



<b>Lesson Title</b>	Septima Clark and Civil Rights	<b>Teacher</b>	Morgan O'Grady
<b>Grade Level</b>	11th	<b>Duration of Lesson</b>	Three to four fifty minute class periods
<b>LESSON TOPIC</b>	Septima Clark's first years of teaching, and the impact of Jim Crow Laws.		
<b>SC Standards &amp; Indicators</b>	<p><b>Standard SC.USHC-9:</b> The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.</p> <p><b>Indicator USHC-9.5:</b> Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>		
<b>Academic Vocabulary</b>	Civil rights Jim Crow Laws Primary Source		
<b>Lesson Materials</b>	<p>Letter from Heyward and Ferguson Family Papers 1806-1923 - Page 3  <a href="http://lowcountrydigital.library.cofc.edu/u?/HFF,257">http://lowcountrydigital.library.cofc.edu/u?/HFF,257</a>            Picture of Promise Land School  <a href="http://lowcountrydigital.library.cofc.edu/u?/SCS,104">http://lowcountrydigital.library.cofc.edu/u?/SCS,104</a>  <i>The South Carolina Encyclopedia</i> edited by Walter Edgar</p>		
<b>Lesson Set</b>			
<b>Content Objective(s)</b>	<p>Students will be able to:            Analyze historical texts and mediums.            Discuss Septima Clark's reason for teaching in John's Island.</p>		
<b>Literacy Objective(s)</b>	Students read, summarize, and create a short paragraph discussing a civil rights issue.		
<b>Lesson Importance</b>	To invite and involve students to learn about a local Charleston citizen, Septima Clark, and her fight for civil rights during Jim Crow segregation. Septima Clark was a leader for educating and providing skills for African Americans to make informed decisions in regards to civil rights and citizenship, specifically in the South Carolina Lowcountry, but also throughout the U.S. South.		
<b>Connections to prior and future learning</b>	This lesson will pull on prior learning about slavery, segregation, and Jim Crow laws. This lesson will explore Septima Clark's early years in teaching. The connection to the present and future learning is found in what students will learn about civil rights, and what civil rights mean in the United States today.		

### **Anticipatory Set/ Hook (Engage)**

1. Teacher will begin lesson by opening up the first primary source, the letter from Heyward and Ferguson Family Papers.
2. Teacher will read the following directions out loud to the class.
  - Examine the document displayed in the front of the class.
  - This document is called a primary source. A primary source is a document or text made of written during the time being studied.
  - This primary source is a letter. This letter briefly discusses an important law.
  - Take the next five minutes to read the letter and find what type of law the letter describes.
3. Teacher will then discuss with students their findings from the primary document.

### **Skill Development**

Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

### **Introduce content components**

To introduce the content components the teacher must give some background information on Jim Crow laws, specifically ones in Charleston area.

## "I do"

### Skill from literacy objective

introduce/explain/model

1. Teacher will begin lesson by asking, "What are Jim Crow Laws?" The teacher will allow students to discuss this for a few minutes.
2. Teacher will give background information on Jim Crow Laws. Teacher may use this video to help explain Jim Crow Laws:  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=FBBD7BC4-CD0F-4429-81F2-68E5F23AF5C2> Only watch about half of the video for the relevant information.
  - Jim Crow Laws established the idea of separate but equal.
  - This meant that African American had to have separate public spaces.
  - This includes public schools.
3. Teacher will ask students what the Jim Crow Laws meant for people.
4. Teacher will ask students, "Who is the first person you associate with the Civil Rights movement?"
  - Students will most likely say Martin Luther King, Jr. or Rosa Parks. These are great answers. This will help teacher to transition into Septima Clark's work.
  - It is important to introduce Septima Clark, because the majority of her civil rights work took place in South Carolina.
5. Teacher will introduce Septima Clark.
  - Septima Clark was born on May 3, 1898
  - Her father, Peter Poinsette, was a former slave. Her mother, Victoria Anderson, was part of a free African American middle class. Similar to New Orleans and the Caribbean, Charleston had a three-tiered racial structure, often determined by lighter and darker skin color. Through her parents' backgrounds, Septima connected to both African American class experiences. Through her mother she had access to Avery, a school for lighter-skinned, middle class African Americans in Charleston, but was dedicated on education for all Africans Americans, regardless of skin color.
  - Clark attended Avery Institute, where she graduated from the teacher training program in 1916.
  - She began teaching at Promise Land School in John's Island, under the Licentiate of Instruction.
  - Promise Land School was an overcrowded and underfunded rural school for African Americans,
  - State law, mentioned in the first primary source, prohibited African Americans from teaching in Charleston's public schools, which is why she left her family in Charleston and moved to John's Island.
  - She taught there for three years.
  - This school provided Septima Clark with a stepping stone to her later civil rights work. This work was focuses on the importance of literacy, and the power to vote. She taught in many different age groups.
  - Explain that Septima Clark was working for civil rights, which means equal rights for people of all kinds.
6. Teacher will ask students, "What is the importance of literacy in relation to the Jim Crow Laws?"

## Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

## "We do"

### Activity Description

Include student "explore" components and opportunities for them to explain their learning.

1. Teacher will show picture of Promise Land School.
2. Teacher will ask students, "What is in this picture of?"
  - Teacher will give students a moment to brain storm on a piece of paper.
3. Teacher will revisit the first primary document and say, "Now that you have information on Jim Crow Laws and Septima Clark, what does this picture mean in the context of history?"
4. Allow student to write down some points, and then have a discussion about what they feel the picture means.

<b>Checking for Understanding- "Informal" Assessment</b>	<p>1. Teacher will ask students questions, which they will answer on a piece of paper, to check for informal understanding.</p> <ul style="list-style-type: none"> <li>• Why did Septima Clark teach at Promise Land School?</li> <li>• What aspect of education did Septima Clark believe to be most valuable?</li> <li>• How did the Jim Crow Laws effect the African American community?</li> <li>• What civil rights do we have?</li> </ul>
<b>Closure</b> Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.	
<b>Content Solidified</b>	<p>1. Teacher will begin closing activity by asking a set of guided questions to the class.</p> <ul style="list-style-type: none"> <li>• What is a primary document?</li> <li>• What kind of information can primary documents provide?</li> <li>• What are Jim Crow Laws?</li> <li>• How did these laws effect the African American community?</li> <li>• Who is Septima Clark?</li> <li>• What was her outlook on education?</li> </ul>
<b>Independent Practice</b>	
<b>"You do"</b>	<p>1. Teacher will show the students a current article which talks about a civil rights issue.</p> <ul style="list-style-type: none"> <li>• Teacher will briefly summarize the article.</li> <li>• Teacher will give the reasons there is a civil rights issue.</li> <li>• Relate the article and Septima Clarks experience.</li> </ul> <p>2. Teacher will hand out Article Rubric attached below.</p> <p>3. Teacher will then explain to students that this is their assignment. These will be the directions:</p> <ul style="list-style-type: none"> <li>• Find an article from a newspaper or online news source, such as the New York Times or the BBC.</li> <li>• Read the article.</li> <li>• Write down the important points.</li> <li>• Summarize the article in less than 150 words.</li> <li>• State the reasons why there is a civil rights issue.</li> <li>• Have students relate the article back to the lesson (They should use their notes for this).</li> </ul> <p>4. Put students in small groups to discuss their articles.</p>
<b>Summative/ "Formal" Assessment</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The assessment will be based on the thoroughness of the student's ability to follow Article rubric.</li> </ul>
<b>Differentiation</b>	
<b>During Lesson</b>	<ul style="list-style-type: none"> <li>• Differentiation during the lesson can be found by having students work on finding more information on Septima Clark, and her work to help people become literate. Some sources to be used may be the internet, or <i>The South Carolina Encyclopedia</i> edited by Walter Edgar, or <i>Freedom's Teacher</i> by Katherine Charron.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Option 1 - Teacher will assign a specific Jim Crow Law for student to write a two paragraphs, 5-8 complete sentences, on what the specific law pertains to, and how it effect the African American community.</li> <li>• Option 2- The teacher will have the student write a two paragraphs, 5-8 complete sentences, on the importance of literacy, and how it can impact a persons life.</li> </ul>

Article Rubric	Excellent 10-7	Fair 6-4	Poor 3-0
Student shows how article presents a civil rights issue.			
Article is summarized in less than 150 words			
There are no grammatical or spelling errors.			