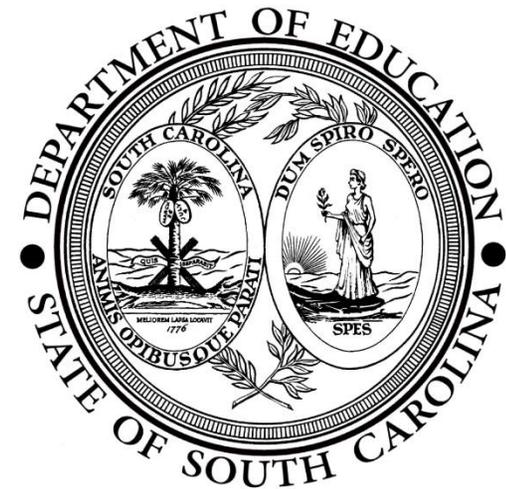


Grade 3

Confederate Flag – Points of View

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
July 2016



Grade 3/ South Carolina Studies: Points of View of the Confederate Flag
This unit focuses on causation, a Social Studies skill, and summarizing, a literacy skill. Students will use their knowledge from previously studied historical events to determine how rights were protected or violated and apply them to the new content on the Friendship Nine. These are critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 2 days of 30-45 minutes/day instruction.
Standard(s) and/or Indicator(s)
<p>Targeted:</p> <p>Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.</p> <p>3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.</p> <p>ELA Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>
“I Can” Statements
<p>"I Can" Statements are learning targets that students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>I can identify how the Confederate flag has been used from the start of the Civil War to present times.(3-4.6)</i> • <i>I can explain different viewpoints associated with the Confederate Flag.(3-4.6)</i>
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • How has the Confederate Flag impacted the course of SC’s history?
Academic Vocabulary
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> • Amendment • Sit-in • Lunch counter

- Jim Crow laws

Prior Knowledge

The content students need to know prior to the content in the indicated standard:

- Various classes of South Carolinians
- Economic dependence on Slavery
- Reasons for Secession from the Union
- Abolitionist movement
- Concept of State's Rights
- Point of View
- Cause and Effect

Subsequent Knowledge

4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

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.

Potential Instructional Strategies

Day 1 Learning Target: I can identify how the Confederate flag has been used from the start of the Civil War to present times.
(3-4.6)

Hook: Break Down the Learning Target so that students have an understanding of the learning objective for the day
Begin with image of Confederate Flag. Ask students, “Where have you seen this flag?” “What did this flag represent during the Civil War, Reconstruction, and even today?”

Video: Students will view the video *The Complicated History of the Confederate Flag* <http://www.pbs.org/video/2365650085/>. At pivotal points (*times to stop video: 3.18, 6.26, and 8.49*) within the video clip, students will have time to pause and reflect. Students will write down 2 “ahas” (something you learned) and 2 “huhs” (things you still have questions about). After stopping at each section, students will participate in discussion through the use of turn/talks, talking chips, or give one, get one, move on.

Notes for the Teacher/Pivotal Points Summary of *The Complicated History of the Flag*:

Section 1 (3.18)

The Confederate Flag was originally a battle flag that began as a way to distinguish themselves from the U. S. flag.

Section 2 (6.26)

The Confederate Flag was used as an opposition to Civil Rights (from slavery to segregation).

The Confederate Flag was solidified as a symbol of hate because of its adoption by the Ku Klux Klan.

Section 3 (8.49)

The flag became a civil War fad in the 50's, 60's, and 70's. In the wake of the Charleston church massacre many states began to distance themselves from the flag.

Turn and Talk: Turn and Talk is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student. As with anything in the classroom, routines are very important in implementing structured conversation skills.

1. Determine strategic partners – Partner A and Partner B
2. Create an environment that provides partners close proximity for talk to occur – sentence frames can be used
3. Set academic expectations
4. Determine a signal to come to whole group
5. Teach flexibility and problem solving

Sample Turn and Talk Questions:

- How did the Confederate Flag change over time?
- Should the Confederate Flag be a state symbol using evidence from the video?
- Why did states distance themselves from the Confederate Flag?
- Can the Confederate Flag's meaning be separated from racism and hate?

Closure: Using a post-it as an exit ticket, have students either pose a question that is still lingering or comment about the learning that took place during the video. An exit ticket is a formative assessment to check for understanding, provide reflection, answer a question after the lesson, and provide closure to a lesson.

Day 2 Learning Target: I can explain different viewpoints associated with the Confederate Flag. (3-4.6)

Carousel Brainstorming Activity: Observe images/cartoons depicting various viewpoints of the Confederate Flag. Students will rotate in small groups, stopping at each image to brainstorm/review ideas and add new ideas by writing their comments around the image. ****Make sure the image has been placed in the center of chart paper at each table so that students can write all around the picture as they rotate around the classroom.****

Links to Sample images:

<http://thecomicsnews.com/edtoons/2015/0624/flag/01.php>

<http://www.politicalcartoons.com/cartoon/ece74550-2094-42cb-8f7d-f8000a4ac1a8.html>

<http://blogs.thetimes-tribune.com/johncole/index.php/tag/confederate-flag/>

<http://politicalhumor.about.com/od/politicalcartoons/ig/Political-Cartoons-of-the-Week/Confederate-Flag-Heritage-or-Hate.htm>

<http://www.newsweek.com/hundreds-protest-confederate-flag-sc-statehouse-after-church-shooting-345580>

http://www.nytimes.com/2015/07/09/magazine/the-souths-heritage-is-so-much-more-than-a-flag.html?_r=2

Discussion: After the activity the teacher will lead a whole group discussion on each image using the following sample questions.

- What do you think is happening in the image?
- What are the most important words or phrases in this cartoon? Why are they important?
- Did the artist exaggerate any physical features of the people in the cartoon? Explain those exaggerations.
- What is the main point of this cartoon? How did the artist use persuasive techniques?
- How does the picture relate to our study of Civil Rights, Confederate Flag etc?
- How did the image make you feel about the Confederate Flag?
- Does the image make you feel differently about the Confederate Flag?
- How would our state's history be different if the Confederate Flag never existed?
- How can we build community among ourselves even though citizens have varying views regarding the Confederate Flag?

Day 3 Learning Target: I can illustrate my point of view of the Confederate Flag. (3-4.6)

Students will draw and explain how various groups or individuals view the flag. To engage students prior to the activity, the teacher will review the images/discussion from images used on day 2.

The teacher will give the students the following prompt: “Using the information learned over the past several days, draw an image in the eyeball to demonstrate your viewpoint of the Confederate Flag and its importance to our state’s history.”
Guidelines for finished product: sketch first with pencil, outline in black, and color. Write two to three sentences to explain your image and what you have learned.

Closure: Students will participate in a Consensus Placemat using the Essential Question. The Essential Question should be placed at the top of the page and a circle should be drawn in the middle with the rest of the paper being divided into four quadrants. Each quadrant should be used for individual students to respond to the essential question in a two to three minute time frame without talking to other members of their group. Then the teacher will give the groups time to discuss their individual responses before coming to a consensus in the middle of the paper before sharing their consensus with the class.

Potential Assessment Task

Day 1: Exit Ticket (3-4.6)

Day 2: Carousel Brainstorming Activity (3-4.6)

Day 3: Consensus Placemat (3-4.6)

Resources

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