



Equal Justice: The Law, Lawyers, and Civil Rights Lesson Plans¹ [High School]



Law Related Education efforts are sponsored by the South Carolina Bar Law Related Education (LRE) Division (www.scbar.org/lre) and is supported by the South Carolina Bar and an IOLTA grant from the South Carolina Bar Foundation. For more information on law related education, contact (803) 252-5139/ lre@scbar.org.

South Carolina
BAR FOUNDATION
Lawyers Sustaining Justice

¹ Lesson plans were created for the South Carolina Bar Law Related Education Division to share with teachers throughout the state. Lesson plans were created by Lynn Dickinson and Rebecca Dickinson August 2011.

Mission Statement:

The Law Related Education Division of the South Carolina Bar seeks to educate elementary, middle, and high school students about the importance of the Civil Rights movement in South Carolina and the United States. The lesson plan packets (elementary, middle and high) provide plans for all ages. Teachers and students learn together through video and projects, which reinforce students' knowledge. It is the goal of the lesson plan packets to meet South Carolina's required education standards.

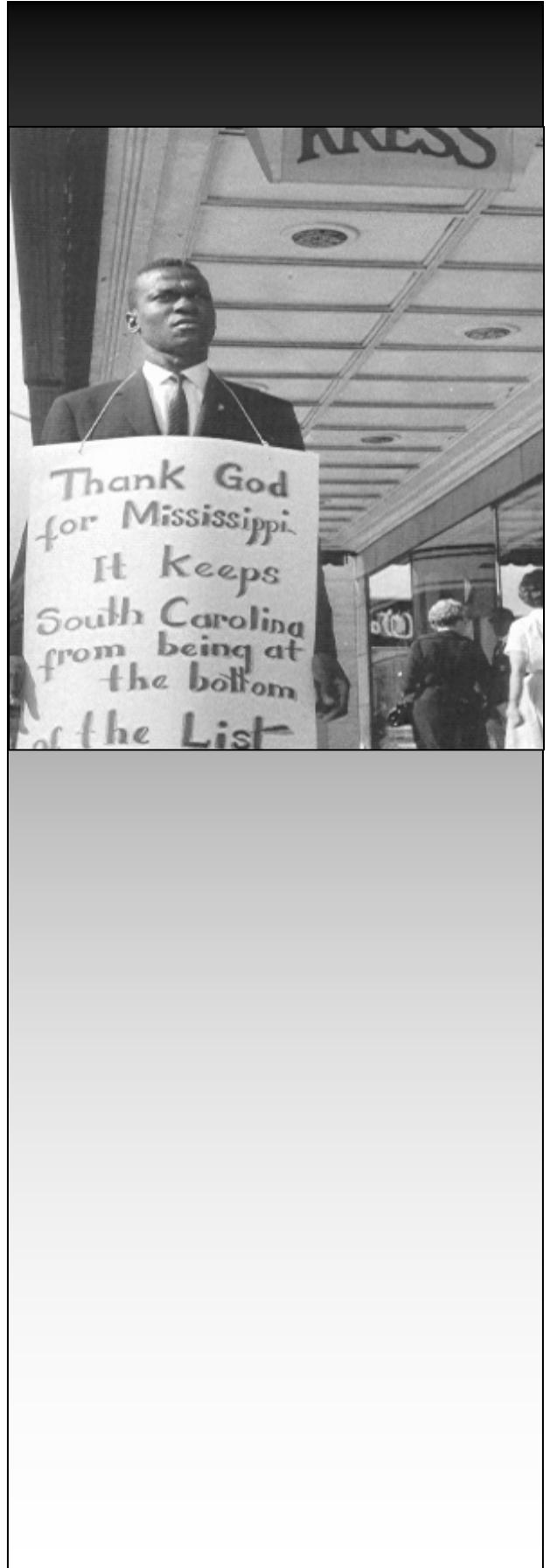
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Lesson Title:	Body Biography Lesson
Grade Level(s):	High School – Grades 9 - 12
Standards Addressed:	USG - 8-7.4 (Factors influencing the Economic Opportunities of African American South Carolinians during the latter twentieth century.)
Duration:	One Class Period (The teacher can adapt the lesson to fit his/her class schedule.)

