

Equal Justice: The Law, Lawyers, and Civil Rights

Lesson Plans¹

[Middle 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/ <a href="linearing-linea



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.

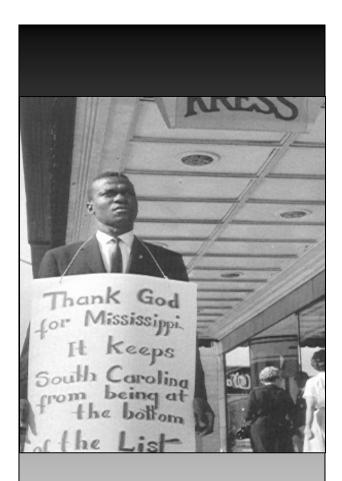
Contents:

Middle School Lesson Plans:

Matthew Perry Advocate for Justice Civil Rights through the Senses Civil Rights through the Senses (non-Smartboard) Equal Justice Body Biography Lesson

Bonus Material:

South Carolina Civil Rights Leaders and Activists Review Games Crossword Puzzle Key Civil Rights Terms & Clues Resources Possible Field Trips



This photograph is courtesy of

This photograph is courtesy of http://crmvet.org/images/imgcoll.htm by Cecil J. Williams. A student in Orangeburg protests the Kress 5 & 10 stores refusal to serve African Americans.

Lesson Title:	Matthew Perry Advocate for Justice	
Grade Level(s):	Middle School – Grades 7 - 8	
Standards Addressed:	USG - 8-7.4 (Factors influencing the Economic Opportunities of African American South Carolinians during the latter twentieth century.)	
Duration:	The activity will take two to three class periods or time set aside for the project.	

Purpose: Judge Matthew Perry was known as a *man of integrity*, who used the United States and state legal system to fight discrimination. First he watched trials from the courtroom balcony—where African Americans were forced to sit during segregation. He worked hard and became a United States federal court judge. Students will learn what happens in a legal setting by studying action in a courtroom.

Goals:

- (A) Students will describe the roles and responsibilities of people present in a courtroom.
- (B) Students will describe what happens in a courtroom situation.

Materials:

Crayons / Markers
White Paper
Equal Justice Resource Guide
http://www.scbar.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899
Equal Justice: The Law, Lawyers, and Civil Rights Video Web Link
http://www.scbar.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx

Lesson:

- 1. Ask students to write a journal entry about an argument they had with a friend or family member. They are to write what the disagreement entailed. How did they resolve the problem? If students are comfortable, ask some to share their journal response with the class.
- 2. Show the *Equal Justice: The Law, Lawyers, and Civil Rights* video.
- 3. Tell students about Judge Perry. Summarize his work as a lawyer, judge, and how he became the first African American federal court judge from South Carolina.
- 4. Brainstorm a list of courtroom terms with the class on the board. Give students time to come up with words. Make sure to include: judge, jury, prosecutor, plaintiff, defendant, lawyer, bailiff, court reporter, clerk, and witness. Once all terms are on the board, create a classroom glossary. The teacher and students will define the courtroom terms while different volunteers write the responses next to the term in discussion.
- 5. Students will complete a courtroom crossword puzzle using the classroom glossary. Review answers with class.

Matthew Perry Advocate for Justice

- 6. Divide students into teams of two or three. Ask students to write at least five questions they have about the legal system. Make sure the questions are accurate and appropriate before sending.
- 7. Each group will compose a formal letter to a judge or attorney. Groups are to include their questions in the letter. Upon receipt, students will then share their judge or attorney's response to their letter. Students should also write thank you notes to lawyers or judges.

Extension Activity: (Optional)

After the students have learned about the court system, they will participate in a pretend mock trial. There are copies of fairytale mock trial scripts online at http://www.scbar.org/LawRelatedEducation/AllPrograms/ElementaryMockTrial.aspx

Examples of these include: The Three Little Pigs, Goldilocks and the Three Bears, Snow White and the Seven Dwarfs, Hansel and Gretel, Little Red Riding Hood, and Jack and the Beanstalk. Students should identify the legal problem and then prepare a mock trial. It may be scripted or improvised. A local attorney may serve as the judge. There are accompanying puppets for each of the cases listed on the SC Bar Law Related Education's Web site.

