective:

Students will acquire an overview of the themes addressed in Justice for All and brainstorm the meaning of "Justice for All" in relation to the civil rights movement in South Carolina from Reconstruction through the 1970s.

Strategy:

1. As a class, in pairs or small groups, or individually, brainstorm what the phrase "Justice for All" means to students. (Teachers may find it helpful to use a graphic organizer students are familiar with so that students can revisit/revise their answers. Students probably won't know the answers or may have more questions than anything!
    a. Another suggested brainstorm activity to prepare students for their visit is to create a gallery walk or large K-W-L charts using these guiding questions:
        i. What does/did the phrase "justice for all" mean?
        ii. How has the struggle for "justice for all" evolved?
        iii. How did Black South Carolinians' struggle for justice impact South Carolina and the nation?
2. Have students fill out the K-W-L chart then pass out the field trip hand-out below.
3. Have students share their charts in pairs, small groups or as a class.
4. Pick out 2-3 major themes from the exhibit (page 4) to go over with your class. Feel free to have students get creative! Draw what they think the theme might mean or create a gallery walk for each theme that students can add their pre-trip questions to or use a photograph or other primary source found on the Justice for All primary source website. You can help students work through primary sources using the Library of Congress tool.

As they explore ...

Make sure students have the field trip handouts!

Field trip directions:

Go over the handouts with students before you go into the exhibit. With the help of the local staff at the exhibit, orient students within the exhibit space.

Focused Field Trip: Grade 8 History of South Carolina

After they explore ...

Objective:

Students will be able to explain what the phrase "Justice for All" means within the context of the Civil Rights movement and will be able to identify the cause and effects of resistance by Black South Carolinians from the Reconstruction era through the 1970s.

Strategy:

1. In small groups or using the snowball method, have students create a timeline using the events and people each student identified. When the class is in two large groups and have completed their timelines, have each group discuss.
    a. How were the local events and people you examined similar to and/or different from national protests (resistance) from the post-Civil War era through the 1970s?
    b. What were the changes and/or continuities among the events on their timeline? What events in the struggle for racial justice in South Carolina stand out to students? Which people and why?
2. Have each group present their timelines and observations. As a class, discuss any differences or similarities.
    a. What changed between each event (for example, the Briggs v. Elliott case or Plessy v. Ferguson)?
    b. Were there any major changes between Reconstruction and the Civil Rights Movement? If so, what were they?
    c. What similarities did they notice between the events or people in South Carolina and famous events in the United States?
3. Have students finish their K-W-L charts if incomplete.
4. Take a few moments to have students rewrite what the phrase "Justice for All" means to them. As a class, discuss how their understandings of the phrase changed and why.

Extension Activities:

1. Have students choose one of the events or people they identified and create a comic strip, illustration, or trading card that shows how the event or person contributed to the struggle for "justice for all" in South Carolina.
2. Research opportunity: Using one of the resources on page 10 or Justice for All primary source website, ask students to find 1 to 2 primary sources related to the event or person they chose using the Library of Congress primary source analysis graphic organizer, have them create a short presentation, essay, Instagram post, or TikTok based on their analysis of the sources. Can use the 5Ws and an H chart.

My Field Trip (8)

Name: _____ Date: _____

Think! (before you explore)

What does the phrase "Justice for All" mean to you? Write at least 2 examples in your answer below.

1. _____

_____

2. _____

_____

What questions do you have about the ongoing struggle against racial discrimination in South Carolina from the post-Civil War era through the 1970s? Write at least 2 questions and consider the themes of the exhibit.

1. _____

_____

2. _____

_____

Examine and Explain (in the exhibition)

1. Take some time to explore the exhibit. Choose 3 events and 2 people from the exhibit and list 3 facts. Pay attention to dates.

   Event: _____

   Event: _____

   Event: _____

   Person: _____

   Person: _____

   Fact: _____

   Fact: _____

   Fact: _____

2. In your own words explain how the events and people you identified shaped the Civil Rights Movement in South Carolina and the nation

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

My Field Trip (8)

Name: _____ Date: _____

Analyze and Interpret (after you explore)

How were the local events and people you examined similar to and/or different from national protests (resistance) from the post-Civil War era through the 1970s? Why?

What were the cause and effects of the events you identified on South Carolina? Write at least 1 example for each event.