Standard USG - 8-7.4: Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement.

Purpose: Students will learn about South Carolina lawyers, teachers, and others who fought for social justice and found their passion by choosing to serve others.

Goals:

- (A) Teacher will engage students in the lesson by asking students to name famous Civil Rights leaders and discuss their importance in history.
- (B) Students will learn why it is important to participate in public and community service.

Materials:

- ☐ Poster Board
- ☐ Colored Pencils / Markers
- ☐ Internet Access
- ☐ Library / Media Center
- ☐ ETV – www.knowitall.org/RoadTrip
- ☐ *Equal Justice Resource Guide*
<http://www.scbare.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.scbare.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>

Lesson:

1. Prior to class, draw an outline of a human figure on the board similar to a gingerbread man.
2. Ask students to volunteer and label the gingerbread man with characteristics that represents someone who improves and changes society. This is called a “body biography.” Once the students are finished, discuss the ideals portrayed on the gingerbread man with the class.
3. Show the *Equal Justice: the Law, Lawyers, and Civil Rights* video.
4. When the video is over, divide students into pairs. Give each pair the name of a South Carolina lawyer, judge, or person involved in the history of law and Civil Rights. Students will use the Internet or library to research their person.

High School Lesson Plan Continuation:

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5. Students will then create a “body biography” of their leader. The body biography illustrates the unique characteristics through text and pictures. Each group will draw the shape of a gingerbread or person.

Students might draw a light bulb inside the character’s head to portray he or she was full of ideas. Tell students to consider what was in their person’s head and heart, and what actions he or she performed.

6. When the body biographies are finished, students will share them with the rest of the class explaining the words and images. Afterwards, students will discuss what their body biographies have in common and write those similarities on the board.

Extension Activity:

Students will write a career development plan to guide their own future prospects as world changing activists. From the insights of the body biography assignment, students will write a paper and include the following topics:

- a. Student’s cause.
- b. What the student needs to read.
- c. What character qualities the student needs to develop.
- d. Skills student will need.
- e. What the student can do for his or her cause now.

(A list of South Carolina Civil Rights Activists and Leaders is available in the bonus materials section found in the back of the lesson plan packet. A list may also be found in the *Equal Justice Resource Guide*.)

Lesson Title:	Update of the Civil Rights Act
Grade Level(s):	High School – Grades 9 -11
Standards Addressed:	USG - 5 (Personal and Civil Rights responsibilities and the role of the citizen) USG - 5.1 (Classify rights of U.S. Citizens as Personal, Political or Economic...)
Duration:	1 – 2 Class Periods

Standard USG - 5: The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy.

Standard USG - 5.1: Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

Purpose: Students will discover the true meaning behind the Civil Rights Act and demonstrate how it is applicable in the twenty-first century.

Goals:

- (A) Students will think outside-the-box to recreate the Civil Rights Act in their own words.
- (B) Students will learn from each other what the various portions of the Civil Rights Acts mean.
- (C) Students will identify how the Civil Rights Act changed South Carolina.

Materials:

- ☐ Copies of the Civil Rights Act (one for every two students)
- ☐ *Equal Justice Resource Guide*
<http://www.scbare.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.scbare.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>

Lesson:

1. Teacher will write key events, terms, and names from the *Equal Justice Resource Guide* on the board.
2. When class starts, the teacher will ask students to write at least three of the terms on a sheet of paper. Explain to students that they are to write definitions in their own words as they watch the video.
3. Show the *Equal Justice: the Law, Lawyers, and Civil Rights* video.
4. When the video is finished divide students into pairs. Give each pair a copy of the Civil Rights Act. The student groups must select one portion of the Civil Rights Act, and rewrite it in their own words. Students must be creative in their assessment. Partners may rewrite their portion of the Civil Rights Act as a rap, song composition, story, or other.

Each pair must include at least two key words which they wrote and defined during the video. This will reinforce their knowledge of segregation and the Civil Rights Era.

