

## **The Strawberry School and African-American Education in the Early and Mid-twentieth Century**

### **Background**

The purpose of this lesson is to teach students about African-American education during the early and mid-twentieth century as reflected in the Strawberry School on Hobcaw Barony. Students will also compare and contrast their own school experiences with those of African-American children going to segregated schools during the early to mid-twentieth century.

### **Standards**

**Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.**

**3-5.5** – Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.

**Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.**

**5-3.2** – Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson*.

**Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.**

**8-7.2** – Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*, civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; specific efforts to integrate, beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

### **Classroom Activities**

Grades 3, 5, 8

Instructions for students:

Look at the virtual tour of Strawberry School on Between the Waters:

<http://betweenthewaters.gomadmonkey.com/strawberry-schoolhouse/>

Compare your classroom to what you viewed in the virtual tour. How is your classroom different? Make a comparative chart, comparing specific artifacts from the Strawberry

School to artifacts you have in your own classroom. Does comfort play a part in your classroom? What do you see lacking in the Strawberry School classroom that you take for granted or expect in your own classroom?

Look at the school notebook from the Strawberry School. What subjects do they appear to be learning? What subjects are not seen in their notebook? Do you think students in this school were given a good education for the time period this school was open?

We know this was a segregated school. Use the resources provided to find pictures of white segregated schools in South Carolina during the early twentieth century? What do you notice? How are the schools different? Do you think the education at the Strawberry School was comparable to the education that white students were getting? From what you've observed in the pictures, how was their schooling different?

Robert McClary attended Strawberry School as a young boy. Watch the video of Mr. McClary's daughters reflecting on his education in a one-room schoolhouse. (Click on the hotspot next to the school bell). Describe how the daughters feel. Would you feel the same way?

### **Reflecting On What You've Learned**

Think more deeply. What is education? What do you think education can do for you? How can schools today provide you with a good education?

Now apply this to what you've learned about segregated schools. Why do you think education was so important to African Americans during the early twentieth century? What did they hope education would do for them?

### **Projects**

Create a timeline of African-American education in South Carolina or the U.S. *The Brown v. Board of Education of Topeka Kansas* case which finally overturned segregation began in South Carolina with the case known as *Briggs v. Elliott*.

Write a letter to the future, using the site "Future Me", explaining the segregation policies of the past, how race-related issues are still prominent in the twenty first century, and how you/your group envisions how life and race relations will be different in the future.

Research a prominent African American in South Carolina history and describe how education (or being denied one) shaped his or her life and career. This should be done in a slide presentation. Examples include Matthew J. Perry, Harvey Gantt, Ernest A. Finney, Jr., Modjeska Simkins, Henri Monteith, Harry S. Briggs, Sr. and Eliza Briggs, but there are many more possibilities.

Record an oral history. Students or the teacher may know someone who attended a segregated school. Interview the person to find out what it was like to attend one.

Prepare a list of questions and schedule an appointment for the interview to be done in class or on your own. Use a video/audio device to capture the interview.

### **Resources**

[https://www.google.com/search?q=comparison+of+segregated+black+and+white+schools&biw=1131&bih=795&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjEmN6a\\_77PAhWB6SYKHRI4DVYQsAQIKw](https://www.google.com/search?q=comparison+of+segregated+black+and+white+schools&biw=1131&bih=795&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjEmN6a_77PAhWB6SYKHRI4DVYQsAQIKw)

[www.emaze.com](http://www.emaze.com)

[www.audioboom.com](http://www.audioboom.com)

[www.zooburst.com](http://www.zooburst.com)

[www.futureme.org](http://www.futureme.org)

[www.haikudeck.com](http://www.haikudeck.com)

[www.narrable.com](http://www.narrable.com)

[www.soundcloud.com](http://www.soundcloud.com)

[www.widbook.com](http://www.widbook.com)

[www.storybird.com](http://www.storybird.com)

<http://knowitall.org/content/septima-clark-sc-hall-fame>

<http://knowitall.org/content/septima-pointsette-clark-1898-1987>

<http://knowitall.org/content/harvey-gantt-road-trip>

<http://knowitall.org/content/dr-gloria-blackwell-road-trip>

<http://knowitall.org/content/matthew-j-perry-jr-1921-2011-road-trip>  
<http://knowitall.org/content/judge-matthew-perry-jr-road-trip>

<http://knowitall.org/content/matthew-perry-sc-hall-fame>

<http://knowitall.org/content/sc-chief-justice-ernest-finney-sc-hall-fame>

<http://knowitall.org/content/modjeska-simkins-idella-bodie-sc-women-full-version>

<http://knowitall.org/content/modjeska-simkins-1899-1992-road-trip>  
<http://knowitall.org/content/modjeska-simkins-education-road-trip>

<http://knowitall.org/content/modjeska-simkins-education-road-trip>

## Assessment

	Beginner 1	Novice 2	Intermediate 3	Expert 4
<b>Topic/Content</b>	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.
<b>Technical Requirements</b>	Includes few graphics from outside sources, and advanced features.	Includes fewer than 3 graphics from outside sources, and few advanced features.	Includes at least 3 graphics from outside sources, and advanced features.	Includes at least 5 or more graphics from outside sources and several advanced features.
<b>Mechanics</b>	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.
<b>Cooperative Group Work (Teacher grades this)</b>	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.
<b>Oral Presentation Skills</b>	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.
<b>Scale: 18-20=Expert, 15-17=Intermediate, 10-14=Novice, 6-9=Beginner</b>				