Lesson Title:	Civil Rights through the Senses	(Smartboard Version)
Grade Level(s):	Middle School – Grades 6 - 8	
Standards Addressed:	USG - 8-7.4 (Factors influencing the Economic Opportunities of African American South Carolinians during the latter twentieth century)	
Duration: 3 – 4 class periods. One period should be set aside for the library or medi		library or media center.

Purpose: Students will learn how social injustice changed the law, and the ways in which it transformed Civil Rights in South Carolina and the United States.

Goals:

- (A) Students' minds and imaginations will walk in the shoes of people involved in South Carolina's segregation experiences through a PowerPoint presentation by the teacher, which engages their senses.
- (B) Students' knowledge will exhibit how Civil Rights is important and what happened in South Carolina through their own research.
- (C) Knowledge of students is reinforced when they write and perform their play about an event or person in South Carolina's Civil Rights era.

ate	ateri	aterial	aterials

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

Lesson:

The teacher will put together a PowerPoint presentation in correspondence with the Orangeburg
Massacre; Martin Luther King, Jr.'s speech in Kingstree, SC; Harvey Gantt, and Brown vs. Board of
Education, (specifically Briggs vs. Elliot portion); and the Equal Justice: The Law, Lawyers, and Civil Rights
video.

If you have trouble with PowerPoint, ask a media specialist at the school library or media center for help.

On the first slide, put a powerful quote about one of the above subjects. Ask the students to read the quote. Consider the quote in silence, and when the class is quiet, switch to Slide Two.

- 2. Slide Two will feature a movie slide show with pictures from all of the prior mentioned events, particularly pictures that evoke emotion. An appropriate song in conjunction with the slide show will play. You can choose a song from the Civil Rights movement or one you know that goes along with the slideshow.
- 3. On Slide Three, instruct students to rank what they think is most important to a school: diversity of students, transportation to and from school, quality books, and eating spaces.
- 4. Show the Equal Justice: the Law, Lawyers, and Civil Rights video. Allow twenty minutes for the video.
- 5. Ask students to partner with one or two classmates. They are to pick an event or person from the video.
- 6. In the next class session, teams will take their subjects and research them online or in the school library / media center. They need at least two other resources in addition to the video. Students will write a short play about their event or person. The script will feature key words as written in the *Equal Justice Resource Guide*.
- 7. After students have finished their scripts, groups will perform their plays, and turn in their typed manuscript.

Civil Rights through the Senses	(Non-Smartboard Version)
Middle School – Grades 6 - 8	
Standards Addressed: USG - 8-7.4 (Factors influencing the Economic Opportunities of African American South Carolinians during the latter twentieth century) Duration: 3 - 4 class periods. One period should be set aside for the library or media center.	

Purpose: Students will learn how social injustice changed the law, and the ways in which it transformed Civil Rights in South Carolina and the United States.

Goals:

- (A) Students' minds and imaginations will walk in the shoes of people involved in South Carolina's segregation experiences through a PowerPoint presentation by the teacher, which engages their senses.
- (B) Students' knowledge will exhibit how Civil Rights is important and what happened in South Carolina through their own research.
- (C) Knowledge of students is reinforced when they write and perform their play about an event or person in South Carolina's Civil Rights era.

Materials:

Library / Media Center
Photographs of: The Orangeburg Massacre, Harvey Gantt, and/or children in Briggs vs. Elliott
(Many of the pictures are available online via search engine, or they can be found in a nearby library.)
Compact Disc Player or Teacher Computer
Equal Justice: The Law, Lawyers, and Civil Rights Video Web Link
http://www.scbar.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx

Lesson:

1. Prior to class, turn desks in one half of the classroom away from the board and other desks. Write the words: **segregation, social change, separate but equal** or terms of the teachers' choice from the *Equal Justice Resource Guide* on the board.

Turn on an emotionally charged song or instrumental piece before students enter room. Randomly select students to sit on one side of the room. The remaining students will sit in desks facing the teacher. Make sure the students sit this way for at least two minutes.