5. Each group will present their re-creation of their section to the class. Other students are encouraged to ask each group questions about their section of the Civil Rights. Each presenting group will act as a teacher and give a brief summary after they read, sing, or rap their version of why their section of the Civil Rights Act is important.

Lesson Title:	Civil Rights Journalist Project
Grade Level(s):	High School – Grades 9 -12
Standards Addressed:	USG - 5 (Personal and Civil Rights Responsibilities and the role of the citizen) USG - 5.1 (Classify rights of U.S. Citizens as Personal, Political or Economic...)
Duration:	2 – 3 Class Periods (includes research and presentation time) Students are also required to research and work outside of class.

Standard USG - 5: The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy.

Standard USG - 5.1: Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

Purpose: Students will walk in the shoes of those who stood up to segregation, and fought through peace for equality.

Goals:

- (A) Students will be able to name and demonstrate knowledge of events and people important to South Carolina's history of Civil Rights.
- (B) Students will understand how laws were changed in the 1950's and 1960's to offer equal opportunity and leisure pursuit to every United States citizen.
- (C) Students will apply their knowledge and understand how the Civil Rights Era affects them today.

Materials:

- ☐ Internet Access
- ☐ Library / Media Center
- ☐ *Equal Justice Resource Guide*
<http://www.sobar.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.sobar.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>

Lesson:

1. Class will watch the *Equal Justice: The Law, Lawyers, and Civil Rights* video. Ask students to write down events or people they think are important.
2. When the video is over, engage the class in a discussion. Ask them who and what they believe is important and why. Ask students how the events and changes in law are important in the twenty-first century.
3. Teacher will divide students into pairs. Each pair will select a topic from the *Equal Justice Resource Guide*. Topics and names of people are included in the resource guide. The students will pretend they are journalists in the Civil Rights' era. Each group will research the event, and provide the: who, what, where, when and why in their story. They should research on online in the library / media center, and use

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provided Web sites, such as LexisNexis.com. Students can also use microfilm, microfilm, or newspapers that provide historic articles online.

4. The students have the option to present their story in one of three formats:
 - (A) The students will write two 450 to 500 word articles about their subject. For example, one article might cover people's reactions to *Briggs vs. Elliot* and the other might discuss the South Carolina lawyers involved in the case. The articles should be laid on a poster board, as in a newspaper, with pictures of the subject. Both students should write their own 200 to 250 word entry about what they learned.
 - (B) The students will create a blog covering the news of their subject. The participants will act as correspondents and write news content from their research as if it is happening now. Each blog must be at least 250 to 300 words and feature pictures of the subject. Students can also create a short video, which features a re-enactment of the event, and post it on their blog. In the last entry, each student should write a 200 to 250 word essay about what they learned.
 - (C) The students will create a video newscast about their person or event. (If you find students interested in this selection, then a group can have three to four people.) All students should be in the video. Students can also create a correspondent segment in which the group reenacts an event relevant to its subject. The group must present the teacher a script. Everyone in the group must present the teacher a 150 to 250 word entry about what they learned.

Lesson Title:	Civil Rights Interview Project
Grade Level(s):	High School – Grades 10 - 12
Standards Addressed:	USG - 5.5 (Preservation and Improvement of American Democracy...)
Duration:	2 – 3 Class Periods (Plus students’ time outside of class)

Standard USG - 5.5: Summarize character traits that are important to the preservation and improvement of American democracy, including dispositions that encourage citizens to act as independent members of society, that foster respect for individual worth and human dignity, and that engage the citizen in public affairs.

Purpose: Students will learn and step into the memories of a person, or persons, who experienced and lived through the Civil Rights Era in South Carolina.

Goals:

- A) Students will name specific people and events of the Civil Rights movement in South Carolina.
- B) Students will be able to explain why South Carolinian activists and leaders of the Civil Rights are important.
- C) Students will understand and tell why the efforts of Civil Rights’ activists, leaders, and other participants are important to history and their lives.

