

# Lines in the Sand: An 8th Grade Social Studies Lesson on Racial Separation in America

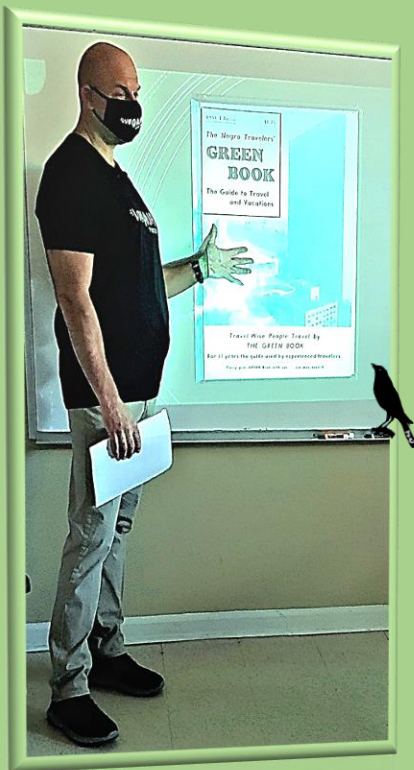
using  
*Leevy's Columbia, SC Service Station, Quotes,  
Definitions & Discussion*



By: Steven Getz



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# More Than A Funeral Home

Steven Getz

**Recommended Grade Level: 8th**

**Property:** *Leevy's Funeral Home*, 1831 Taylor Street, Columbia, SC, 29201

**Social Studies Standards & Indicators:**

**8.5.CX-** Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.

**8.5.CC-** Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.

**Purpose:** Students will learn about segregation, the common good, and how South Carolina activists used the legal system to make life better for everyone. **Goals:** (A) Students will define and use terms including: Jim Crow, NAACP, sit-in, picket, segregation, and desegregation. (B) Students will hear about the following Civil Rights leaders: Dr. Martin Luther King Jr., Malcolm X, Rosa Parks, and I.S. Leevy Johnson. (C) The teacher will engage students in conversation prior to presenting the video to test what they already know about Civil Rights. (D) Students will learn and understand discrimination of segregation and the actions people took in South Carolina for equality in the Civil Rights movement along with identifying South Carolina lawyers, teachers, and others who fought for social justice and found their passion by choosing to serve others.

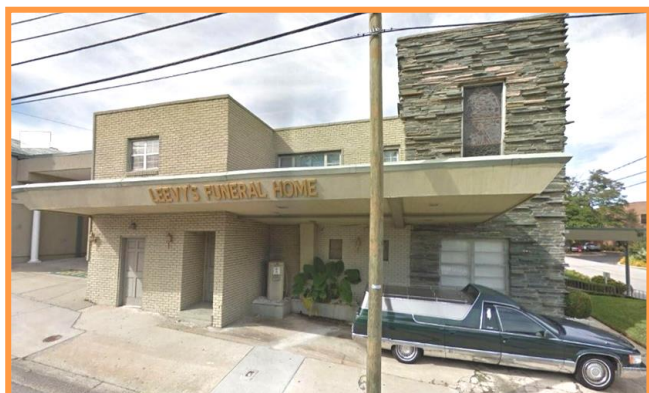
**The 1955 edition of *The Negro Travelers' Green Book: The Guide to Travel and Vacation*, page 61, lists "Leevy's" under the Service Stations category because Kershaw County natives Isaac Samuel "I.S." Leevy, Jr. and Mary, his wife and business partner, purchased the Taylor St. property and opened Leevy's Service Station and Garage in 1930. Their Esso gas station was the first black-owned service station in SC and was listed in *The Green Book* from 1950-1955. In 1932, the couple founded Leevy's Funeral Home.**

More on the Leevys: A Hampton Institute graduate, Mr. Leevy moved to Columbia in 1907, where he operated a tailoring shop and Leevy's Department Store on Washington St. which specialized in custom clothing and dry goods. He married Mary in 1909. Leevy was an active civic leader in the black community for six decades, and he co-founded the Columbia branch of the NAACP, Victory Savings Bank, and the South Carolina Race Relations Commission. He was a leader in the Republican Party until switching parties in 1964. Leevy's Funeral Home remains a family-run business.

**Essential Question:** How did the founders of Leevy's Funeral Home influence the ways in which social injustice changed the law and transformed Civil Rights in South Carolina and the United States?