1. _____

2. _____

3. _____

My Field Trip (8): 5Ws and 1H

Name: _____ Date: _____

Who?

_____

_____

_____

_____

What?

_____

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_____

_____

Where?

_____

_____

_____

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When?

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Why?

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How?

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_____

_____

_____

My Field Trip (8): K-W-L

Name: _____ Date: _____

K-W-L: "Justice for All" and the Civil Rights Movement

Directions: Write what you know about the Civil Rights Movement.
Fill in the columns below with what you already **Know** about the topic, what you **Want** to know, and what you have **Learned**.

What do you KNOW about the topic?

_____

_____

_____

_____

_____

_____

_____

_____

What do you WANT to know?

_____

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_____

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_____

What have you LEARNED?

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_____

_____

_____

SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

JUSTICE FOR ALL

Focused Field Trips

Grade 11

US History & the Constitution

Focused Field Trip: Grade 11 US History & the Constitution

Before they explore ...

These activities and worksheets can be adapted to face-to-face or virtual learning. For virtual, please consider creating a Padlet or Classkick for discussion questions or use the whiteboard function in Zoom or GoogleClassroom for graphic organizers. Make sure to discuss the brainstorm questions as a class.

Introduction:

To prepare students for their visit, review any key vocabulary (page 5), briefly review Reconstruction, segregation, and the Civil Rights Movement, with special attention to the Reconstruction amendments (13, 14, 15th). Also see resources (page 10) for additional prep material.

Objective:

Students will acquire an overview of the themes addressed in Justice for All and brainstorm the meaning of "Justice for All" in relation to the civil rights movement in South Carolina from Reconstruction through the 1970s.

Strategy:

1. Write the phrase "Justice for All" on the board. Use a teaching strategy like think-pair-share, snowball method, or a graphic organizer to have students discuss what the phrase means to them. Then have students create their own timeline from Reconstruction to the 1970s using what they think are the most important events in the struggle to achieving their understanding of the phrase. Have a brief discussion about the timelines students create. Can be adapted for self-directed, small group, or class wide instruction.
2. Pick out 1-3 major themes from the exhibit (page 4) to go over with your class. Optional: create a gallery walk for each theme that students can add their pre-trip questions to or use primary sources found on Justice for All primary source website.
3. Assign each student (or group of students, suggested 3-4) a major theme from the exhibit (page 4) to prepare for the overarching inquiry activity. Give students the field trip handout which includes a 5 Ws and an H chart which will be used during and after the field trip.
4. Have students fill out a K-W-L chart related to the major theme they are assigned then pass out the field trip hand-out below.

As they explore ...

Make sure students have the field trip handouts!

Field trip directions:

Go over the handouts with students before you go into the exhibit. With the help of the local staff at the exhibit, orient students within the exhibit space.

Focused Field Trip: Grade 11 US History & the Constitution

After they explore ...

Objective:

Students will be able to explain what the phrase "Justice for All" means within the context of the Civil Rights movement. They will also be able to analyze and interpret major themes and change over time related to the struggle against racial discrimination since Reconstruction.

Strategy:

1. Use the snowball method to discuss what they learned about their major themes from the exhibit. We suggest starting activity by pairing folks with different themes. Students can use their graphic organizers to help guide their discussion as well as these questions:
    a. What were some of the local events and people that exemplified your theme? Why?
    b. What were the changes and/or continuities among the events on their timeline? What events in the struggle for racial justice in South Carolina stand out to you and why? Which people and why?
    c. What are the differences and similarities between your themes? Events? People?
    d. How do the events/people in South Carolina compare to the national movement?
2. As a class, discuss student findings. Were there any primary sources in the exhibit that stood out to them in relation to their theme? Why? Did their understanding of the phrase "justice for all" and their major theme shift after viewing the exhibit? Why or why not?
3. Pass out the Historic Marker handout. Have students choose an event or person that exemplifies their theme from the exhibit and create a historic marker to commemorate it/them. Historical Markers are an important and tangible way that events and people are commemorated within our modern landscape. Show students examples from SCDAH.

Extension Activities:

1. Have students choose one of the events or people they identified, use the Justice for All primary source website to conduct more primary source research, and create a comic strip, illustration, trading card, or other visualization that explains how the event or person contributed to the struggle for "justice for all" in South Carolina.
2. Research opportunity: Ask students to research a similar event that occurred in their home community or in South Carolina related to the exhibit/their major theme. Find 2-3 primary sources to analyze then write a short news article, Instagram caption, editorial, or essay explaining the event and how it fits into the ongoing struggle for civil rights in South Carolina.