Materials:

- ☐ Internet Access for Teacher (optional)
- ☐ Video Camera or Tape / Digital Recorder
- ☐ *Equal Justice Resource Guide*
<http://www.scbare.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.scbare.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>

Lesson:

1. Write names of people listed in the *Equal Justice Resource Guide* on the board.
2. When students are seated, turn off the lights in your class. Make sure students are quiet. Read aloud a short article or your own summary of what happened at the Orangeburg Massacre. Be sure to use action words to stir the minds of students if using your own summary. (You can also use the summary below.)

Example: *It is 1968, and one man in Orangeburg refuses to allow African American students to bowl in his alley. He believes he will lose his white customers. College students peacefully protested. Highway patrol officers fire into the crowd. Cries, shouts, and confusion break out among the students. Twenty-seven students are injured and three are killed.*

3. Play a short six minute video on <http://www.orangeburgmassacre1968.com/> in which survivors tell their short story of what happened. If you do not have Internet access, turn on the lights and read aloud a few quotes from survivors of the massacre.

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4. After the video, ask students if they know anything else about the Orangeburg Massacre. Engage them in conversation/ debate about how they think it changed South Carolina history and law. Next, tell them to read the names on the board. Ask students if they recognize the names; and if so, who is the person, and why is he or she important.
5. Show the *Equal Justice: The Law, Lawyers, and Civil Rights* video
6. When the video is finished, assign students the following project.
7. Students will interview a person who is either listed on the board or another individual who they know lived through the Civil Rights Era. Students are to ask how life was during segregation; about their experiences; and what people thought of different changes, such as: Martin Luther King, Jr., new laws, and how people received integration. They are to ask what life became like for the person after integration.

Students can use a video camera, a recorder, or write the interviewees' answers. Each student's chosen individual should have a story. All students will write a two to three page paper, which should be written like a memoir or narrative of his or her person's experience. Tell students to read magazine articles or a good blog of which you are aware recounts educational-related stories.

Students must name at least **two** South Carolinians from the *Equal Justice Resource Guide* in their paper. They can ask their individual how the Civil Rights leaders, which the student chooses, are important and how they helped to change the law.

Each student is required to present a summary of their individual's story whether it is through video, recording, pictures, PowerPoint, a well-prepared speech, or some other media.

Bonus Materials

South Carolina Civil Rights Leaders and Activists

Review Games

Courtroom Puzzle Key Terms & Clues

Resources

Field Trip Options in South Carolina

South Carolina Civil Rights Leaders and Activists

Luther Battiste	African American attorney.
Harold Boulware Sr.	SC lawyer in <i>Briggs vs. Elliot</i> .
Harry Briggs Sr.	Involved in the <i>Briggs vs. Elliot</i> case.
J. Arthur Brown	Helped desegregate schools in Charleston.
Levi G. Byrd	Helped start and expand NAACP in South Carolina.
Septima Poinsette Clark	Fought to obtain equal pay for African American teachers.
James Clyburn	Important African American United States Congressman.
Ruby Pendergrass Cornwell	Charleston Civil Rights and arts leader.
John Bolt Culbertson	White Civil Rights leader from Greenville.
Reverend J.A. DeLaine	Preacher who started <i>Briggs vs. Elliot</i> case.
Victoria Way DeLee	Civil Rights activist.
Marian Wright Elderman	Human rights leader, founder of Children's Defense Fund.
Judge Richard E. Fields	Civil Rights attorney and judge
Chief Justice Ernest Finney	African American Chief Justice on South Carolina Supreme Court.
Sarah Mae Fleming	Ordered to the back of the bus and hit by the bus driver.
Harvey Gantt	First African American student to attend Clemson University.
John Ray Harper	Lead attorney for South Carolina NAACP
Reverend James M. Hinton	Leader of South Carolina NAACP in the 1940's and 1950's.
Charlayne Hunter-Gault	Due West native who was the first African American to attend and desegregate the University of Georgia.
I.S. Leevy Johnson	Columbia Civil Rights attorney.
Martin Luther King, Jr.	Civil Rights Leader who led a peaceful march in Washington, DC.
Thurgood Marshall	He was a <i>Briggs vs. Elliot</i> attorney who became the first African American to serve on the United States Supreme Court.
Governor Robert McNair	South Carolina governor in the 1968 at the time of the Orangeburg Massacre.
Henri Monteith	First of the initial three African American students admitted to USC.
Constance Baker Motley	Female NAACP attorney on Harvey Gantt's case to attend Clemson.
Reverend I. DeQuincey Newman	Famous South Carolina Civil Rights Leader.
Levi Pearson	The parent who started desegregation case.
Judge Matthew Perry	Civil Rights attorney who became a federal court judge.
Donald Sampson	First African American lawyer in Greenville.
Dorothy Sampson	Civil Rights African American attorney.
Modjeska Simkins	Math teacher and Civil Rights leader.
Dr. Albert N. Thompson	Teacher who fought for equal pay for African Americans.
Judge Julius Waites Waring	Judge who favored desegregation.
Irene Sampson Williams	Teacher who fought for Civil Rights.

