

Minnie Kennedy and the Civil Rights Movement

This lesson can be a component of a year-long project based lesson on civil rights or one part of a single, shorter PBL focusing only the civil rights era after World War II. This particular extension deals specifically with the 8th grade standards that are noted. The other standards included in the PBL are intended to be used should the teacher choose to look at civil rights progressively throughout the school year. Although a Word Analysis Sheet has been included with this text, there is also a separate resource sheet that helps in understanding terms specific to the Civil Rights Movement.

Standard 8-5: The student will understand the impact of Reconstruction, industrialization and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

8-5.7 - Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.

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; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

Background

Using background sources and a narrative about Minnie Kennedy's life, students will learn about the Civil Rights Movement and racial inequality. Students should examine their own experiences and draw modern parallels, discussing ways in which to improve equality.

Objective

The activities are aligned to the standards in English Language Arts, with a focus on core reading and writing skills.

Students will:

1. Explore Minnie Kennedy's story in relation to the Civil Rights Movement
2. Discover how racism and segregation affected people of different backgrounds
3. Analyze a text and determine how details support the main ideas
4. Use self-generated word lists to accurately summarize information

Background Sources

National Humanities Center: The Civil Rights Movement: 1919 - 1960

<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm.htm>

History Channel: Civil Rights Movement

<http://www.history.com/topics/black-history/civil-rights-movement>

Minnie Kennedy's Rebellion Against Racial Oppression - Between the Waters Blog

<https://makinghistorybtw.com/2016/03/17/minnie-kennedys-rebellion-against-racial-oppression/>

Biography: *Minnie of Hobcaw* by Harry Roegner

Journal article or clip of a news report of a march/riot in the 1960s.

Journal article or clip of news report of a Black Lives Matter march/riot today.

Background Activities

1. Have students read *Minnie of Hobcaw* (full text or excerpts) independently, or in class.
2. Share background information on the Civil Rights Movement
OR: Set up learning stations and divide students into groups: Have rotating groups working on the computer, reading printed background information, holding smaller group discussions, etc.
3. As a class, discuss the Civil Rights Movement and the disadvantages African Americans faced (i.e. segregation, unequal education, limited career opportunities, discrimination, violence, etc.). Draw parallels to Minnie Kennedy's experience. Write on the board any ideas and facts students bring to the discussion.
4. Discuss what methods people used to draw attention to and combat racial inequality, what organizations developed. Write on the board any ideas and facts students bring to the discussion.
5. Discuss student's ideas in greater depth.
Questions for thought: why is racial equality important? Why did segregation/discrimination exist?

Lesson Extension (High School)

6. Can you draw any modern parallels from the discussion?
7. Hand out journal articles from the Civil Rights Movement and modern Black Lives Matter Movement. Compare and contrast the articles.

8. Discuss objectivity and bias: How can media influence the public's viewpoint? Discuss how this may affect the historical memory of the Civil Rights Movement and modern Black Lives Matter movement.

Vocabulary to look for/ use

NAACP, Unconstitutional, Segregation, Desegregation, Separate but equal, *Brown v. Board of Education*, Civil Rights Movement, 14th Amendment, integration, Jim Crow laws, racism, discrimination, disenfranchisement, civil disobedience, barricade, boycott

Additional Resources

Smithsonian's History Explorer: Civil Rights Movement

<https://historyexplorer.si.edu/major-themes/theme/civil-rights-movement>

Facing History: How You Can Help Students See Other Viewpoints

http://facingtoday.facinghistory.org/how-you-can-help-students-see-other-viewpoints?utm_campaign=Content%20Distribution%20-%20General&utm_content=36278577&utm_medium=social&utm_source=twitter

Your Words Speak For Themselves - A PBL About Culture, Rights, And Bias As They Affect Public Policy Throughout History And Today

Background

With the exception of America's indigenous population of Native Americans, the United States of America was populated by immigrants from different parts of the world. Each immigrant group became assimilated as newer generations were born in the United States, and these new generations claimed America as their home. Activities and beliefs people have consistently practiced over time, *their culture*, often reflect old traditions practiced in other places, and new traditions learned over time. This means that in America there are many pockets of long-established traditions that are different from place to place. Cultural beliefs and practices can be different from state to state, town to town, and even family to family.

Problem/Challenge

In what ways are laws and/or policies affected by the culture of a place and the cultural beliefs of people?

Note to teacher:

This PBL is intended to be a year-long project. However, to help students “connect the dots” and show the interconnectivity of one time period to another, the PBL is broken down into small pieces that are segmented to correspond with seven chronologies that follow South Carolina History Standards. Each small piece will lead to a larger, more comprehensive year-end project that requires students to reflect on past events, examine current events, and analyze their similarities and differences as they relate to the challenge question. Such a year-long initiative requires some teaching of skills to ensure an understanding of terms and concepts. Step 1 of the PBL is the cornerstone of the project and should be completed at the beginning of the school year to give students a foundation from which to complete the other steps. Steps 2-4 will be done progressively as the class covers each of the seven chronologies, and will be an independent requirement for each student.