My Field Trip (11)

Name: _____ Date: _____

Think! (before you explore)

What does the phrase "Justice for All" mean to you? Write at least 3 examples in your answer below.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Are the 14th and 15th amendments important to the struggle against racial discrimination and justice for all? Why or why not? Write at least 3 reasons in your answer. Use the back if needed.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

My Field Trip (11)

Name: _____ Date: _____

Investigate (in the exhibition)

Review the instructions below before you begin. If you have questions, ask!

Part 1: Examine

Take some time to explore the exhibit. Start at the timeline then move through the exhibit. When you find the panel that fits your assigned major theme. Take time to finish filling in your K-W-L chart, making notes of any major events or people in South Carolina that relate to your theme.

Assigned Theme: _____

_____

Part 2: Identify

Move back through the exhibit. Identify and write down other events, people, facts, primary sources (photographs, letters, documents, videos, or oral histories) that also fit your theme beginning in Reconstruction through the 1970s. Pay attention to dates.

_____

_____

_____

_____

_____

Write down any burning questions that come to mind as you move through the exhibit.

_____

_____

_____

_____

Analyze and Interpret (after you explore)

Use the 5 W and an H chart to organize, analyze, and summarize your findings about your major theme. Consider:

- What events or people stood out to you? Why?
- Were there any patterns in the events you studied?
- How did the events and people change over time?
- Did you notice any differences between events/people involved in the struggle for justice in South Carolina versus nationally? If so, what were they and why might they differ.
- Revisit the timeline you made before you visited the exhibit. Add the events you found. Was there any overlap? Why or why not?

My Field Trip (11): K-W-L

Name: _____ Date: _____

K-W-L: "Justice for All" and the Civil Rights Movement

Directions: Write what you know about the Civil Rights Movement.
Fill in the columns below with what you already **Know** about the topic, what you **Want** to know, and what you have **Learned**.

What do you KNOW about the topic?

_____

_____

_____

_____

_____

_____

_____

_____

What do you WANT to know?

_____

_____

_____

_____

_____

_____

_____

_____

What have you LEARNED?

_____

_____

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_____

My Field Trip (11): 5Ws and 1H

Name: _____ Date: _____

Who?

_____

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_____

What?

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Where?

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When?

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Why?

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_____

_____

How?