Review Games

Pass the Gavel

Use a real or pretend gavel. The teacher will ask a question and pass the gavel to a student. If the student answers it correctly, he or she decides who to pass the gavel to next. If a student answers incorrectly, he or she must give it back to the teacher. The teacher then chooses who takes the gavel. Make sure different students have a chance to answer.

Tic-Tac-Toe

Make a tic-tac-toe board on the Smartboard, marker board, poster board, or a transparency. Divide the class into two teams: X and O. Flip a coin to decide which team will go first. The teacher will ask the first team a question related to his or her lesson. One student from the team will mark X or O on the board if they answer the question correct. Next, the teacher repeats the process with the opposing team. The first team to have tic-tac-toe wins the game and earn the point. Students can earn rewards of the teacher's choice.

Wheel of Fortune

Make a wheel of fortune out of cardboard or design a template on the computer. (Party supply shops often have low-priced, lightweight plastic roulette wheels.) The wheel will be divided into ten slots. Each slot will be given a point value beginning with five and ending with fifty. Divide students into teams. Use the board or Smartboard to display the blanks for the person, place, state, or thing.

Example: _ _ _ _ _ (Rosa Parks)

Teams will spin the wheel for points. The teacher can also make a slot on the wheel that says, "loose a turn." The teacher will develop words, names, and phrases based on his or her lesson. Points can be subtracted for buying a vowel. The team with the most points wins.

Key and Answers:

- | | |
|---|---|
| 1. Place: (Kingstree) | 21. Person: Two words (Harvey Gantt) |
| 2. Person: (Rosa Parks) | 22. One word: (architecture) |
| 3. Place: (Orangeburg) | 23. Person: Four words (Martin Luther King Jr.) |
| 4. Phrase: Three words (separate but equal) | 24. One word: (segregation) |
| 5. Phrase: Three words (Jim Crow laws) | 25. One word: (desegregation) |
| 6. Place: Two words (Clarendon County) | 26. Phrase: Two words (sit in) |
| 7. Phrase: Two words (civil rights) | 27. One word: (judge) |
| 8. Person: Two words (Ernest Finney) | 28. Person: Two words (Fritz Hollings) |
| 9. Word: (school) | 29. One word: (change) |
| 10. Word: (law) | 30. Place: Three words (Scott's Branch School) |
| 11. Person: Two words (Levi Pearson) | 31. Person: Two words (social change) |
| 12. Person: Two words (Harold Boulware) | 32. Place: One word (Summerton) |
| 13. Phrase: Three words (Briggs vs. Elliot) | 33. One word: (protest) |
| 14. Abbreviation: (NAACP) | 34. Person: Two words (J.A. DeLaine) |
| 15. Two Words: (Chief Justice) | 35. Person: Two words (Thurgood Marshall) |
| 16. Two Words: (Supreme Court) | 36. Person: Three words (Harry Briggs Jr.) |
| 17. Person: Two words (Richard Fields) | 37. One word: (attitude) |
| 18. One Word: (picket) | 38. Place: One word (Charleston) |
| 19. Person: Two words (Matthew Perry) | 39. Person: Three words (J. Waites Waring) |
| 20. Place: Two words (Clemson University) | |

Courtroom Puzzle Key Terms & Clues

The teacher may create a crossword puzzle or a word search puzzle with the terms and clues below. For a word search puzzle, write the clues as questions, or as the answer to a word. The student must answer the question correctly and then find it in the word search puzzle. It makes it more of a challenge.

