



Equal Justice:
The Law, Lawyers, and Civil Rights

Lesson Plans¹

[Elementary]



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.

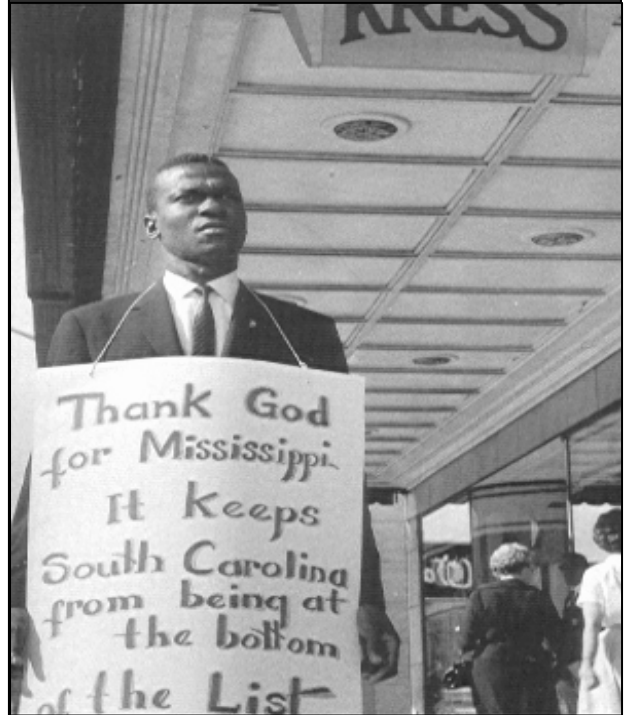
Contents:

Elementary Lesson Plans:

Harvey Gantt and Judge Matthew Perry
Alien Ambassadors (Part One)
Alien Ambassadors (Part Two)
Equality Building Project

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 <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:	Harvey Gantt and Judge Matthew Perry
Grade Level(s):	Elementary – Grades 5-8
Standards Addressed:	USG - 5 (Personal and Civil Rights and Role of the Citizen)
Duration:	2 to 3, 45 minute block classes set aside for history and government in addition to homework

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.

Purpose: Students will learn what happened in the Harvey Gantt case and why it is important in South Carolina's history. They will also analyze Judge Matthew Perry's role in the case.

Goals:

- (A) Students will describe what happened when Harvey Gantt tried to enroll at Clemson University.
- (B) Students will learn at least three facts about Harvey Gantt's life.
- (C) Students are expected to explain why they think Harvey Gantt and Matthew Perry are American and South Carolinian heroes.

Materials:

- ☐ Construction or Poster Board Paper
- ☐ Markers
- ☐ Computers/ Laptops,
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.scbare.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>
- ☐ Internet/ Media Center.

Lesson:

1. Each student will create a Venn diagram illustrating similarities and differences between a friend and him or herself. The class and you will then make a comparison list. Engage them in a short discussion. Ask: What would you think if the differences meant you could not go to school together?
2. Explain to students Harvey Gantt was not permitted to attend Clemson University because of his skin color in the 1960s. Let students react and discuss. Add to it the fact Matthew Perry, an African American South Carolina attorney, recognized Harvey Gantt's situation was unfair and used the law to help him. Ask: What do you think Matthew Perry did with the law to help Harvey Gantt?
3. Show the video, *Equal Justice: The Law, Lawyers, and Civil Rights*. Once the video ends, ask students questions. Let them again discuss what they learned.
4. Reserve the media center. Assign students to research Harvey Gantt and Matthew Perry's lives online using school approved Web sites and resources. Students are also required to demonstrate knowledge of Matthew J. Perry and Harvey Gantt's leadership qualities, and why they are important to United States and South Carolina history.

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5. Students will use their research to construct a timeline of Matthew J. Perry and Harvey Gantt's lives. Students may create their timeline on the computer or with poster board/ construction paper and markers. On the timeline, students will have a short summary explaining why Matthew J. Perry and Harvey Gantt are leaders and how they are important historic figures in the Civil Rights movement.
6. After students have completed their timelines, you will divide students into pairs. They will discuss what makes a hero. Students are to design a postage stamp honoring Harvey Gantt and Matthew Perry.
7. If time permits, groups will present their stamps and timelines to the class.

Lesson Title:	Alien Ambassadors (Part One)
Grade Level(s):	Elementary – Grades 4-5
Standards Addressed:	USG - 5 (Personal and civil rights and the role of the citizen)
Duration:	2 to 3, 45 minute blocks class set aside for history and law

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.

Purpose: Students will learn through an innovative activity how segregation affected people, and how its lessons are still relevant today.

Goals:

- (A) Students will learn and understand key vocabulary terms of the Civil Rights movement through creativity and reinforcement.
- (B) Students will understand how the Civil Rights Act is applicable in the twenty-first century.
- (C) Students will apply knowledge when they act as ambassadors to peace-seeking extraterrestrial immigrants.