Above: "Filling station" pump from Leevy's that's on display in front of the funeral home. From <https://leevy.com/history/>



A current Google Street View image of Leevy's Funeral Home.

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**Sources and Materials Needed:** Computer, Projector, Generic Activity sheets (Notecatcher, See, Think and Wonder)

**Lesson**

**Time:** 90 minutes

### Goals:

1. Teacher will engage students in the lesson by asking students to name famous Civil Rights leaders and discuss their importance in history.
2. Students will learn why it is important to participate in public and community service.

### Lesson procedures:

1. Brainstorm with students and ask them what they know about Civil Rights. Ask what they know about Civil Rights in South Carolina. Write responses on your Smartboard or front board.
2. Conduct the **Mini Lesson Chalk Talk Activity** that is provided.
3. Next, conduct the **Mini Lesson Gallery Walk**. Pass out the NoteCatcher for student responses.
4. View Leevy's Funeral Home History video, it is a six-minute video, you may want to watch three minutes pause and ask students to summarize and draw inference and then continue with the remaining 3 minutes.  
<https://www.knowitall.org/video/i-s-leevy-grandson-i-s-leevy-johnson-legacy-leadership-interview>
5. Visit Leevy's website: <https://leevy.com/>. For additional resources click on the About Us and History tabs and have students read the info.
6. Launch the WISTV article link: <https://www.wistv.com/story/21311095/reviewing-columbias-progress-since-1963/>. Have students read the article from their individual devices or provide copies. Create questions to ask students as they read the article.
7. Make connections to the Civil Rights Movement in a short discussion reviewing everything introduced from the resources listed above.
8. Conclude by allowing students to interact and collaborate with one another through the 30-Second Expert. This also serves as a mini lesson for the following days.

### 30-Second Expert & See Think Wonder Activities

To complete "See Think Wonder", once students have written down their conclusions, ideas and questions, follow the steps below:

**Step 1:** Stand and find a partner. Stay standing.

**Step 2:** One person shares his or her thoughts while the other listens. You have 30 seconds to share.

Begin by saying, "I am an expert on this topic because I know..."

**Step 3:** The listener will summarize what s/he has heard. Begin your summary with "According to" (insert name) and summarize what you heard. After your summary, ask, "Did I get that right?"

**Step 4:** Reverse roles. Speaker becomes listener and listener now speaks.




**Step 5:** Be sure to thank your partner when you are finished.

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**Mini Lesson Activities:** See material following the lesson

**Videos:**

- Leevy's: <https://www.knowitall.org/video/i-s-leevy-grandson-i-s-leevy-johnson-legacy-leadership-interview>
- Article: <https://www.wistv.com/story/21311095/reviewing-columbias-progress-since-1963/>

<h1>See Think Wonder</h1>		
 <u>SEE</u> What do you see?	 <u>THINK</u> What do you think is going on?	 <u>WONDER</u> What does it make you wonder?