For Example: S B L M L M K B I
 R R B L U V P B A
 E B L J U D G E Y

Who is the head of the courtroom? (The student will then review terms from a Civil Rights and law lesson. The answer to this one is JUDGE on the bottom row.)

<i>Courtroom Puzzle Key Terms and Clues</i>	
Puzzle Key #1:	Puzzle Key #2:
1. The head of the courtroom – Judge 2. Lawyer who represents the state – prosecutor 3. The person who sues – plaintiff 4. The person who keeps order in the court – bailiff 5. Another word for attorney – lawyer 6. The name for the group of twelve people that determines the verdict – jury 7. The person who keeps a record of the trial – court reporter 8. The person who testifies in court – witness 9. The person responsible for all documents and physical evidence – clerk	1. Laws that promoted segregation – Jim Crow 2. Civil Rights organization – NAACP 3. Harvey Gantt’s major – architecture 4. The state in which <i>Brown vs. Board of Education</i> started – Kansas 5. The judge who represented Harvey Gantt early in his career – Matthew Perry 6. First African American student at Clemson University – Harvey Gantt 7. The famous female Civil Rights leader who refused to sit at the back of the bus – Rosa Parks 8. The county in which <i>Briggs vs. Elliot</i> started – Clarendon 9. The preacher involved in <i>Briggs vs. Elliot</i> – DeLaine 10. The town where police shot at students outside a bowling alley – Orangeburg 11. The name of Harvey Briggs, Jr.’s school –Scott’s Branch 12. The first South Carolina African American state chief judge – Ernest Finney

Resources

1. Clemson Office of Institutional Research
2. University of South Carolina Digital Collections - <http://library.sc.edu/digital/index.php>
(It includes some primary and secondary resources, as well as pictures. For example, Ophelia DeLaine's September 3, 1955, essay recording three incidents of people harassing her family at their home is there.)
3. *Matthew J. Perry: The Man, His Times, and His Legacy* by William Lewis Burke and Belinda Gergel
4. *Toward the Meeting of the Waters: Currents in the Civil Rights Movement of South Carolina During the Twentieth Century*, www.sc.edu/press/books
5. Short video featuring Orangeburg Massacre survivors: <http://www.orangeburgmassacre1968.com/>
6. Study SC: <http://studysc.org/elementary/civil-rights>
7. Eisiminger, Skip, editor, *Integration with Dignity*. Clemson University Digital Press, Clemson, SC, 2003.
8. Bass, Jack, and W. Scott Poole, *The Palmetto State: The Making of Modern South Carolina*, USC Press, Columbia, SC, 2009.
9. www.stamps.org/kids/images/thurgood
10. ETV knowitall.org, Road Trip
11. *Sarah Mae Flemming, Appellant, v. South Carolina Electric and Gas Company*, a Corporation, Appellee., 239 F.2d 277 (4th Cir. 1956)

Field Trip Options in South Carolina

Allen University – Columbia

All-Star Bowling Lanes – Orangeburg

Benedict College – Columbia

Brainerd Institute and Kumler Hall – Chester

Butler School – Darlington

Carven Theatre – Columbia

Catawba Indian School – York

Claflin University – Orangeburg

Emmett Scott School – Rock Hill

Faith Cabin Library – Anderson

Friendship Junior College – Rock Hill

Howard Junior High School – Newberry

Kress Building – Columbia

Liberty Hill AME Church – Summerton

Mather Academy – Kershaw

McCrary's 5 & 10 – (site of a sit in) – Rock Hill

Mt. Carmel AME Church and Campground – Lancaster

Mt. Pisgah AME Church – Sumter

Oconee Training School – Seneca

Schofield School – Aiken

Summerton High School – Clarendon

Voorhees College – Bamberg

Working Benevolent Temple – Greenville