Teacher will pass out photographs to students who face him or her, or the teacher will present photos in a slideshow. The photos should display key issues: *Briggs vs. Elliot*, Orangeburg Massacre, unfair busing, sit-ins, or Harvey Gantt.

(continued on next page)

Civil Rights through the Senses (Non-Smartboard Version)



Photo Example:

(Students in Summerton, SC forced to walk from school. Courtesy of http://usslave.blogspot.com/2011/06/brilliant-article-from-2004-edition-of.html.)

- 2. While the students on one side of the room look at pictures, read aloud a quote to students facing away from their classmates and teacher. The quote can come from the video or one the teacher finds in relation to the prior mentioned events. Then ask those students to turn their desks.
- 3. Teacher will ask all students what they think the words on the board mean. Students will answer by raising their hands.
- 4. You will ask them to rank what they think is most important to a school: busing, diversity of students, lunch, good building, lighting, or whatever words you choose. Then ask them to imagine how they would feel if they had to walk five to ten miles to a one to two room school house. Allow one to two minutes for the students to share their thoughts with the class.
- 5. Show the Equal Justice: the Law, Lawyers, and Civil Rights video.
- 6. Ask students to partner with one or two classmates. They are to pick an event or person from the video.
- 7. In the next class session, teams will take their subjects and research them online or in the school library / media center. They need at least two other resources in addition to the video. Students will write a short play about the event. The script will feature key words as written in the *Equal Justice Resource Guide*.
- 8. After students have finished their scripts, groups will perform their plays and turn in their typed manuscript.

Lesson Title:	Equal Justice
Grade Level(s):	Middle School – Grades 7 - 8
Standards Addressed:	USG - 8-7.4 (Factors influencing the economic opportunities of African American South Carolinians during the latter twentieth century.)
Duration:	60 – 90 minutes. (The teacher can adapt the lesson to fit his/her class schedule.)

<u>Purpose</u>: Students will learn about segregation, the *common good*, *Briggs vs. Elliot*, and how South Carolina activists used the legal system to make life better for everyone.

Goals:

- (A) Students will define and use terms, including: the *common good*, Jim Crow, NAACP, sit-in, picket, segregation, citizens' committees, desegregation, and *Briggs vs. Elliot*.
- (B) Students will learn about the following Civil Rights leaders: Harold Boulware, Thurgood Marshall, Judge J. Wates Waring, Reverand J. A. Delaine, Judge Richard Fields, Judge Matthew Perry, Chief Justice Ernest Finney, and Harvey Gantt. Students will understand their significance in state and United States history.
- (C) The teacher will engage students in conversation prior to presenting the video to test what they already know about Civil Rights.

Materials:

Smartboard / Front Board
Crossword Puzzle
Equal Justice: The Law, Lawyers, and Civil Rights Video Web Link
http://www.scbar.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx

<u>Lesson</u>:

- 1. Brainstorm with students and ask them what they know about Civil Rights. Ask what they know about Civil Rights in South Carolina. Write responses on your Smartboard or front board.
- 2. Show the *Equal Justice: the Law, Lawyers, and Civil Rights* video.
- 3. When the video is over, students will randomly be divided into three groups. The teacher will serve as an emcee and play one of the following games: *Jeopardy* or *Wheel of Fortune*.
- 4. <u>Extension Activity:</u> A crossword puzzle. (Terms and clues for a crossword puzzle are available in the bonus materials at the end of the lesson plan packet.)

Lesson Title:	Body Biography Lesson
Grade Level(s):	Middle School – Grades 7 - 8
Standards Addressed:	USG - 8-7.4 (Factors influencing the Economic Opportunities of African American South Carolinians during the latter twentieth century)
Duration:	90 minutes or approximately two class periods (The teacher can adapt the lesson to fit his/her class schedule.)

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.

	-	•	
NΛ	2†¢	eria	ıc.
1 Y I	acc	, i ia	13.