Lesson – Part One:

Materials:

- ☐ Markers
- ☐ 5 x 8 Index Cards
- ☐ A Copy of the Civil Rights
- ☐ *Equal Justice Resource Guide*
<http://www.scbarr.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>
- ☐ *Equal Justice: The Law, Lawyers, and Civil Rights* Video Web Link
<http://www.scbarr.org/LawRelatedEducation/AllPrograms/EqualJustice.aspx>

Lesson:

1. Write one term per student from the “Identifications” page in the *Equal Justice Resource Guide* on the 5x8 index cards. Randomly place them face down on students’ desks.
2. To begin the activity, ask students to flip their cards over. Ask students to raise their hand if they think they know what their word means.
3. After a few students have shared their opinions, engage them in a short conversation. Ask them why the selected words are important. Before you show the video, tell them to pay careful attention for their word, person, or event.
4. Show the video, *Equal Justice: The Law, Lawyers, and Civil Rights*. Afterwards, tell students to think about the video before the second part of lesson, and to keep their index cards with them for the second session.

Lesson Title:	Alien Ambassadors (Part Two)
Grade Level(s):	Elementary – Grades 4-5
Standards Addressed:	USG - 5 (Personal and civil rights and the role of the citizen)
Duration:	The second session may take place on a different class day during a period of time, which the teacher sets aside for the Alien Ambassador Lesson – Part Two.

Lesson – Part Two:

Materials (Option #1):

- ☐ Internet Access to <http://studysc.org/elementary/civil-rights>
- ☐ Markers
- ☐ Crayons
- ☐ Plain White Paper
- ☐ *Equal Justice Resource Guide*
<http://www.scbarr.org/LinkClick.aspx?fileticket=Ejt7W1GRnfg%3d&tabid=899>

Materials (Option #2):

- ☐ Check out Cecil Williams *Out-of-the-Box in Dixie, or Orangeburg 1968*,
- ☐ Or, obtain at least two different pictures of Cecil Williams during the Civil Rights Movement.

Lesson:

1. (a) If using Option #1, display Cecil Williams or *Briggs vs. Elliot* pictures by accessing <http://studysc.org/elementary/civil-rights>. Click on **Images of a People's Movement**, or **Briggs vs. Elliot case**. (Cecil Williams' photos of Orangeburg are near the bottom. You can display the entire page.) Captions for **Images of a People's Movement** contain several vocabulary words from the *Equal Justice Resource Guide*, including **segregation** and **sit-in**.
 (b) For Option #2, display photos at the front of the room or on the board. Under the photos, write a caption about what is happening in the picture.
2. Divide students into groups. Ask them to pull out their index cards. Instruct them to discuss with their group whether they see anything happening in the pictures that fits **at least one** of their vocabulary words. Give students one minute to discuss. Next, ask students to discuss with each other how the pictures make them feel. Allow two minutes for this dialogue.
3. Tell the groups they are to pretend a group of peaceful aliens from anywhere in outer-space are considering moving to the United States. Explain to students the aliens are nervous because they think segregation might happen again. The United States government has assigned students to act as goodwill ambassadors to these aliens.
4. Hand out paper and ask students to pull out coloring supplies. As a group, the students are to write and draw their experiences as ambassadors in a short booklet. Each member is responsible for one page of the story. Ask them to imagine what happens on their journey with the aliens. Consider: How did you explain segregation to the aliens? How did you convince the aliens they are equal in the United States? Did your aliens decide to settle in the United States?
5. If you have time, groups will present their stories to the rest of the class.

Lesson Title:	Equality Building Project
Grade Level(s):	Elementary – Grades 3 - 5
Standards Addressed:	USG - 3-5.6 (Events and Effects of Civil Rights Movement in SC including Desegregation) USG - 5-5.3 (Advancement of Civil Rights Movement in United States)
Duration:	50 – 60 minutes, or 2 periods of time set aside for the lesson. If needed, the teacher will split the lesson how it fits his or her class schedule.

Standard USG - 3-5.6: Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans’ right to vote.

Standard USG - 5-5.3: Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X.

Purpose: Students will learn and understand discrimination of segregation and the actions people took in South Carolina for equality in the Civil Rights movement.

Goals:

- (A) Through the experience of the activity, students will first learn what it means to be unfairly separated from their classmates. By the end, students will understand equality and justice for everyone.
- (B) Students will define key words, such as **segregation** and **busing**, and reinforce their knowledge through the activity.
- (C) Teacher will engage students in conversation prior to presenting the Equal Justice video to determine what they already know.

Materials:

- ☐ Crayons / Markers
- ☐ 5 x 8 Index Cards
- ☐ White Paper
- ☐ *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, write **No Recess** on six to ten index cards. Randomly place those cards face down on desks in your classroom.
2. The following will require acting on the teacher’s part. When students sit at their desks, ask the ones with cards to flip them over only after class has started. Let them react for a minute or less. After their response, assure students the cards are only a part of your lesson.
3. Engage students in conversation by asking: (a) How would you feel if you had to walk nine miles to school and were not allowed to take a bus? (b) Ask a few what they hope to become one day. Then ask how he or she would feel if a school rejected him or her because someone says ____ (you are a girl,

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You are too short, fill in the blank). (c) Ask students what they would do to make sure they are accepted based on talent and grades.

4. Show the *Equal Justice: the Law, Lawyers, and Civil Rights* video.
5. When the video is over, randomly divide students into groups. Tell them they are builders for a new place: playground, movie theatre, etc. Each group will draw/ design plans. They will name the place after one of the people or laws mentioned in the video or the *Equal Justice Resource Guide*.

On the plans, each group will write three to four sentences about why it chose a particular name, how that name is significant, and why it is important for every person to be welcomed at the group's chosen place. Students are required to use at least two key terms mentioned in the *Equal Justice Video and Resource Guide*. Write words on the board if students have trouble spelling the terms.

6. If time allows, groups will present their plans to class.

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