Adapted by Alice Vigors 2017

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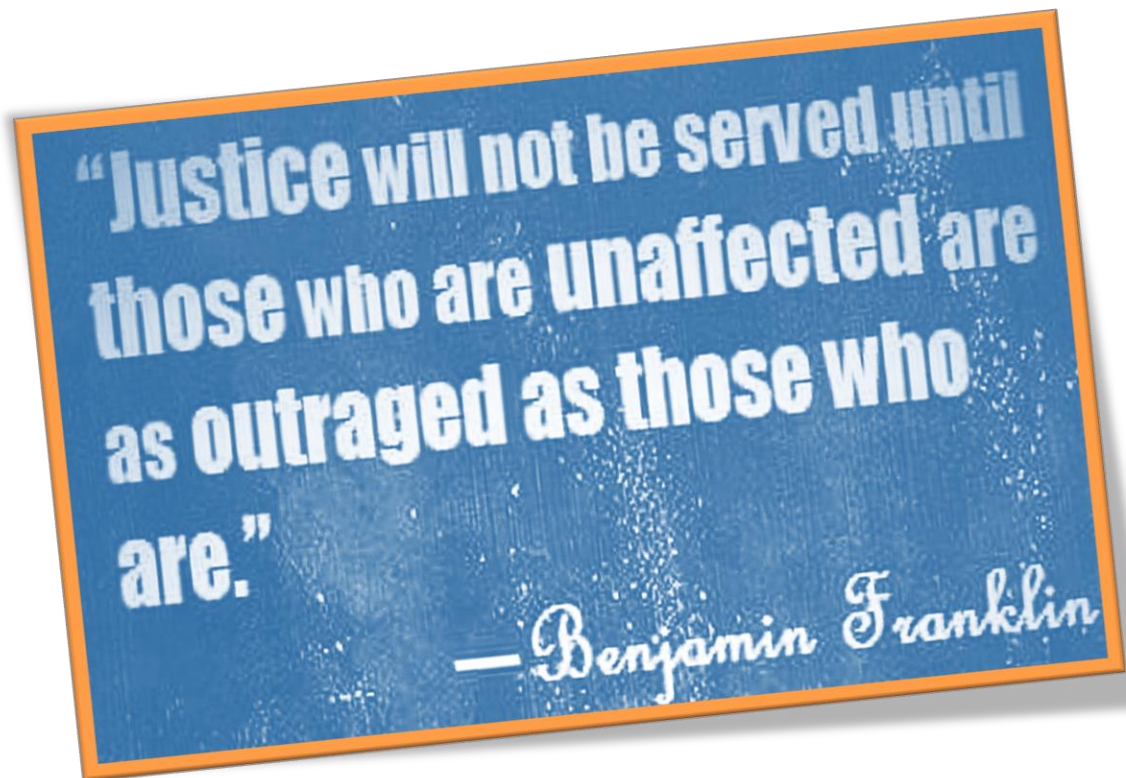
### MINILESSON CHALK

#### Learning Target:

I can compare and contrast the goals and tactics used in the Civil Rights movement to modern day events.

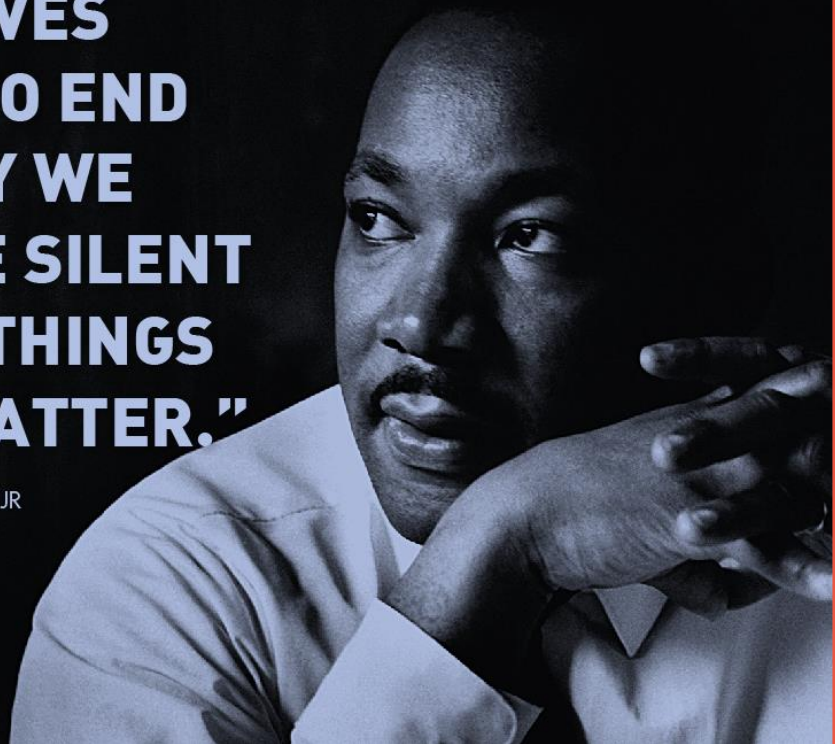
#### Chalk Talk

1. A chalk talk is a SILENT activity.
2. Read the famous quotes and silently reflect on what emotions they evoke or bring out. (Teacher will have the quotes individually up on the screen. Students can then go to the board and do number #3.)
3. You may add to the chalk talk at any time by going to the board and:
  - adding your thoughts
  - circling interesting ideas, thereby inviting comments
  - writing questions about a participant's comment & adding your own reflections or ideas
  - sketching or doodling any images that come to mind
  - composing your own thoughts to create a quote & signing your name to it



**“OUR LIVES  
BEGIN TO END  
THE DAY WE  
BECOME SILENT  
ABOUT THINGS  
THAT MATTER.”**

—MARTIN LUTHER KING JR



**More Famous Quotes:**

**“I am – Somebody. I may be poor, but I am – Somebody! I may be on welfare, but I am – Somebody! I may be uneducated, but I am – Somebody! I must be, I’m God’s child. I must be respected and protected. I am black and I am beautiful! I am – Somebody! Soul Power!”**

- Jesse Jackson, civil rights leader & SC native in an address to Operation Breadbasket rally, 1966.