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

(continued on next page)

Body Biography Lesson

- 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.
- 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.*)

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

African American attorney.
SC lawyer in <i>Briggs vs. Elliot</i> .
Involved in the <i>Briggs vs. Elliot</i> case.
Helped desegregate schools in Charleston.
Helped start and expand NAACP in South Carolina.
Fought to obtain equal pay for African American teachers.
Important African American United States Congressman.
Charleston Civil Rights and arts leader.
White Civil Rights leader from Greenville.
Preacher who started <i>Briggs vs. Elliot</i> case.
Civil Rights activist.
Human rights leader, founder of Children's Defense Fund.
Civil Rights attorney and judge
African American Chief Justice on South Carolina Supreme Court.
Ordered to the back of the bus and hit by the bus driver.
First African American student to attend Clemson University.
Lead attorney for South Carolina NAACP
Leader of South Carolina NAACP in the 1940's and 1950's.
Due West native who was the first African American to attend and
desegregate the University of Georgia.
Columbia Civil Rights attorney.
Civil Rights Leader who led a peaceful march in Washington, DC.
He was a <i>Briggs vs. Elliot</i> attorney who became the first African American to serve on the United States Supreme Court.
South Carolina governor in the 1968 at the time of the Orangeburg
Massacre.
First of the initial three African American students admitted to USC.
Female NAACP attorney on Harvey Gantt's case to attend Clemson.
Famous South Carolina Civil Rights Leader.
The parent who started desegregation case.
Civil Rights attorney who became a federal court judge.
First African American lawyer in Greenville.
Civil Rights African American attorney.
Math teacher and Civil Rights leader.
Teacher who fought for equal pay for African Americans.
Judge who favored desegregation.
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)
- 2. Person: (Rosa Parks)
- 3. Place: (Orangeburg)
- 4. Phrase: Three words (separate but equal)
- 5. Phrase: Three words (Jim Crow laws)
- 6. Place: Two words (Clarendon County)
- 7. Phrase: Two words (civil rights)
- 8. Person: Two words (Ernest Finney)
- 9. Word: (school)
- 10. Word: (law)
- 11. Person: Two words (Levi Pearson)
- 12. Person: Two words (Harold Boulware)
- 13. Phrase: Three words (Briggs vs. Elliot)
- 14. Abbreviation: (NAACP)
- 15. Two Words: (Chief Justice)
- 16. Two Words: (Supreme Court)
- 17. Person: Two words (Richard Fields)
- 18. One Word: (picket)
- 19. Person: Two words (Matthew Perry)
- 20. Place: Two words (Clemson University)

- 21. Person: Two words (Harvey Gantt)
- 22. One word: (architecture)
- 23. Person: Four words (Martin Luther King Jr.)
- 24. One word: (segregation)
- 25. One word: (desegregation)
- 26. Phrase: Two words (sit in)
- 27. One word: (judge)
- 28. Person: Two words (Fritz Hollings)
- 29. One word: (change)
- 30. Place: Three words (Scott's Branch School)
- 31. Person: Two words (social change)
- 32. Place: One word (Summerton)
- 33. One word: (protest)
- 34. Person: Two words (J.A. DeLaine)
- 35. Person: Two words (Thurgood Marshall)
- 36. Person: Three words (Harry Briggs Jr.)
- 37. One word: (attitude)
- 38. Place: One word (Charleston)
- 39. Person: Three words (J. Waites Waring)

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: SBLMLMKBI

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.)

Courtroom Puzzle Key Terms and Clues	
Puzzle Key #1:	Puzzle Key #2:
1. The head of the courtroom – Judge	Laws that promoted segregation – Jim Crow
2. Lawyer who represents the state – prosecutor	2. Civil Rights organization – NAACP
3. The person who sues – plaintiff	3. Harvey Gantt's major – architecture
4. The person who keeps order in the court – bailiff	4. The state in which <i>Brown vs. Board of Education</i> started – Kansas
5. Another word for attorney – lawyer6. The name for the group of twelve people that determines the verdict – jury	5. The judge who represented Harvey Gantt early in his career – Matthew Perry
7. The person who keeps a record of the trial – court reporter	6. First African American student at Clemson University – Harvey Gantt
8. The person who testifies in court – witness	7. The famous female Civil Rights leader who refused to sit at the back of the bus – Rosa Parks
9. The person responsible for all documents and physical evidence – clerk	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
- 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

McCrory'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