It should also be noted that before starting Step 2 the teacher should model how to create and analyze a Word Cloud. This can be done by using a short segment of video from a local newscast. Students should all have copies of the Word Cloud Form, and either during whole class instruction, or within small collaborative groups, use the guided form to help discern and clarify what they believe the Word Cloud is projecting. It is important that students understand that no two analyses will be the same. The goal is to reflect on the words to try to see what the words are telling them about an event or about society during a specific time in history. They will also take a “first shot” at answering the challenge question based on their analysis of the Word Cloud.

1. Settlement
2. The American Revolution
3. The New Nation
4. The Civil War
5. Reconstruction, Industrialization, and Progressivism in the early 20th Century
6. Late 20th and Early 21st Centuries

Step 1 – Create a foundation of knowledge to help students understand how culture, rights, and bias are connected.

1. What is the difference between culture and a belief?
2. What are liberties?
3. What are freedoms?
4. How do liberties differ from freedoms?
5. What are human rights?

6. What are civil rights?
7. What are individual rights?
8. What common traits do human rights, civil rights and individual rights share?
9. What is bias?
10. What does it mean if something is subjective?
11. What does it mean if something is objective?
12. List some reasons people might think, write or believe subjectively about a group of people, or an event.
13. List some reasons people might think, write, or believe objectively about a group of people, or an event.
14. Classify subjective reporting or writing as either “reader/listener friendly” or “writer/speaker friendly”. Explain your classification.
15. Classify objective reporting or writing as either “reader/listener friendly” or “writer/speaker friendly”. Explain your classification.

Step 2– Repeat the activity for each significant period in history to gain an understanding of how culture and laws and/or institutional policies have clashed in the past. Pick ONE area of focus.

- Historical Choice #1 – Global Focus

Historically, in the world, have there been cultural beliefs which have affected the rights of certain groups of people?

- Historical Choice #2 – National Focus

Historically, within America’s borders, have there been cultural beliefs which have affected the rights of certain groups of people?

- Historical Choice #3 – Local Focus

Historically, within South Carolina’s borders, have there been cultural beliefs which have affected the rights of certain groups of people?

Step 3 – During each historical era find evidence (audio recordings, video recordings, news articles) that prove a clash between rights and culture within your chosen focus area.

Step 4– For each historical era create a Word Cloud or Tree Cloud from your specifically chosen historical event. By the end of the year you should have seven Word Clouds that correspond with

each of the seven chronological periods in South Carolina history. Always complete the Word Cloud Form and attach the printed Word Cloud to the form.

Culminating Activity

Step 5- Place students in collaborative groups corresponding to the seven chronological periods. Each student in the group is expected to share their individual Word Cloud for the assigned time period, as well as participate in an analysis of the Word Clouds of other students in the group.

Step 6- Each group will choose one Word Cloud, or creatively merge the group's different Word Clouds, to answer the challenge question and show a true picture of the culture, cultural beliefs, and bias of their particular time period.

Step 7- Find current evidence (audio recordings, video recordings, news articles) that reflect a current event and show a clash between culture and rights within your chosen focus area. Make sure the historical focus area and current focus area match (Global Focus, National Focus, Local Focus).

Step 8- Create a Word Cloud from your chosen current event.

Step 9- Compare and analyze your two Word Clouds. Which words stand out in your historical event? Which words stand out in your current event? Are there common themes? What makes them different?

Step 10- Based on what you learned, respond to the problem and give an opinion. Your group opinion should be based on evidence you uncovered while completing your Challenge Project. Specific examples, which include foundation definitions, and the historical and current event, must be present in your opinion. Develop, record, and present a mini-documentary that shares the group's opinion. Decide as a group who should view your work. Is your piece informational and a nice summation of South Carolina history, or should leaders in authority at the local or national level view your documentary? Plan how and to whom your work should be distributed and viewed.

Additional Activities

- Create a chart and categorize ways people most often show their cultural differences.
- Find examples of a musical form that combines influences of European & African cultures. What are the positive impact(s) for the musicians and the population of the USA as a whole as a result of this musical form? How did these musicians promote racial equality and social justice?

- Visit newsone.com and search for the “Top Ten Civil Rights Protest Songs of All Time.” Pick two songs - one by a black artist and one by a white artist - and listen to a recording of each. When were they written and who performed them? How are the lyrics alike and different in each song? How were these songs linked to the Civil Rights Movement? How much impact did they have on civil rights activities at that time?
- Find infographics which highlight cultural differences locally, nationally, or internationally.
- What are indicators of culture in your school? How do **you** most often identify cultural differences? Does your school recognize cultural differences? Create an infographic which answers at least one of these questions.
- Create a Word Cloud that describes your individual cultural history and traditions.