_____

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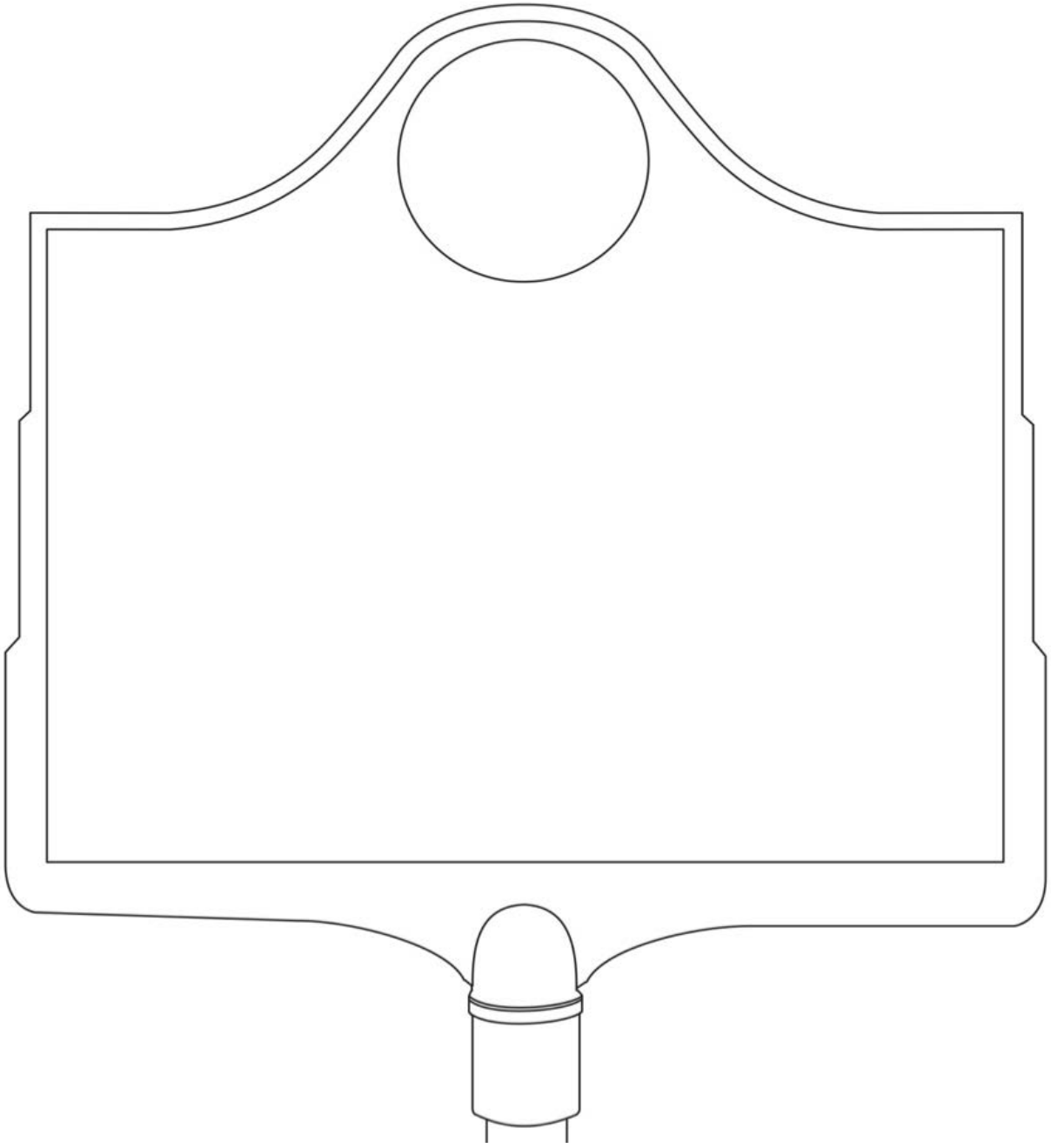
_____

Focused Field Trip: Grade 11 US History & the Constitution

How can we remember ...

Historic Marker

Directions: In the blank space below, create a historical marker to commemorate an event or person related to the Justice for All exhibit. Your marker must include key dates, figures, and events that took place, as well as the aftermath and impact in the greater community. It should be no more than 6 sentences. You may use an image as a visual supplement to your writing.



SOUTH CAROLINA AND THE AMERICAN CIVIL RIGHTS MOVEMENT

JUSTICE FOR ALL

Focused Field Trips

Grade 12

United States Government

Focused Field Trip: Grade 12 United States Government

Before they explore ...

These activities and worksheets can be adapted to face-to-face or virtual learning. For virtual, please consider creating a Padlet or Classkick for discussion questions or use the whiteboard function in Zoom or GoogleClassroom for graphic organizers. Make sure to discuss the brainstorm questions as a class.

Introduction:

To prepare students for their visit, briefly review Reconstruction, segregation, and the Civil Rights Movement, with special attention to the Reconstruction amendments (13, 14, 15th) and Plessy v. Ferguson. Also see the online resources list (page 10) for additional prep material and refresher videos.

Objective:

Students will acquire an overview of the themes addressed in Justice for All. They will also brainstorm the meaning of "Justice for All" in relation to the civil rights movement and government in South Carolina from Reconstruction through the 1970s.

Strategy:

1. Write the phrases "Justice for All" and "Separate but Equal" on the board. Use a teaching strategy like think-pair-share, snowball, or a graphic organizer to have students discuss what the phrases mean to them in relation to local, state, and federal government. Can be adapted for self-directed, small group, or class wide instruction. As a class, discuss how the two phrases relate to one another. In the context of government and law, what might each phrase mean? Have students provide specific examples.
2. Have students fill out a K-W-L chart about what they know about segregation, racial discrimination, and the struggle for justice. Write at least 1-2 specific examples. When students finish, discuss the first two columns together.
3. Assign each student (or group of students, suggested 3-4) a major theme from the exhibit (page 4) to prepare for the overarching inquiry activity. Using the Justice for All primary source website, you can have students do some preliminary primary source research on their theme.
4. Give students the field trip handout which includes a 5 Ws and an H chart which will be used during and after the field trip.