**“The greatest evil in our country today is...ignorance...We need to be taught to study rather than to believe.”**

- Septima Poinsette Clark, SC Civil Rights leader

**“People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.”**

- Rosa Parks

**“A man who stands for nothing will fall for anything.”**

- Malcolm X

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### And More Famous Quotes :

**“The violent demonstrations and fatal vehicular attack we witnessed in Charlottesville last weekend were the horrific consequences of institutionalized hatred as practiced by KKK, Nazi, and “alt-right” groups...Students, you in particular model for us what it means for strangers of all backgrounds and persuasions to build and sustain a community of trust.”**

- Kim Benson, English professor at Haverford College

**“Forty-two percent of black children are educated in high-poverty schools...The unemployment rate for black high-school dropouts is 47% (for white high-school dropouts it is 26%)...Although black people make up just 13.2% of the US population, they account for 37% of the homeless.... African Americans now constitute nearly 1 million of the total 2.3 million jail population...”**

- Elizabeth Day, writer for The Guardian

**“Throughout its 200-year history, [the Emanuel African Methodist Episcopal Church] has endured slavery, discrimination and racism. When worship and assembly were banned, the church resisted and provided a place of fellowship and sanctuary. The Emanuel Nine tragedy marks another dark moment for the church, though faith helped to heal and bring light into the darkness.”**

- Michael Arad, Architect of the design for the Mother Emanuel Memorial

**“the arrest of Eric Garner, [after he ] was placed in a chokehold for 15 to 19 seconds by a white police officer...Garner can be heard...saying, “I can’t breathe” a total of 11 times and was pronounced dead in hospital an hour later... “I can’t breathe” became a totemic phrase for protesters. The basketball player LeBron James wore a T-shirt with the words emblazoned across the front...”**

-Elizabeth Day, writer for *The Guardian*

**“African Americans are incarcerated at more than 5 times the rate of whites. Though African Americans and Hispanics make up approximately 32% of the US population, they comprised 56% of all incarcerated people in 2015. African Americans and whites use drugs at similar rates, but the imprisonment rate of African Americans for drug charges is almost 6 times that of whites.”**

-Criminal Justice Fact Sheet, NAACP

**“As a freshman at Duke University, I feel the effects of the “Corridor of Shame” every day. Sometimes, it is hard for me to understand material my peers clearly find familiar. Often, I feel inferior. I never agree with other students who say, “Everything we are going over now we basically learned in high school.”**

- Ehime Ohue, student who attended school in the “Corridor of Shame”

## More Than A Funeral Home continued

### Teacher References

#### Changing Political Influence

African Americans continue to fight for equal rights in our nation.

Examples of current issues include:

1. Corridor of Shame - poverty-stricken area along I-95 highway in SC with underfunded and failing schools
2. Black Lives Matter Movement - protests against systematic violence against African Americans, especially police violence
3. Voting Rights - ex-felons, voter ID, gerrymandering
4. Emanuel 9- The 2015 shooting at the Emanuel AME Church Bible study in Charleston, SC
5. Redlining- The practice of mortgage lenders of drawing red lines around portions of a map to indicate areas or neighborhoods in which they do not want to make loans. (i.e. areas with high minority populations)

#### Debrief:

Which quotes stood out to you? Why?

What are the similarities and differences about civil rights then and now?

What modern-day issues do you see or hear in the news that remain?

#### Focus Questions:

What was the main goal of the Civil Rights Movement?

What caused the movement to accelerate?

What are examples of methods used during the Civil Rights Movement?

*"Corridor of Shame is a fifty-eight-minute documentary that takes a revealing look inside the decaying rural schools of South Carolina, exposing crumbling and inadequate facilities that are not only unacceptable but truly dismal learning environments for 21st century education. Struggling with the effects of reduced funding from the State of South Carolina in recent years and declining support from local governments due to diminishing tax bases, these schools are hard-pressed to provide a minimally adequate education for their students."* From:

<https://www.goodreads.com/book/show/17871398-corridor-of-shame>