Standards

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.

5-3.3 - Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.

Standard 7-2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

7-2.3 - Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.

7-2.5 - Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

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Assessment Rubric:

	1. Below Average	2. Good	3. Excellent
Organization/Content	Info was unorganized in the delivery of this presentation. The order was unclear and confusing. Many facts were inaccurate and were not appropriate to the time period. Events did not connect nor did they follow a predictable timeline.	Info was organized in the delivery of the presentation. The order was somewhat clear. For the most part it was not confusing to follow. Most facts were accurate and appropriate. Most events followed a timeline and were easy to connect.	Info was extremely organized in the delivery of this presentation. The order of the presentation was clear and easy to follow. Facts were accurate and appropriate. Connections were easily made between events.
Creativity	There is little evidence of creativity in the project. The students do not seem to have used much imagination.	The documentary contains a few creative details. The students have tried to use their imagination.	The documentary contains many creative details that contribute to the viewer's enjoyment. The students have really used their imagination.
Language & Delivery	Actors used pronunciation and/or body language that detracted from the presentation and did not support the topic... Actors did not make appropriate use of intonation/body	Actors used sentence pronunciation and/or body language that was mostly appropriate in supporting the topic... Actors made somewhat correct use of intonation/body language; and, kept the audience's attention for the most part.	Actors used sentence pronunciation and/or body language that was appropriate in supporting the topic... Actors made excellent use of intonation/body language; and, kept the attention of

	language; audience's attention showed disinterest		the audience the whole time.
Target Audience	<p>Below Average</p> <p>No specific audience addressed.</p>	<p>Good</p> <p>Obvious audience targeted for documentary.</p>	<p>Excellent</p> <p>Audience is obvious and approach exceeds expectations.</p>
Overall effectiveness	<p>Below Average</p> <p>Documentary was ineffective/not persuasive and actors/audience were unenthusiastic; the purpose for the presentation was not achieved. The challenge question was not answered.</p>	<p>Good</p> <p>Documentary was somewhat effective/persuasive and actors/audience were enthusiastic. The purpose of the presentation was mainly achieved. The challenge question was answered to a certain extent, but not thoroughly or completely.</p>	<p>Excellent</p> <p>Documentary was very effective/persuasive and actors/audience were especially enthusiastic; and, the purpose of the presentation was achieved. The challenge question was answered thoroughly and completely.</p>

Word Cloud Analysis Sheet

Name of the document: _____

Date or time period of the document: _____

- Write 5 terms that stand out as you look at your word cloud

1. _____

2. _____

3. _____

4. _____

5. _____

Do a bit of interpreting. What do these words tell you about the spirit of the times or the intent of the author of the document?

In this time period how were laws and/or policies affected by the culture of a place and the cultural beliefs of people?

Words and ideas can change over time. Look at your new document. Answer the same questions as before on your new document.

Name of the document: _____

Date or time period of the document: _____

- Write 5 terms that stand out as you look at your Word Cloud

1. _____

2. _____

3. _____

4. _____

5. _____

Do a bit of interpreting. What do these words tell you about the spirit of the times or the intent of the author of the document?

How have the words changed? What does that tell you about the spirit of the times? Have any "meanings" or words changed, if so what words, give specific examples and explain what this change means for the particular time period.

Your Words Speak for Themselves - Teacher Resource

Word Cloud

noun: **word cloud**; plural noun: **word clouds**

1. an image composed of words used in a particular text or subject, in which the size of each word indicates its frequency or importance.

Dictionary.com

<http://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers>

Types of Rights

Human Rights -

"Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible."

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

Civil Rights - "Personal liberties that belong to an individual, owing to his or her status as a citizen or residential of a particular countryside or community."

<http://legal-dictionary.thefreedictionary.com/Civil+Rights>

Individual rights - "the liberties of each **individual** to pursue life and goals without interference from other **individuals** or the government. Examples of **individual rights** include the right to life, liberty and the pursuit of happiness as stated in the United States Declaration of Independence."

HYPERLINK

"<http://www.learningtogive.org/resources/individual-rights-and-community-responsibilities>"
<http://www.learningtogive.org/resources/individual-rights-and-community-responsibilities>

Common Traits

- Rights are bestowed or given
- Rights should be a common privilege, given to all
- Rights are often tied to a status, like being a citizen or resident of a particular country or community

Freedom vs. Liberty

The Difference

Freedom means to be free from something.

Liberty means to be free to do something.

All laws are a restriction of freedom, but are necessary for a society to function and to protect the rights of citizens.

Thomas Paine believed that all rights are natural, given to us by the nature or our birth.

He also believed that **natural rights** were necessary for man to fulfill his/her potential on earth.