As they explore ...

Make sure students have the field trip handouts!

Field trip directions:

Go over the handouts with students before you go into the exhibit. With the help of the local staff at the exhibit, orient students within the exhibit space.

Focused Field Trip: Grade 12 United States Government

After they explore ...

Objective:

Students will be able to analyze and interpret major themes and change over time related to the struggle against racial discrimination since Reconstruction.

Strategy:

1. Use the snowball method to discuss what they learned about their major themes from the exhibit. We suggest starting the activity by pairing folks with different themes. Students can use their graphic organizers to help guide their discussion as well as these questions:
    a. What were some of the local events and people that exemplified your theme? Why?
    b. What were the changes and/or continuities among the events on their timeline? What events in the struggle for racial justice in South Carolina stand out to you and why? Which people and why? How did various levels of government respond?
    c. What are the differences and similarities between your themes?
    d. How did the South Carolina government's response compare to the national one? How did it change over time? Why?
2. As a class, discuss student findings. Were there any primary sources in the exhibit that stood out to them in relation to their theme? Why? Did their understanding of the phrase "justice for all" and "separate but equal" shift after viewing the exhibit? Why or why not?
3. Have students choose one of the South Carolina events or people they identified and use the Justice for All primary source website and other databases to conduct research on an event. Write an editorial, newspaper article, short essay, or create a visual demonstration that summarizes the event, any court cases related to the event or person, and the local, state, and/or national response to the event. Use the 5Ws and an H graphic organizer to help guide research. Can be an individual or group research project.

Extension Activities:

1. Have students choose an event, person, or court case and create a historic marker to commemorate it/them. Historical Markers are an important and tangible way that events and people are commemorated within our modern landscape. Use the Historical Marker handout and show students examples from SCDAH.
2. Research opportunity: Ask students to research one of the important South Carolina Court Cases (*Briggs v. Elliott*, *Elmore v. Rice*, *Edwards v. South Carolina*, *Flemming v. SC Electric & Gas*). Find 2-3 primary sources to analyze then write a short news article, Instagram caption, editorial, or essay explaining the case and its importance to the ongoing struggle for civil rights in South Carolina.

My Field Trip (12)

Name: _____ Date: _____

Think! (before you explore)

Are the 14th and 15th amendments important to the struggle against racial discrimination and justice for all? Why or why not? Write at least 3 reasons in your answer.

1. _____

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2. _____

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3. _____

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What impact do you think Plessy v. Ferguson had on daily life in South Carolina? Explain using at least 3 reasons in your answer.

1. _____

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2. _____

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3. _____

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_____

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My Field Trip (12)

Name: _____ Date: _____

Investigate (in the exhibition)

Review the instructions below before you begin. If you have questions, ask!

Part 1: Examine

Take some time to explore the exhibit. Start at the timeline then move through the exhibit. When you find the panel that fits your assigned major theme. Take time to make notes of any major events or people in South Carolina that relate to your theme and create a timeline on the back.

Assigned Theme: _____

_____

Part 2: Identify

Move back through the exhibit. Identify and write down any court cases, events, people, legislation, facts, primary sources (photographs, letters, documents, videos, or oral histories) that also fit your theme beginning in Reconstruction through the 1970s. Pay attention to dates.

_____

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Write down any burning questions that come to mind as you move through the exhibit.

_____

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_____

Analyze and Interpret (after you explore)

Use the 5 W and an H chart to organize, analyze, and summarize your findings about your major theme. Consider:

- What court cases, legislation, events or people stood out to you? Why?
- Were there any patterns in the events you studied?
- How did the court cases and legislation change over time?
- Did you notice any differences between how local, state, and federal government responded to the struggle for justice over time? If so, what were they and why might they differ.

My Field Trip (12): K-W-L

Name: _____ Date: _____

K-W-L: "Justice for All" and the Civil Rights Movement

Directions: Write what you know about the Civil Rights Movement.
Fill in the columns below with what you already **Know** about the topic, what you **Want** to know, and what you have **Learned**.

What do you KNOW about the topic?

_____

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What do you WANT to know?

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What have you LEARNED?

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My Field Trip (12): 5Ws and 1H

Name: _____ Date: _____

Who?

What?

