

LP-CRM-2

ORANGEBURG MASSACRE

Dale Evans

Robert E. Howard Middle School, Orangeburg Consolidated School District 5

Properties: All Star Bowling Lanes (Orangeburg)
The Orangeburg Massacre (Orangeburg)
South Carolina State College
Historic District (Orangeburg)

Standard Indicators: 3-5.2; 3-5.6; 5-5.3; 8-7.4;
USHC-9.5

Literacy Elements: F, K, O, S

Essential Questions

1. On what legal grounds did the students feel they were entitled to entrance at All Star Bowling Lanes, the segregated bowling alley?
2. What impact did the Orangeburg Massacre have on the Civil Rights Movement in South Carolina?

Historic Content

On February 8, 1968, African American students protesting the segregation of All Star Bowling Lanes, the city's only bowling alley, were fired upon by local law enforcement. Three students from South Carolina State College were killed and 28 more were wounded. The Orangeburg Massacre, as it was then called, went on to have a major impact on race relations not only in the state of South Carolina, but on the Civil Rights Movement as a whole.

Sources Needed

Primary Sources (in addition to the historic sites)

"AAS Envoy Investigates Orangeburg." *The Dartmouth* (Hanover, NH), February 29, 1968.

"Curfew Imposed by Governor in Orangeburg, S.C." *New York Times*, February 10, 1968.

Davis, Mike. "Boycott Set in Orangeburg." *The Afro American* (Philadelphia Edition), February 17, 1968.

Ford, Wally. "Afro-Ams Aid Victims of 'Atrocities.'" *The Dartmouth* (Hanover, NH), February 19, 1968.

Interviews from actual participants

Library of Congress, Washington, DC and online at www.loc.gov.

"One Slain, 50 Shot in Carolina." *Atlanta Constitution*, February 9, 1968.

"Riot Brings Curfew in Carolina." *Atlanta Constitution*, February 10, 1968.

Trainor, Charles. "Afro-Ams Push Towards Goal of \$1750." *The Dartmouth* (Hanover, NH), February 29, 1968.

Secondary Sources

Bass, Jack and Jack Nelson. *The Orangeburg Massacre*. Macon, GA: Mercer University Press, 1984.

Hine, William C. "Civil Rights and Campus Wrongs: South Carolina State College Students Protest 1955-1968." *South Carolina Historical Magazine* vol 97, October 1996.

"Orangeburg Massacre: 40th Commemoration Ceremony." www.orangeburgmassacre1968.com/

Sellers, Cleveland with Robert Terrell. *The River of No Return*. Jackson, MS: University Press of Mississippi, 1990.

South Carolina Educational Television. "RoadTrip! Through SC Civil Rights History," www.knowitall.org/roadtrip/cr-flash/flash.cfm, (accessed February 24, 2008).

South Carolina State Historic Preservation Office. "All Star Bowling Lanes, Orangeburg County, South Carolina." National Register of Historic Places nomination, www.nationalregister.sc.gov/orangeburg/S10817738032/index.htm.

_____. "South Carolina State College Historic District, Orangeburg County, South Carolina." National Register of Historic Places nomination, www.nationalregister.sc.gov/orangeburg/S10817738034/index.htm.

Williams, Cecil. *Out of the Box in Dixie*. Orangeburg: Cecil J. Williams Photography/Publishing, 2007.

Lesson Procedures

1. Students will be given a brief history of the Civil Rights Movement and laws relating to integrating public places in order to examine the "racial barometer" of the 1960s and look at the response of both blacks and whites to *Brown v. Board of Education* and the integration of Central High School in Little Rock, Arkansas.
2. Using cooperative learning groups, the students will examine issues and outcomes using selected documents, photographs, and film footage of highly publicized protest movements like the Montgomery Bus Boycott, The Sit-In Movement, The Freedom Rides, Voter Registration movements, the Selma March, and urban riots. The Orangeburg Massacre can be introduced by having recorded interviews with actual participants. If this isn't possible, a synopsis of events using excerpts from secondary sources can be used. Students will again use documents and photographs to examine issues and outcomes specific to the Orangeburg Massacre.
3. This unit can culminate with a guided tour of the sites at South Carolina State University where the Orangeburg Massacre took place.

Assessment Ideas

1. Students can choose from one of the following:
 - a. write an editorial on the Orangeburg Massacre with a call to action for positive change
 - b. create a PowerPoint presentation of the causes and events leading up to the Orangeburg Massacre
 - c. write and perform a poem, song, or rap on the Orangeburg Massacre
 - d. construct a brochure or booklet on the Orangeburg Massacre

A rubric or a checklist type of evaluation can be used to assess the above activities.

2. Students can be given grades for participation in group work, class discussion, and the "Ticket out the Door" activities. "Ticket out the Door" questions can include the essential questions, or one of the following questions:
 - a. What does the Orangeburg Massacre tell us about the Civil Rights Movement in 1968?
 - b. What impact did the Orangeburg Massacre have on the Civil Rights Movement in Orangeburg, the state of South Carolina, and the rest of the United States?

Lesson Activities

1. Construct an annotated timeline of important civil rights events.
2. Write a dialog between a white conservative southern resident and an African American progressive southern resident on race relations in 1968.

3. Have students do a photograph analysis of any one of the following Cecil Williams's photographs relating to the Civil Rights Movement of the 1960s:
www.cecilwilliams.com/freedomjusticeimages/gallery.html.
Photographs: *In Pursuit of Human Dignity*, *Thank God for Mississippi*, *Prayer on the Green*, *Ministers Marching for Freedom*, *Lest We Forget*, *Colored Rest Room*, *Hate at Sandy Run*, and *Beginning of an American Massacre*.
4. Write a poem, song, or rap that depicts what they view as issues of the day and hopeful solutions.
5. Interview actual participants of the Orangeburg Massacre. Noted speakers like Cleveland Sellers and Cecil Williams will visit school sites. Visit websites like *Road Trip! Through South Carolina Civil Rights History* www.knowitall.org/roadtrip/cr-flash/flash.cfm for interviews on the Orangeburg Massacre.
6. Research the Kent State demonstration and do a Venn diagram comparing the Orangeburg Massacre to the Kent State demonstration.
7. Watch or read *To Kill a Mockingbird* by Harper Lee. Explore the relationship between the social and historical context which influenced the author, and the ways in which this novel makes relevant connections to today. Students can also explore one of these concepts: prejudice, intolerance, courage, and/or justice.
8. Dramatize the play *A Long Road to Freedom* by Fannie Lou Hamer that depicts the author's struggle for equality when she was refused the right to vote in 1962. The play can be printed from the website ww2.scholastic.com/browse/article.jsp?id=4788.
9. Students in groups can write and dramatize a play dealing with a civil rights protest.