

LP-CRM-1

INTEGRATION WITH DIGNITY

Cleo Crank

Greenville Tech Charter High School, Greenville County School District

Properties: Integration with Dignity, 1963 (Pickens)
Liberty Hill Church (Clarendon)
Summerton High School (Clarendon)
Sterling High School (Greenville)
Marysville School (Spartanburg)
McCrary's Civil Rights Sit-Ins (York)

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

USHC-9.1; USHC-9.5

Literacy Elements: E, G, K, O, P, S

Essential Questions

1. What constitutes segregation?
 - a. How is segregation different from racial separation?
 - b. How did *Brown v. Board of Education* promote racial equality?
2. Why was the nation changing established views on racial segregation?
 - a. What was the national response to mandated desegregation?
 - b. How did the state of South Carolina respond?
3. What were some significant places affected by the Civil Rights Movement in the South Carolina Upstate?

Historic Content

The moniker "Integration with Dignity" that is embossed on the historical marker on Clemson University's campus in Pickens county suggests that South Carolina's engagement with the Civil Rights Movement and the desegregation of many schools is unique. While South Carolina's decision to end school segregation can be traced back to Clarendon County in the *Briggs v. Elliott* case, it was later combined with *Brown* and desegregation cases from Virginia, the District of Columbia, and Delaware and renamed *Brown v. Board of Education of Topeka Kansas* so the nation would not see the case as just a southern issue. This case eventually mandated racial integration in all public schools nationwide. Many areas in America reacted with protests and violence. In contrast, the upstate of South Carolina witnessed very little civil unrest and managed desegregation with dignity and grace.

This lesson will help high school students explore the events of the Civil Rights Movement and the sites of racial separation and segregation. Students will gain a broader understanding about how different people in different regions reacted and eventually accepted the changing times.

Sources

Primary sources (in addition to the historic sites)

Civil Rights Movement photos from South Carolina Archives and History Center (www.scdah.sc.gov) and the Library of Congress (www.loc.gov).

Jim Crow History, "South Carolina Segregation Laws," www.jimcrowhistory.org/scripts/jimcrow/insidesouth.cgi?state=South%20Carolina.

Photos of historical sites

Williams, Cecil J. *Freedom and Justice: Four Decades of the Civil Rights Struggle as Seen by a Black Photographer of the Deep South*. Macon, GA: Mercer University Press, 1995. Also see www.cecilwilliams.com/freedomjusticeimages/gallery.html.

Yearbooks from local white high school and black high school during early 1960s

Secondary Sources

Bast, Kirk K. " 'As Different as Heaven and Hell': The Desegregation of Clemson College." *Proceedings of the South Carolina Historical Association* (1994): 38-44.

Edgar, Walter. *South Carolina: A History*. Columbia, SC: University of South Carolina Press, 1998.

_____. *South Carolina in the Modern Age*. Columbia, SC: University of South Carolina Press, 1992.

Haessly, Lynn. " 'We're Becoming Mayors': An Interview with Former Sit-In Leader Harvey Gantt, Now Charlotte's Mayor." *Southern Exposure* 14 (1986): 44-51.

Horton, James Oliver. *Landmarks of African American History*. New York City: Oxford University Press, 2005.

South Carolina State Historic Preservation Office, "Marysville School, Spartanburg County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/spartanburg/S10817742058/index.htm.

_____. "Summerton High School, Clarendon County, South Carolina," National Register of Historic Places nomination, www.nationalregister.sc.gov/clarendon/S10817714006/index.htm.

Lesson Procedures

1. E. Q. - What constitutes segregation?

Opening hook: Randomly select 20% of students to represent those who are "segregated" — provide the other 80% with laptops to use, new pencils and pads, new markers, etc. Give to the other 20% old, used, outdated supplies. As students protest, explain that they have supplies just like everyone else. Discuss how "equal is not fair."

2. How did *Brown v. Board of Education* promote racial equality?

Show pictures/yearbooks of Marysville School in Spartanburg and Sterling High School and Greenville High School in Greenville (or your local segregated schools). Have students find proof in the images that the schools were not equal.

3. E.Q. - Why and how was the nation changing established views on racial segregation?

Place students in 5 small groups to read summaries of

- ◆ Jim Crow laws;
- ◆ the *Brown v. Board of Education* decision;
- ◆ early desegregation activities in the South (the Arkansas nine; the University of Mississippi and James Meredith; sit-ins and the Friendship Nine at McCrory's);
- ◆ *Briggs v. Elliott* and Scotts Branch School; and
- ◆ Clemson University and Harvey Gantt.

Each group has one topic. Have students share info on their topics.

4. E.Q. -What were some significant places affected by the Civil Rights Movement in the South Carolina Upstate?

Show pictures of historical markers for Sterling High School and Clemson. Show pictures of statue in downtown Greenville to honor Sterling High School. Discuss the importance of recognizing important events, people and locations.

Assessment Ideas

1. Have students write a letter to the editor of the local paper explaining how diversity in public school has benefited them.
2. After generating possible questions, have students interview someone who remembers when integration of public schools began — need to be 50 years old or older.
3. Have students create a presentation on the topics they researched using various creative formats, (i.e. PowerPoint, skits, newspapers).

Lesson Activities

1. Visit the Upstate History museum and concentrate on the section on Civil Rights. Have students keep journals of their observations and connections. Based upon these journals, students will complete additional research on a topic of interest to them found in this section and create a presentation for the class.
2. Create a calendar of famous events during the modern Civil Rights Movement.
3. Generate a map of the Upstate showing the location of African American historical places. Plan a one-day trip to see them including mileage, basic info on each and why each is important.
4. Create a digital timeline of Civil Rights events with pictures and music.