Where?

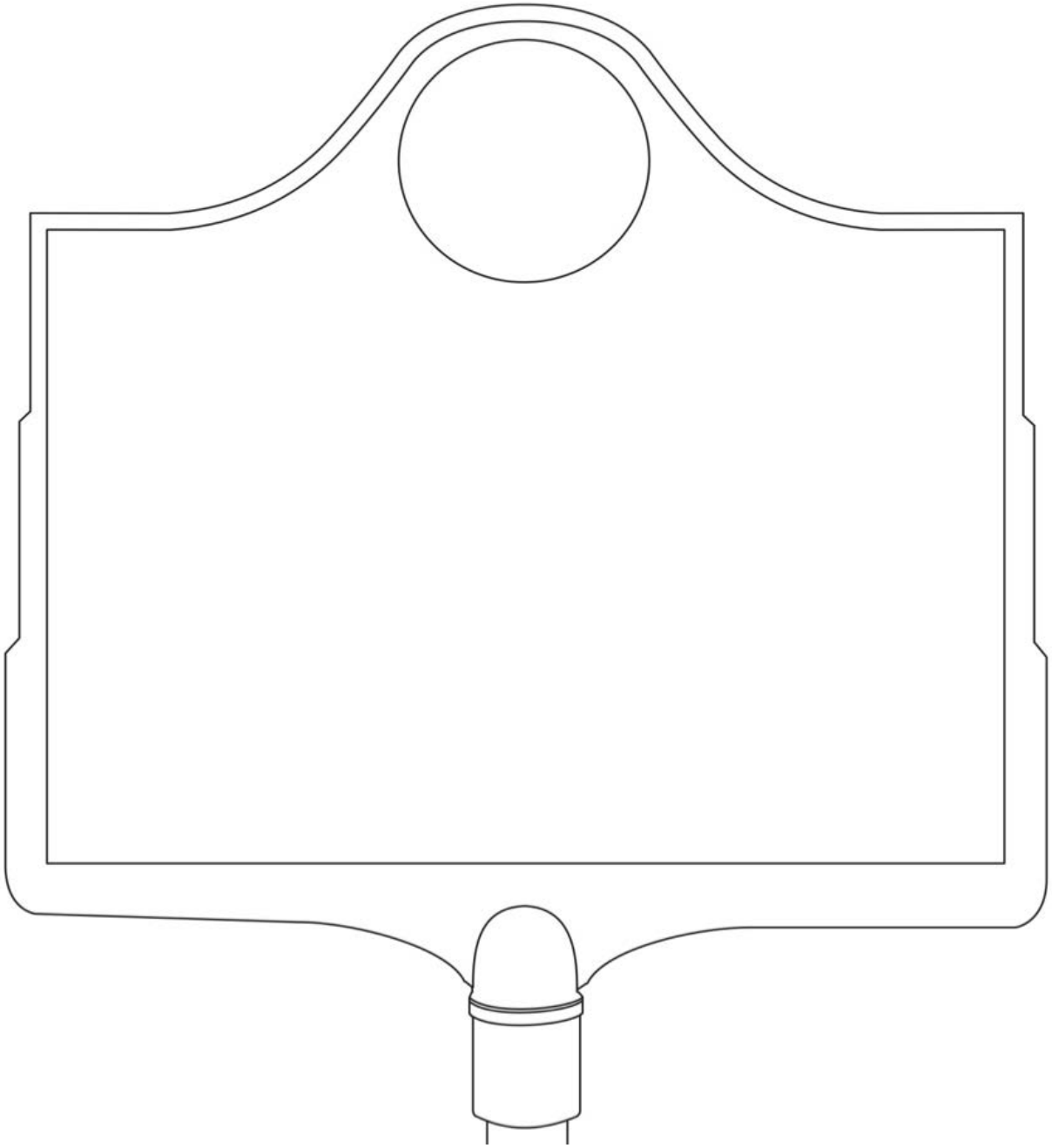
When?

Why?

How?

Focused Field Trip: Grade 12 United States Government

How can we remember ...

Historic Marker

Directions: In the blank space below, create a historical marker to commemorate an event or person related to the Justice for All exhibit. Your marker must include key dates, figures, and events that took place, as well as the aftermath and impact in the greater community. It should be no more than 6 sentences. You may use an image as a visual supplement to your writing.